



Family Handbook

Child and Family Development Center



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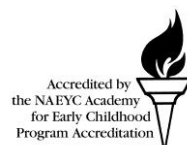


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Welcome to NHTI, Concord Community College's Child and Family Development Center (CFDC). It is our goal to make the early childhood years a wonderful experience for you and your child. This handbook states the policies and procedures of the CFDC pertaining to your experiences here.

We understand that you have a choice in where your child experiences their first six years of life and are proud that you have chosen our program. Should you have any questions during your time here, please feel free to contact us directly at 230-4024. Once again, welcome!

Vision and Mission Statements (10A)

“Teaching, Learning, and Practicing with Quality and Joy”

The faculty, staff and students of the NHTI Department of Child and Family Studies believe that the experiences of childhood have a profound and lasting effect on human growth and development, and societies in general.

The NHTI Child and Family Development Center will demonstrate and promote the importance of early childhood and family partnership development by providing a comprehensive program of education and support for students, campus families, and the larger community.

Philosophy (10A) “Teaching, Learning and Practicing with Quality and Joy”

The philosophy of the NHTI Child and Family Development Center upholds the view that children's development is enhanced by professionals trained in early childhood education, who model authentic and honest experiences, valuing and respecting each and every individual, and who recognize children's play as an expression of intelligence and growth.

We recognize that consistency in caregiving is essential for children's attachment and therefore the CFDC organizes our programming so that a group of children stay with the same teachers for more than year; this has the potential to provide that consistency which is critical for attachment. Maintaining attachment is critical to the child's physical, cognitive, and emotional health now and in the future. *Journal of the Scholarship of Teaching and Learning*, Vol. 17, No. 2, April 2017, pp. 85-100. doi: 10.14434/josotl.v17i2.20840

Teachers are trained observers and reflective practitioners who intentionally construct an engaging and lively curriculum with devoted attention to the individual child, based on these observations. With the CFDC's role in training early childhood students we are actively involved in the opportunities of research and professional literature as tools for professional growth.

All children enrolled at the CFDC are provided with responsive materials, significant time to engage in absorbing play, and relevant activities appropriate for their ages, interests, and personalities. Emphasis is on interactive play and learning, creative expression, language development, problem solving, and a balance of child initiated and adult-led activities. A central feature is the fostering of self-esteem as children develop social, emotional, intellectual, and physical skills. Family members are valued as essential partners, and their ideas, insights, and

participation are actively sought. We strive to reflect the philosophy of the National Association for the Education of Young Children (NAEYC).

The Center is inclusive and welcomes children and families of varying race, color, abilities, national and ethnic origin, and religious backgrounds. We believe that families, children, and teachers learn and grow through collaboration.

We have taken part in the rigorous evaluation process for accreditation with the National Association for the Education of Young Children, and became accredited in 2005.

You will notice the NAEYC standards are highlighted throughout this document in an effort to assist the reader in understanding the rationale behind our policies and procedures. They appear after a topic heading with numbers and letters that dictate which standard is being referred to.

Standard 1: Relationships

Standard 2: Curriculum

Standard 3: Teaching

Standard 4: Assessment of child progress

Standard 5: Health

Standard 6: Teachers

Standard 7: Families

Standard 8: Community Relationships

Standard 9: Physical Environment

Standard 10: Leadership and Management



A Laboratory School

As a laboratory school, the CFDC is a demonstration setting for best practices in early childhood education. Student teachers benefit from observing seasoned teachers collaborating with children in a community of learning. On a regular basis, these college students will work alongside staff in the classroom, planning and implementing meaningful activities under the supervision of the teachers. The carefully planned environment in the laboratory school provides children with opportunities to experiment, explore, problem solve, and interact. Although seemingly informal, this environment is thoughtfully planned to allow for both children's natural learning and positive experiences for student teachers.

Generally, laboratory schools:

- Provide opportunities to apply theoretical knowledge through practical opportunities for undergraduate or graduate students in Early Childhood related programs.
- Provide opportunities for faculty and students within the ECE department and other departments within the college to conduct research related to child development, families, and child care.
- Provide developmentally appropriate curriculum to those children who are enrolled.
- Serve as a model and resource for infant/toddler and preschool childcare and development programs as well as full-day kindergarten in the region.
- Incorporate family education into the children's programs for the families of children who are enrolled.

CURRICULUM

(NAEYC Standard 2)

At the Child and Family Development Center, we use Emergent Curriculum. Both words in the phrase are important: *Emergent* stresses that planning needs to be based on the daily life, home cultures and languages, and interests of children and adults in the program, and reminds us that spontaneity is important in early childhood settings. *Curriculum* conveys the message that teacher planning also exists in an early childhood setting. Both spontaneity and planning come together in Emergent Curriculum.



How does Emergent Curriculum work?

Each classroom has specific age appropriate goals that are used as a tool to guide the curriculum, children's learning and development. These goals are aligned throughout the program, based on appropriate expectations and individual growth patterns, to ensure that children are developing to their full potential.

Everyone working or studying in the CFDC is a careful observer of young children. We understand developmentally appropriate practices and use this knowledge to create goals for each classroom. We take anecdotal notes and reflect together upon what we have seen and what it means in terms of children's culture, interests and learning. From our goals and observations, we are able to document children's growth and development, explore their interests in depth, enhance play centers to support children's interest, expand on children's developing ideas, and scaffold their prior knowledge or misunderstandings that exist on a particular topic. This information enables us to brainstorm directions for curriculum and plan specific activities. This type of planning is responsive to what children are interested in and to what they are exploring during play. Teachers use this information and their observations to build upon and develop plans that are rich in opportunities for children to further construct knowledge through exploration, field trips, visits from outside resource people, and hands-on experiences.

What does Emergent Curriculum look like?

Once a topic has been decided upon, the classroom environment will change – both physically and in terms of activities – to support that topic. Activities will be designed that will cover areas of language acquisition, literacy, the sciences and discovery, math, social studies, creative expression, and physical development. Some activities will occur during play and will be one of many choices for the child. Others will be introduced through small and/or large group activities. The exploration of a particular topic may take place over a few days, weeks, or in the case of a long-term project, months. The time frame depends upon the directions and tangents that the children and the curriculum take. For instance, an exploration may begin with “underwater” and progress to sea creatures, treasure, and maps before it is completed.



Children use their play to act out real life events. We provide opportunities for children to pretend in many areas. They may imitate what they see and care for baby dolls which teaches them to be caring and nurturing individuals. We provide the children with the role models that are necessary to reenact life experiences in a positive, safe environment.

For infants and toddlers, there may be a period of sensory exploration of certain textures, emptying, filling, carrying materials, and exploring new skills and movements, or objects in their world.

The formation of relationships with others is a key element to our curriculum for all groups. These relationships are the foundation to which children build their knowledge of social expectations, respect for individuals, and how to trust others in an effort to successfully explore their environment.

How are learning and the curriculum documented?

Every day the plans for activities will be posted in each classroom. As the curriculum develops and changes direction, a flow chart showing these changes will be displayed. You will also see documentation panels around the CFDC, featuring children's representations, photographs of learning in action, and text describing what is happening. These are exciting to look at and read, and you may find areas where you, as family members, can contribute to curriculum.

The teacher's questions are also documented on these curricula planning sheets and display panels. The wonderings and intentions of the staff are important to the development of curriculum as well as the professional development of staff and individualized teaching methods for children.

Families are encouraged to read and contribute to these on-going threads of interest and share their experiences from home in an effort to co-create meaningful and relevant curriculum for each child.

Does kindergarten use an emergent curriculum?

The Kindergarten program is unique in that it combines enrichment from academic departments on NHTI's campus, including; Art, Music, Gym, Library, Math and Science. In addition, this program addresses all NH Department of Education Common Core State Standards and stays true to our program philosophy of emergent curriculum.

GENERAL INFORMATION

Tuition

NHTI has been very efficient in providing excellent educational opportunities to the state's communities at an affordable price. To maintain our highest standards of quality, a 1% increase in tuition will be applied to tuition effective July 1st of each year.

As your child ages through our classrooms, your tuition decreases. Please note that pre-k children maintain the preschool tuition rates until the kindergarten academic year begins in late August or early September.

A business agreement is part of your registration package. This outlines your child's schedule, hours of attendance, and other important factors. It is important to read this agreement carefully and ask questions for clarification if necessary.

Children are enrolled for a scheduled space within the program. Though the program operates from Monday through Friday, 7:00 a.m. to 5:30 p.m., NAEYC best practice states that no child should be in care for longer than 9.25 hours per day. As such, we will work with your family to find a 9.25-hour schedule that works best during the above listed operating hours. **Please note that the last pick-up time is 5:15 p.m.** This ensures that each family will be personally greeted and still allows time for the teachers to complete their closing duties before they clock out at 5:30 p.m.

Payment may be made weekly or monthly and **is due the first day of your child's enrollment each week or each month.** Our Program Assistant will provide an invoice each week/month for the exact amount owed. If payment is not received when it is due, a warning notice will be sent in the form of an invoice. If payment is not received by Friday of that week, a 10% late fee will be assessed. The weekly billing cycle will be from Monday afternoon to the Monday morning of the next week (accounts are reconciled on Monday mornings).

For payments that continue in arrears, an additional notice will be sent, stating that if payment is not received in full by the specified date, the CFDC will begin the collections process and your child will be withdrawn from the program. You will be given a two week notice with a specified date of your child's official withdrawal from the center.

For families with more than one child enrolled in the CFDC, we offer a sibling discount on tuition which is listed on our tuition schedule and applied to the oldest child (or children).

Confidentiality (4E)

Center staff members take every precaution to keep information about child behavior, family events and situations confidential. We will not discuss the behavior or specific needs of any child with another family. Children's files, containing a registration form, a health form, developmental records, etc. are kept in a secure location and are accessible to the following persons: parents or legal guardians, the child care center staff, licensing specialists from the NH Child Care Licensing Unit and assessors from the NAEYC Academy of Early Childhood Programs. Information will not be given to other people without the written consent from parents or legal guardians.

Scheduling and Changes

Expenses at the center remain the same whether children attend on their scheduled days or not. Therefore, families will be charged for their scheduled time and for holidays.

Holidays recognized by the CFDC are:

- New Year's Day
- Martin Luther King Jr. Day
- President's Day
- Memorial Day
- Independence Day
- Labor Day
- Veteran's Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve: early dismissal at noon (12 p.m.)
- Christmas Day
- Chancellor's Holiday (TBD each fiscal year)
- Professional development day (TBD each year; typically held in April)
- NHTI and ECE Orientation; (TBD each year; August)

On occasion, a family's work or school schedule may change. If space permits, long-term schedule changes can be made. Families should contact the Assistant Director or Director two weeks in advance of the change to discuss their needs and the date of the change. A written request will be required. If space for a schedule change is not immediately available, we will make the change as soon as space permits. PLEASE NOTE: We do our best to accommodate the scheduling needs of all families; however, we may not be able to accommodate all requests, i.e. a drop-in days from full time to 2 days per week. These types of requests will be reviewed on an individual basis and will consider our ability to fill the remaining openings.

In terms of a decrease in the number of hours needed per day, this type of change can usually be made with two weeks' notice to the Director or Assistant Director. Some spaces are dedicated as full-time and we may not be able to accommodate a decrease in schedule. Please note that once you reduce your scheduled hours, in many cases, these hours are filled by other families. ***It may not be possible to increase them without being placed on an in-house wait list.***

Family Maternity Leave and/or Disenrollment

All families may modify their child's schedule during a maternity or paternity leave for up to 12 weeks after the birth of a sibling. There are two options for this:

1. We understand that bringing a new child home can cause a significant change to your regular schedule and want to accommodate this new time in your lives. Families are offered the option of dropping down to half-day rates/schedule for all days of attendance for 2 weeks after the birth of a new child. These two weeks will be part of the 12-week maternity benefit.

*A 'half-day' option is considered 4 hours of morning care.

2. Families can choose a 3-full and 2-half day per week schedule while maintaining their full-time space. This benefit stays in effect until your infant begins care at CFDC or for up to 12 weeks after their birth, whichever comes first.

If families choose to decrease their schedule on a permanent basis, without being charged the ½

day rate, they do so with the knowledge that adding the relinquished days at the end of the 12-week maternity/paternity leave is over may not be able to be accommodated. This is because our budget requires us to fill spaces as they come open.

Should your family choose to disenroll from the CFDC, you must do so in writing while also providing a 2-week advanced notice. This allows for us to seek another family to fill the space you are vacating. Forms for disenrollment are available with the Program Assistant, Assistant Director, or Director.

Center Hours and Late Fees

The CFDC opens at 7:00 a.m. Staff will open and be available to take scheduled children at this time. The last scheduled pick-up time is 5:15 p.m. This is because ***the CFDC closes at 5:30 pm.*** All families and staff should have left the building by this time, therefore, please plan to arrive in enough time to talk with the staff about your child's day while allowing for them to complete their closing responsibilities and exit the building by 5:30pm. For scheduled half-day preschool families, your scheduled time ends at 12:00p.m. All half-day families should have left the building by this time. Any family arriving outside their contracted time (whether early or late) is subject to additional fees. After a friendly one-time reminder, subsequent early arrivals or late departures (including both part-time and full-time families) will be documented and billed via your invoice at the following rate: \$10.00 for any portion of the first five minutes and an additional \$1.00 per minute thereafter. Should families incur repetitive late fees, you may receive a reminder from an administrative team member asking if you need to change your contracted hours. If a family incurs more than 3 late fees in a 6-month period, the late fee charge will double. Families incurring more than 6 late fees in a calendar year will be subject to disenrollment.

*The exception to this is when families spend time with their child in the classroom, outside of their contracted times and stay with their child until their contracted time begins. Families are welcome in the building at all times, but we ask that if you are early, you stay with your child until your contracted time begins. This helps teachers stay within NH Childcare Licensing regulations and therefore in compliance.

Late pick-up fees will be assessed by the Program Assistant on your weekly invoice. These fees are added into your tuition invoice and expected at the time of your next payment.

Cancellations/Delays

The Child and Family Development Center will follow the NHTI campus-wide decision on closures, as we are a department of NHTI. The only exception to this will be when NHTI delays the start of classes or cancels classes; in this case, the CFDC will not be affected and will remain open for normal business hours. If the entire campus has a delay or closes early CFDC will follow that decision. We have multiple ways to communicate delays or closures:

- Changes to our business hours will be broadcast on WMUR (channel 9) via television or

internet under the heading of, “NHTI-Concord’s Community College”. **The CFDC will not be listed separately but rather families should look for the decision made by NHTI for guidance.**

- We also offer a text alert system called, Rained Out, that families can sign up for. Visit: <https://www.rainedout.net/team> or send a text with our keyword, “CFDCNHTI” to 84483
- Our telephone voicemail message will be changed no later than 6:30 a.m. followed by an email no later than 6:30 a.m.

Center Staff

The Director is responsible for the daily operations of the program, the development of policies and procedures, and the ongoing supervision of staff and program performance. The Director works with staff in terms of curriculum planning, training and staff development, and continued overall improvement to ensure the highest of quality early care and education.

The Curriculum Coordinator/Assistant Director assumes all responsibilities of the Program Director in their absence. She/he is also responsible for working with each classroom individually to assist in discussions regarding curriculum, physical environment, children’s development, and documentation. In addition, the Assistant Director oversees enrollment and maintains the waiting list.

The Program Assistant’s many tasks include billing and receiving payments of tuition, answering the phone, maintaining both child and staff records, and assisting in coordinating student participation in the program.

Each classroom has a full time Lead Teacher and at least two Assistant Teachers, with the exception of kindergarten, who has a lead teacher and an assistant teacher. All Lead Teachers have either a bachelor’s or associate’s degree in early childhood education, as well as significant experience. We also employ Teaching Assistants, Teacher Aides, Clerks, and federal work study students.

You may also see other adults in the classrooms. Each semester, student teachers are engaged in teaching alongside an experienced teacher. This practicum experience is vital to the adult student’s development. Since CFDC is in a college environment, nursing, dental and human services students may also come in to offer programs to children and families. ECE Lab Students spend one hour in pre-determined classrooms interacting with children and observing the teacher’s practices. This helps them to make connections between their text books and real-world experience. Lab and practicum students are not counted in our teacher to child ratios but have a criminal background check and fingerprints on file.

Volunteers (10E)

We view volunteer opportunities that may be available as a wonderful opportunity to open our program to visitors, share our knowledge of best practice, and establish community partnerships with other organizations.

When volunteers come to the Child and Family Development Center for short or prolonged volunteer placements, they are required to meet with the Director or Assistant Director. During this time, basic policies, procedures, and regulations, health, safety, and emergency procedures, our behavior guidance techniques, and reporting procedures for suspected child abuse and neglect are reviewed. They are encouraged to observe the teaching staff and to ask questions.

Each volunteer is required to have and clear a criminal record check, finger prints and health records on file to work with the children. Volunteers are not responsible for the children or work alone with them: they are under constant supervision in the classroom and they are not counted in our teacher to child ratios.

Professional Development of Staff

In terms of ongoing professional development, the CFDC believes that it is the professional responsibility of its staff members to keep informed of emerging information, including research, so as to provide the highest quality care and education for young children possible. The CFDC follows NH Childcare Licensing requirements that all teachers complete a minimum of eighteen hours of professional development annually. In addition, all staff maintain certifications in infant/child CPR and First Aid as well as medication administration and sun & water safety.

Full-time staff members are required to become credentialed through the NH Early Childhood Professional Development System. This involves gathering transcripts, professional development (PD) hours, and completing professional activities outside their PD hours. This documentation is then submitted for assessment to the Child Development Bureau, who will assign an appropriate credential.

The CFDC will provide regular in-service training for staff to improve skills in curriculum, observation, interactions with families etc., and expects staff to participate in staff development. In addition to the in-service training, staff may also attend workshops and seminars, visit other high-quality child-care centers, or enroll in college or university courses. Training addresses any of the following areas: reflective practice, action research, health and safety, child growth and development, curriculum planning, guidance and discipline, observation and assessment, linkages with community services, communication and relations with families, detection of child abuse and developmental delays, sign language, meeting the needs of children with special needs, advocacy for early childhood programs, ethical conduct, and planning the physical learning environment (including aesthetics).

While the majority of these professional development activities are done on time outside of working hours, we will close **ONE DAY PER YEAR** to provide staff with the opportunity to receive training together. As soon as the exact dates become available, this information will be provided to families as part of their yearly holiday calendar.

Adult to Child Ratios (10B)

We adhere to NAEYC's recommendations for teacher to child ratios for their positive impact on children's development. We also keep children together with the same teaching team for an extended period of time to foster authentic trusting relationships as encouraged by NAEYC.

NAEYC (best practice observed by CFDC)

Infants (6 Weeks-18 months): 3 Children to 1 Teacher
Toddlers (19 months – 3 Years): 5 Children to 1 Teacher
Preschoolers (3 to 5 Years): 8 Children to 1 Teacher
Kindergarten (5 to 6 Years): 10 Children to 1 Teacher

State of NH

Infants (6 Weeks to 12 Months): 4 Children to 1 Teacher
Toddlers (13 to 23 Months): 5 Children to 1 Teacher
(24 to 35 Months): 6 Children to 1 Teacher
Preschoolers (36 to 47 Months): 8 Children to 1 Teacher
(48-59 Months): 12 Children to 1 Teacher
Kindergarten (60+ months): 15 children to 1 teacher

Transitions

Many factors contribute to when children move from one classroom to the next, though generally children remain in one classroom for about 18 months. These transitions take place throughout the year as appropriate and families are typically notified of the transition and orientation dates within one month of the actual move. The transition will be gradual, with children first visiting the new classroom several times before moving. In addition, families will have an opportunity to meet with the new classroom teachers in order to get to know them and learn the differences in programming in that room. Lead teachers are responsible for coordinating these transitions.

Pre-K \ Kindergarten

Pre-K children are typically 4.5 years old and move up from our preschool program. While these children are exposed to kindergarten curriculum topics, teachers understand the developmental differences and have appropriate expectations for their acquisition knowledge and skills. In preparation for kindergarten, this classroom requires children to attend five consecutive days and ½-day options are available.

Many times, parents choose to enroll their children in our full-day, play and inquiry-based kindergarten program. The kindergarten program is unique as it combines a small multi-aged classroom with enrichment from academic departments on NHTI's campus including physical education, library, math and the science, and embraces a community and equity approach to teaching and learning. In addition, we address NH Department of Education Common Core State Standards, *while* staying true to our program philosophies. Children leaving our Pre-K/K/Kindergarten for public/private education in the fall can expect a cut-off date near the end of June, closely following the Concord School District calendar. This allows for a center-wide move-ups. If open spaces are projected over the summer months, we may be able to accommodate extended care for kindergarten/1st grade eligible children. Pre-registration for our kindergarten program is in January. This is also when we will inform families leaving us of a cut-off date or if there is room for summer care.

Family Participation and Programming (10A) (10F)

We hope to see you in the classroom from time to time as your schedule allows. Since we need to limit the number of adults in the classroom at any one time so as to not overwhelm the children, it is recommended that you speak with your child's teacher before coming in to volunteer or participate.

Occasionally there will be small projects pertaining to curriculum that families may be able to assist with. These include small sewing tasks that can be done at home, recording stories, or making flannel board sets. Such requests will be published in the newsletter as they come up.

The director formally communicates with parents of organizational information at an annual Parent Advisory (PA) meeting and informally throughout the year via e-mail. Discussions revolve around current issues, updating policies and procedures, and general topics to both inform parents and for the CFDC to gain perspective from families enrolled. We encourage families to respond to these updates with ideas, questions, and feedback.

Families are also encouraged to attend CFDC sponsored family events. Every year we organize a fall, spring and summer family event and we encourage all families to try to attend as many opportunities as possible to help grow their understanding of child development and build relationships with the other families enrolled.

Some classrooms schedule, "Special Family Week", with each child. The purpose of Family Week is for the children to get to know something about each other's families and cultures. This is a time for children and their families to share special items, activities, people, and/or events with others in their class. For instance, some children may have a grandparent or other family member visit, a parent might come in to play one morning, or the child may bring in a set of special photographs or a significant item. Some families share a cultural event that is important to them or a parent bakes or does some other activity with the children. Sometimes it is impossible for family members to be at the CFDC, so they send in something for the other children to look at or explore. Some of these items have been: leaves from the child's yard, a simple recipe for the children to use or audiotapes of a story being read.

Our program is a family place. We believe that family participation and support make it a special community and gives everyone a sense of belonging.

Family Evaluation of Center (10A)

Families are given the opportunity to evaluate the CFDC annually. We also value written comments and suggestions throughout the year in order to help us continually improve our practices. If you have a concern or question at any time, please do not hesitate to contact the Director or your child's Lead Teacher.

Family Lending Library and Resources (10A)

The CFDC maintains a family library which includes books, articles, videotapes and journals that are available for borrowing. Articles from the library will include information on activities for young children, child development, behaviors, and other related topics. If you would like to see

something specific in the library, please mention it to us and we will do our best to provide it.

PARENT/STAFF RELATIONS

Home Visits (10A)

Relationships are the key to offering a quality program. Therefore, we will set up a convenient time to meet with families at their home. Children are more comfortable in their own surroundings and the experience provides the teaching staff an opportunity to establish a connection with children and families. Home visits provide the family with opportunities to communicate their hopes and dreams for their child as well as share personal stories about him/her. These opportunities will be offered and encouraged for all families enrolled within the CFDC but are mandatory for enrolling an infant. This is your opportunity to inform the teacher about your baby's unique routines in the quiet and comfort of your own home. The teaching teams will meet your family's needs by setting up a time that works best for you and your family.

Babysitting

Professional relationships with families are important to us. Families sometimes inquire about the ability of teaching staff to babysit for them during non-work hours. We recognize parents' confidence and trust in our teachers so the CFDC does allow our part-time staff to babysit for families outside of their scheduled shifts, providing their child is not enrolled in the teacher's primary classroom. This helps to alleviate perceptions of favoritism and bias in the classroom and upholds our values of professionalism.

Communication (10A)

A spirit of warmth and cooperation between families and teachers is essential to your child's experience at the CFDC. The teaching staff welcomes family participation and visits, and we have an open-door policy. Remember that some children have difficulty with separation as a family member leaves the program. Discuss this with your child's teacher when planning a visit.

Our Infant/Preschool observation booth is always available to families. "Guided Observations" can also be arranged by appointment with the Director, Assistant Director, or a Lead Teacher. In this case, we are able to explain the learning that is taking place as children are playing or taking part in planned activities.

We welcome the chance to exchange news and updates on a daily basis. The CFDC uses an electronic journaling system called Cubby Notes. Families can opt to create an account whereby two-way communication can occur via e-mail. The infant and toddler classrooms will record times and amounts of foods/bottles consumed, times of sleep, and an anecdotal photograph throughout the day. The preschool and kindergarten classrooms send out one informational note with photos each afternoon.

Additionally, each of the classrooms and the administration team create a monthly newsletter that keeps parents up to date on curriculum and events.

Messages can also be left for teachers and for other families in individual mail boxes. Staff mailboxes are located in the staff room and family mailboxes are located outside each classroom. Please refer to the hallway bulletin boards for news of special events.

Although there will be communication on a daily basis at pick up and drop off times, the primary responsibility of the teacher at these times is the children. If at any time you need to discuss something at length with a teacher, he/she will be happy to arrange a time to meet or talk on the phone.

In an effort to create a greener environment and to cut down on paper printing, we have instituted an email communication system in which invoices, newsletters, and other types of information are emailed to you for convenience.

Newsletters for CFDC-wide news as well as individual classroom news, which will also be placed in your mailbox or emailed to you if that is your preferred mode of communication. If you would like to see information on a specific topic in the newsletter, be sure to let us know.

For families who may require information in a language other than English, we will work with the Director of Cross-Cultural Education here at NHTI to ensure that there is a translator or written material in the family's native language.

Conflict Resolution-Grievance Procedures

In any childcare community environment, in the routine and regular process of childcare there are inevitable situations or conflicts that are potentially negative to individuals or to the community. It is critical that long before a conflict arises there already exists an environment that fosters mutual respect, tolerance and clear, honest communication. The Director and Teaching Teams at CFDC work to create such an environment for families. The CFDC is committed to responding to and resolving all parent concerns and grievances as quickly as possible. Grievances and concerns are most effectively addressed within the center. If a specific classroom concern arises, parents should address the issue with the appropriate Lead Teacher. Parents are encouraged to discuss more general center and policy concerns with the Director who will involve teachers as needed. The Lead Teacher or Director may arrange a special conference to assist in addressing parent concerns. It is the very rare exception when a parent concern is not resolved promptly and satisfactorily within the center.

If, however, after speaking/meeting with the Lead Teacher and or Director, a family feels their concern has not been resolved satisfactorily, they are encouraged to speak with the Department Head of the Child and Family Studies Department here at NHTI who oversees the operations of the CFDC and is available to pursue any matter further.

If you, as a parent, have a concern or questions, please contact the Director or your child's Lead Teacher immediately to address the issue to everyone's mutual satisfaction.

ASSESSMENT (Standard 4)

The CFDC uses a variety of formal and informal methods of assessment to support children's learning such as observations, checklists, rating scales, screenings, developmental progress notes, photographs, videos, and work samples. We assess children's growth over time in the areas of

Developmental Records: Portfolios

From the time your child enters our program, we will be collecting observations of what he/she is doing and saying, and selecting samples of his/her work together with photographs of your child in action. Such anecdotal records assist us in assessing physical development, language and literacy, cognition, social skills, and creative expression. Evidence is collected into your child's portfolio, which is shared with you at parent/teacher meetings and are always available for you to peruse. These portfolios document the child's progress in the construction of knowledge and give staff and families information which shows where the child is in terms of developmental progress and interests. This information is used to guide curriculum which will build upon children's strengths in ways that also enhance areas of growth.

Screenings:

In addition, the CFDC staff will complete a research based developmental screening tool called the ASQ: Ages and Stages Questionnaire at the time of an annual assessment or more frequently if additional screenings are necessary. Families also complete a questionnaire as we recognize that there will be variations in what we see in a childcare setting vs. what families see at home.

Developmental Progress Notes (10A)

Infant, toddler, and preschool teachers will prepare brief progress notes and share them with you after the first three months of enrollment and, for infants and toddlers, every six months thereafter. These notes will include information about your child's development, interactions with peers, and their play interests. These are written in reference to observations made regularly by the teaching staff in your child's classroom. You will be invited to meet with one of your child's teachers (who may be occasionally accompanied by an Early Childhood Education student) to review both your child's portfolio and progress notes, to ask questions, and set goals together. We encourage you to share with us your hopes and dreams for your child to create a strong collaboration between home and the CFDC.

Teachers engage in daily observations of children and are educated and experienced in understanding the developmental stages through which children progress. We know that children develop at individual rates. We focus on each child's strengths as we individualize curriculum to ensure each child's optimal development. There are however, times when developmental or behavioral concerns may arise. We will work with each child and family individually to ensure that we are meeting the needs of the child. Since our expertise is as educators, it is not within our role to diagnose based on our observations. Our observations let us know when we need assistance from outside experts. We are familiar with various community organizations that provide education and support for a variety of different situations that families may encounter. When an area arises that extends beyond our level of expertise, we will ask for parental approval to seek additional information. This could be in the form of a consultation with a developmental specialist, or the request of an outside observation accompanied with feedback. These requests are to assist us in being prepared to teach in ways that will benefit the child and that will

positively impact the classroom environment as a whole.

We understand that it can be difficult for families when a teacher requests outside assistance with a behavior or other concern. In no way does such a request imply that the teacher doesn't like the child or thinks that the parents are not doing their job effectively. A request like this simply means that teachers need information and expertise beyond their own to ensure that their actions are supporting the child's needs and the needs of the other children within the program. We would not be doing our jobs if we ignored behaviors or development inconsistent with what we understand to be typical. We will do everything we can to support families and their children, including advocating and partnering with families to get all the information they may need. It is not our policy to dis-enroll children with challenging behaviors when the family is working with us to explore alternative solutions. If the outside expertise suggests a different kind of learning environment for the child, we will provide information to the family as they seek out this new environment.

Kindergarten Progress Reports

In an effort to maintain consistency with NH Department of Education, our kindergarten program will complete an academic report card, a Progress Report, on each child three times per year; December, March, and June. Parents and teachers will meet at the December and March assessments to discuss their progress made and co-create your child's goals.

Partnerships with Community Agencies

Our collaborative work with outside agencies is kept strictly confidential. Observations, IEPs and IFSPs are kept in a locked file. Only relevant persons have access to these files, including the parents or guardians of the child, the child's teachers, and the Director and/or Assistant Director.

We strive to partner with families in their relationship with outside agencies who are supporting their child and family's best needs and interests. Our staff have experience attending and supporting families through IEP and IFSP meetings and would be happy to attend these at the family or community agency's request. In addition, we will share information with designated therapists who are providing specified services to your child in our setting and outside of our setting (with your permission) in an effort to maintain consistency and continuity in care for the child. These records will be used to implement effective strategies used in therapy sessions to create consistent and inclusive practices.

POSITIVE BEHAVIOR PREVENTIONS AND SUPPORTS

At the Child and Family Development Center, our goal is to support children in building self-control and internal discipline and at the same time limit or eliminate the use of suspension, expulsion and other exclusionary measures. Our ultimate task is to teach children to respect themselves, other people, and the physical environment. For this to happen, children need adults who can be trusted and who model self-control. Acceptable behavior is taught with good-humored control and consistent guidelines.

The Center's guidelines are as follows:

- Classrooms and playground areas are equipped to be safe, enjoyable, and nurturing places. Many discipline issues can be avoided by arranging the environment in a developmentally appropriate manner.
- Teachers encourage, acknowledge appropriate behavior, and redirect inappropriate behavior. If a potentially harmful behavior continues, teachers may remove the child to another area of the classroom for some "quiet time" with a teacher who will provide a clear explanation as to the reason for the separation. This allows the child to regain control of his/her self and then successfully rejoin the group.
- If the challenging behavior continues, the staff and family will meet to decide upon a plan of action (see Plan of Action) that is consistent between home and school, and that meets the needs of the child. On occasion, other professional resources will be sought in order to help us formulate specific strategies and interventions that address the behaviors of concern when they are beyond the expertise of our childcare providers.
- Only when all other possible interventions have been exhausted and/or if the challenging behavior results in a serious safety risk to the child or others within the program, the CFDC's responsibility to the safety, well-being, and in the best interest of all children enrolled may lead to a decision of dismissal from the program. We will offer assistance in accessing further services and an alternative placement.

New Hampshire's Child Care Licensing Unit provides the following guidelines for discipline. Here is an excerpt directly from the Standards and Licensing manual:

1. Childcare personnel shall nurture and encourage each child in care and provide each child with a variety of learning and social experiences, appropriate to the developmental level of each child.
2. Childcare personnel shall establish and maintain a safe, healthy learning environment.
3. Child care personnel shall guide children's behavior using the following techniques:
 - a. Providing positive guidance;
 - b. Establishing developmentally appropriate rules or limits for acceptable behavior which are fair, consistently applied, realistic, and designed to promote cooperation and respect;
 - c. Providing children with reasons for limits and rules;
 - d. Giving positively worded directions;
 - e. Acting as a role model to demonstrate desired behavior and problem- solving skills and then redirecting children to acceptable behavior;
 - f. Arranging equipment, materials, activities and schedules in a way that promotes desirable behavior; and
 - g. Implementing safe, logical and natural consequences related to the misbehavior and enforcing those consequences as soon as possible after the misbehavior has occurred.
4. Separation, or time out, shall only be used as a method to enable a child to regain control of his or herself, not as a punitive disciplinary technique, and the following requirements shall apply:
 - a. Separation shall be brief and appropriate to the child's developmental level and circumstances;

- b. When a child is separated from the group, he or she shall be:
 - c. Able to see and hear the other children; and
 - d. The only exception to (2) above shall be when child care personnel remove a child from the classroom to a quieter area which is visible by other childcare personnel, to provide one-on-one attention.
5. Child care personnel and household members, if the program is to be located in a home, shall not:
- a. Abuse or neglect children;
 - b. Use corporal punishment;
 - c. Attempt to control children's behavior by actions which are humiliating, threatening, shaming, frightening or otherwise damaging to children, including but not limited to:
 - Requiring children to stand or sit facing walls or corners;
 - Verbally shaming children;
 - Belittling children;
 - Ridiculing children;
 - Yelling at children;
 - Name calling;
 - Making verbal threats to children;
 - Confining infants or toddlers in high chairs or other seating devices or equipment, which restricts their movement, as a disciplinary technique;
 - Placing or confining children in equipment that is not appropriate for their age, including but not limited to cribs, playpens or highchairs;
 - d. Withhold food from children or forcibly feed children; and
 - e. Discipline children for not eating.

<https://www2.ed.gov/policy/gen/guid/school-discipline/policy-statement-ece-expulsions-suspensions.pdf>

(taken from N.H. Child Care Licensing Rules and Regulations 2017-2027, He-C 4002.23)

Biting

Children sometimes bite other children. Biting is considered to be a normal (although challenging) part of early development. Children bite for a variety of reasons, but rarely do they bite with the intent to hurt another child. When biting occurs, staff will provide appropriate first aid (including cleaning the wound, applying ice, and TLC) and an accident report will be completed. Families of both children will be informed of the incident *without* identifying the other child involved. Families and teachers will work together in an effort to prevent further incidents. The CFDC has written resources available to families to help them understand why their child may be biting and how to help redirect and stop the behavior.

Plan of action: (1E)

When children have challenging behavior, we work with the family as a team to develop an individual plan to support the child's inclusion and success.

- 1. Observation and collection of info
 - Anecdotal notes
 - Photos

- Child's work samples
 - Video
 - Time samples
 - Checklists
 - Time samplings
 - ABC (antecedent, behavior, consequence) form to be shared between home and the program
2. Conversation with families
 - To include them in the process as partners
 - To create a shared understanding
 - Explain the information that has been collected
 3. Evaluate together
 - Through written and verbal communication
 - Decide upon next steps as a team
 4. Repeat as necessary

To the best of our knowledge and ability, this policy complies with federal and state civil rights laws

LUNCH, SNACKS

The CFDC is a Nut Sensitive Program.

Children bring their lunches from home in labeled containers. We ask that they are kept in lunch boxes with ice packs, as we do not have enough room to store items in our refrigerators. The CFDC will not microwave foods packed in plastic or Styrofoam containers. Please pack foods needing to be heated in glass or microwave-safe containers.



The CFDC provides nutritious snacks and water both in the morning and afternoon. Snack menus are posted weekly in each classroom. The CFDC also provides milk (whole milk for infants and toddlers, 2% for preschoolers and kindergarteners) at lunchtime. The infant, toddler and preschool classrooms have a microwave oven and can heat an individual child's food when needed. Kindergarten does not have easy access to a microwave and we ask that packed lunches are "cold" lunches. The children may also participate in meal preparations or baking for special events to which families are invited. You will be notified if a packed lunch is not necessary.

Please note that finger foods packed for children should be prepared in ways that allow children to eat them "as is". For example, if you have packed grapes for your toddler, they must be cut up into quarters, as grapes are a choking hazard. Foods that are not cut up prior to packing will remain untouched in the lunchbox and substituted for a nutritious equivalent from CFDC.

To develop good eating habits, we ask that if dessert is provided, **it makes a nutritive contribution** to the meal. Fresh or dried fruit, fruit cocktail and yogurt are recommended. **Desserts low in food value are saved to the end of lunch. We maintain a firm NO CANDY or GUM policy.**

Please inform the teachers and Director of any food allergies. These will be posted, with your permission, in your child's classroom to ensure health and safety precautions.

Your child's teachers are responsible for monitoring your child's food intake while at the CFDC. We are happy to help plan nutritious lunches tailored to your child's preferences.

Bottles/Nursing and Breastfeeding Support (5.B.09)

We welcome mothers to nurse their babies or express milk at our center at any time during the day and provide them with a private space to do so. Our nursing space is provided in the back of the observation booth between the preschool and infant rooms. This area has an electrical outlet, comfortable chair and a privacy curtain.

-A space in the classroom refrigerator is available for storage of expressed breast milk. Mothers should provide milk in ready to serve containers, clearly labeled with the child's name and date in which the milk was expressed.

-We work with mothers on a feeding plan to provide ongoing support for breastfeeding, including the opportunity to breastfeed their baby in the morning and evenings, and holding off

on giving a bottle, if possible, when mom is due to arrive.

-We feed infants on demand based on their hunger cues.

- Children who are being fed from a bottle are always held during the entirety of their feeding and never propped. This is to encourage the building of secure attachments between the infant and caregiver and for safety reasons. Feedings are paced and never rushed, infants are allowed to drink the amount of milk they want and not pushed to finish a bottle.

-Staff is trained in handling human milk. All relevant childcare staff will be trained in the proper storage and handling of human milk, as well as ways to support breastfeeding mothers.

-We support exclusively breast fed infants and will not offer any other food without permission from families.

-We work with families to create individual feeding plans for each infant, and continue to consult with families to update feeding plans on a regular basis.

-We strive to normalize breastfeeding for children and families through the use of pictures, books, toys, and educational materials.

-We provide parents with resources and information about breastfeeding and breastfeeding support organizations. You will find this information in the nursing space.

-Bottles that are served to infants may not contain solid food, unless a doctor has informed us with written instructions along with a medical reason for the practice.

-Unfinished and unrefrigerated formula or breast milk will be discarded after one hour,

**CFDC will not serve solid foods or fruit juices to infants younger than 6 months of age unless recommended in writing by a health provider. Generally, infants are served water and not fruit juices.

MISCELLANEOUS

Birthday and Holiday Celebrations

Birthdays are recognized in each room for children on the day of the birthday or the day closest to it on which they attend. These are informal in nature but acknowledge the significance for the child. Families are welcome to bring a birthday snack to share with their child's class. In keeping with our nutrition guidelines, however, we ask that you save the birthday cake for your celebration at home. Please note that baked items must be prepared at CFDC with the children or store-bought. This helps to ensure food safety practices. Families should contact Lead Teachers in advance to make arrangements for snack.

When hosting a birthday party at home, please do not distribute invitations in the classroom since this can be disappointing to those who are not invited. You may, however, use the mailboxes outside the classroom for this purpose.

The infant, toddler and preschool classrooms avoid celebration of specific holidays; however, we understand that based on the developmental level of each child, they may recognize that holidays are happening in their home environment. Holidays, when observed, are viewed as opportunities to explore how and what people celebrate. Generally, celebrations will be *very low key* and short in duration in order to avoid creating hype, adding stress or supporting commercialism.

Kindergarten children are learning about national, state, and cultural holidays and celebrations and therefore will be studying a variety of historical customs that are relative to their academic learning.

Other special events, planned or spontaneous, include visitors, trips, films, family and class picnics, and/or a pot luck get together. These are seen as an important aspect of our program in order to promote our community. As families are extremely busy, we offer these opportunities for them to get to know each other in a social realm.

Field Trips (10D)

Excursions out of the CFDC fall into two categories. The first is neighborhood exploration. In our case, the immediate neighborhood is the NHTI campus! This type of excursion will apply to all children, including infants and toddlers. For those children with parents on campus, we will occasionally be able to pay a short visit provided that it doesn't create separation issues for the child or the family member. In addition, children will occasionally take field trips on campus to the Early Childhood classroom (Sweeney Hall room #208). Children will be able to interact with the environment that college students have created and enjoy student-led activities, all under the direct supervision of the college instructor and the CFDC teachers.

Other trips include going further afield into the community. These may require transportation and we will ask for volunteers to assist with this, either by driving or being a chaperone (which would require documentation of proper insurance for drivers). Children are transported in car seats in accordance with NH state law. Trips are usually restricted to kindergarten and preschool children and they are occasional. Family members will be informed in advance for approval of destination, departure and return times, and method of transportation.

Permission to take 'neighborhood' field trips is included on a form in your registration package. All other field trips will require individual permission slips to be signed for each occurrence. If for any reason a child may not go on a field trip, your child will need to be kept home for the period of the field trip as there are not additional spaces for these children in other rooms. Any time the children leave the program to go on field trips or walks of any kind, first aid kits and a cell phone device are carried with the teaching team in case of emergency. In addition, traffic safety is practiced. The destination and approximate time of departure and arrival will be displayed on the classroom door.

Clothing (5A) and Outdoor Play Requirements

Children in all classrooms will get involved in tactile and messy activities such as finger painting, gluing, water play, and vigorous outdoor play, therefore it is necessary to dress children in comfortable clothing suitable for messy play. **All clothing should be washable and practical for active exploration during all seasons.**

Indoor Shoes: In the Infant and Toddler classrooms, we follow NAEYC Accreditation Standards that states, ***“Before walking on surfaces specifically for play, adults and children remove, replace, or cover with clean foot coverings any shoes they have worn outside.”*** Besides all adults entering these classrooms, we ask that all families dropping off a younger sibling before an older sibling, please adhere to this standard for the older child.

Bare Feet: A child learning to walk receives important sensory information from the soles of their feet touching the ground. To encourage balance, posture, and coordination, we allow children to be barefoot as much as possible, both indoors and out. Please let your classroom teachers know if you would prefer that your child wear shoes during the day.

All children need a spare set of clothing at the CFDC in case a change is necessary. Everything should be labeled and we will keep these items extra clothes container, separate from their cubby. Infants and toddlers may need more than one change of clothing, so several spares are appreciated!

Children should always be dressed for the weather, hot or cold. In winter, we will continue to venture outdoors since outdoor play and fresh air are medically recommended and children enjoy being outdoors provided they are dressed appropriately. We assist children with dressing, but please keep ease of dressing in mind when buying outdoor clothing, since all children eventually strive to be independent.

In the summer, we recommend that children wear a hat to protect them from the sun and we ask that you apply sunscreen to your child before arrival. We will have sunscreen on hand for reapplication in the afternoon. This will be an SPF 50, **‘Water Babies’** brand of sunscreen. If you would like your child to use this sunscreen, there will be a permission slip provided for you. If you would like a specific brand of sunscreen, please leave a labeled bottle of sunscreen with staff and be sure that your permission slip lists the sunscreen you have provided. Staff are informed daily of the UV index level for each hour of the day and will reapply sunscreen to children when the UV index will be at 4 or higher. We will also apply a brand of insect repellent that consists of up to 10% Deet when necessary. There is a permission slip provided for families who choose to use our provided products or families can choose to bring in their own selections.

During the summer, there will be ‘Water Days’ when you can expect your child to become soaked. These may be spontaneous and occur on several recurring days. On these days, please provide a swimsuit, towel, and water shoes (or extra shoes that can become wet). These items can be left at the CFDC for the summer months and will be laundered after each use.

The CFDC also has tricycles and other ‘wheeled vehicles’ for children to ride on around the various terrain of each playground. As soon as a child is old enough and showing interest in

riding on this equipment, we will ask families to purchase a helmet to ensure head safety for their child. Helmets are purchased by CFDC and costs between \$6-\$8 dollars. Your child's helmet will be fitted, labeled with their name, used only by them, and stored here for continuous use. The Helmet fee will be assessed with your permission on your weekly invoice and are yours to keep upon leaving our program.

Rest Time Items (5) (10)

Families are asked to provide a crib sheet and light blanket to cover rest mats to be kept at the CFDC (pillows, comforters, soft items are not allowed in cribs for infants under the ages of 12 months). Due to the lack of storage space, we do ask that the blanket be small. Please label these with your child's name. Sheets and blankets will be laundered weekly at the center.



As amended by NH Child Care Program Licensing rules, 2017-2027, we shall:

1. Consult with families and observe children to determine rest and sleeping needs
2. Provide children in attendance 5 hours or more with the opportunity to rest for at least one (1) hour
3. Accommodate individual sleep patterns of infants and children who are unable to adjust to a scheduled nap or rest
4. Allow children to fall asleep and awaken at their own pace within a block of time set aside for rest or nap
5. Provide children who do not fall asleep within 30 minutes a quiet activity on their mats
6. Not require children to stay on their mats for more than 60 minutes
7. Infants who are sleeping must be in constant sight and sound of the teaching staff
8. Sleeping infants will be placed on their back to reduce the risk of SIDS (Sudden Infant Death Syndrome) unless there are written medical orders requiring alternate positioning.
9. Infants who arrive or fall asleep in any place that is not a safe sleep environment, including a car-seat, staff shall immediately move the infant and place them on their back in a crib
10. Children older than 3-months shall not be swaddled or placed in restrictive or weighted sleep suites unless there are written medical orders from the child's primary health practitioner.

Toys and Books

All toys and materials in the CFDC have been carefully chosen for their creative and/or educational potential. Families are asked to ensure that toys are not brought from home in order to avoid personal toys from being lost, broken, or misused. We do ask that if books are brought in to share they be non-commercialized (not Bob the Builder, Disney, for example.) to promote authentic play of children's individual ideas. Please write your child's name in the book and leave it with your child's teacher for safekeeping.

Touching and Nurturing

Physical touch is important to the care and nurturing of young children. Children feel loved, accepted, and supported through the nurturing touch of adults and peers. However, physical touch

should be respectful of children's body cues and only occur with their permission. Teachers are sensitive to children's responses and requests for physical interaction and model appropriate nurturing touches. Except for safety or cleansing, children will always have the right to refuse touch. Children are also taught through verbalization, to respect adult and other children's touch preferences. It is our policy to inform families of the nature and type of routine physical contact that children will experience. Please feel free to discuss or question anything that you read in this policy.

1. Nurturing touch is necessary for every child's emotional growth. Affectionate nurturing touch includes:
 - Hugging
 - Holding on the lap
 - Rocking
 - Carrying
 - Rubbing or patting backs
 - Cuddling
 - Hand holding
2. Personal care touch is done in a gentle and respectful manner and includes:
 - Cleaning, dressing, and nap time routines
 - Face and hand washing
 - Assisting with toileting
 - Examining rashes and unusual marks
 - Nose-blowing
 - Assisting with necessary clothing changes
 - Diapering (genital areas are touched gently for purposes of cleansing only)

First aid is administered as gently as possible and is always accompanied by verbal explanation and appropriate comfort.

3. Physical intervention is used only to protect the safety of children and teachers or to provide the least restrictive guidance necessary in a given situation (for example, to facilitate separation from the parent upon arrival). Children are taught through modeling and verbal guidance to use words rather than physical interaction to settle their differences with each other.
4. Unacceptable touches include:
 - Slapping or hitting
 - Shaking
 - Intentional touching of private parts

SAFETY

Suspected Abuse and Neglect

By law, the State of New Hampshire requires that childcare center staff report all suspected cases of physical abuse, sexual abuse, emotional abuse or neglect to the NH Division of Children and Youth Services. The center staff receives training on these topics and takes this responsibility very seriously. If you are concerned that a staff person has engaged in any kind of child abuse, please inform the director immediately so that we can initiate and work with authorities to conduct a thorough investigation.

Visits from pets (5C)

We love to be exposed to many friendly household pets. However, to prevent illness, spread of disease, and allergy contaminations, we must be aware of and have on file documentation from a vet that states the animal is fully immunized.

While pets are in attendance of the CFDC, teachers will obtain written permission for children to have access to the visiting pets. Children are also introduced to the pet before its arrival, so that they know how to handle and interact with the visiting animal.

Security

The outside doors to the CFDC are secured during operating hours. Access is obtained through a key-fob system located to the right of the front door. Each family is issued two key fobs upon enrollment and other authorized pick up people will ring the doorbell, await verification, and be buzzed in electronically. Visitors, guests, and students will ring the buzzer to the right of the door and a CFDC staff member will buzz them into the building. If it is someone that a staff member does not recognize that person will be required to show a photo ID before entering the building.

Child Safety

Families are asked to bring their children into the CFDC through the front door only, sign in on the attendance sheet in each classroom, and *verbally connect* with their child's teacher. Likewise, families are asked to sign out and speak to a teacher before leaving the center at the end of the day as well. These procedures will also apply when the child is on the playground, where the teacher will have the attendance sheet on hand. Again, parents should leave through the main door. To meet licensing requirements, *parents need to initial the attendance sheets upon arrival and departure and a signature is required on Friday (or the last day of child care that week) so that the attendance record is accurate.*

Children are released only to their parent/guardian or other authorized people as designated on the form in your registration package. No child will be released to an unauthorized person, and anyone other than the parent/guardian who is picking up a child will be asked for photo identification and verification.

Please note: Children should not be left unattended in cars and no vehicle should be left idling in the parking lot.

We must be informed about changes of home address, phone numbers at work or home, or a

change in the parents' daily schedule in terms of where they can be reached. Correct emergency numbers are essential.

If at closing time (5:30pm) a child has not been picked up and the CFDC staff has not heard from the family, they will refer to the child's emergency numbers in an attempt to contact a person authorized to pick up the child. If by 30 minutes after closing time the staff has been unable to reach the family or other authorized person, Campus Safety and the Concord Police Department will be contacted.

If an adult arrives to pick up a child and appears to be under the influence of drugs or alcohol, a staff member will call Campus Safety immediately. Staff will first try to contact the other parent, attempt to prevent the person from driving with the child, and then call the Concord Police Department with any identifying information (such as license number). If this situation occurs with the same person twice, that person will no longer be allowed into the CFDC.

The CFDC's legal position regarding child custody is as follows:

- Both parents have equal custody rights unless

1. You were never married and have always had sole custody (documentation required)
2. You have a legal separation or divorce agreement stating otherwise
3. You have a court restraining order or some other legal document stating that a parent may not pick up your child.

***The center must have a copy of any document on file in order to enforce limited or restricted access to a child.*

Parking/Drop Off

The CFDC's driveway is a drop-off/pick up area only. It is essential that your car should be there for no longer than 10 to 15 minutes to ensure that all families have space to drop off their child nearby. If you plan to be at the center for a longer time, please use one of the regular parking lots around campus. Security personnel check parking areas regularly and will ticket or remove cars if necessary.

When leaving the center, it is important for your child to be escorted by an adult. We tell the children on a daily basis that **only adults are to open the doors and ring the buzzer**. We stress the importance of walking into the building with an adult and staying with an adult outside of the building. They do understand these directions while they are under CFDC supervision and we would like to ask that the same be true when they are under the supervision of their parent/guardian.

HEALTH POLICIES (Standard 5)

Child Health Form

All children must have on file a completed Child Health Form (found in your registration package), signed by a licensed health practitioner, upon enrollment. These forms must be completed and returned BEFORE your child can begin his/her schedule. State licensing

regulations require that the Child Health Form be updated annually. The Program Assistant will notify you when your child is due for an update.

Immunization exemption

The CFDC respects the individual rights of every family. As such, we welcome families who may choose to waive the immunization requirements for religious or medical reasons. The parent or legal guardian shall sign a notarized form stating that the child has not been immunized, or has altered their child's immunization schedule, because of religious beliefs in accordance with Title X Public Health Chapter 141-C:20-c. For medical necessities, a signed and dated statement from the child's primary care physician must be kept on file, and will remain confidential.

When illnesses arise that may pose a potential health risk to children who are not immunized, the CFDC will follow the recommendations of the Department of Health and Human Services Certificate of Religious exemption, which states, **"I understand that in the event of an outbreak of vaccine-preventable disease in my child's school or childcare facility, the State Health Director may exclude my child from the school or childcare facility, for his own protection. This exclusion will last until an incubation period from the last identified case of the communicable disease has passed."**

Illness

It is our intent to help keep children healthy by preventing the spread of disease.

We take the following precautions:

- All staff, families, and children wash their hands upon arriving at the center, before and after coming in from outdoors, before and after handling sensory activities, before handling food, after toileting, blowing noses, and after any contact with body fluids.
- All staff members wear gloves whenever contact is expected with blood or body fluids. This includes first aid treatment and diapering.
- Toys and furniture are cleaned regularly with a disinfecting solution made daily of bleach and water
- Toys mouthed by infants and toddlers are put aside and sanitized regularly each day.
- Diapering areas are disinfected between changes.
- Sleeping items are laundered weekly or more frequently as needed
- The air quality system within the program exchanges air six times per hour.

If your child shows signs of illness in the morning or is not well enough to play outside, please do not bring him/her to the CFDC.

If your child shows signs of exclusionary illness during the day, you will be called to take him/her home immediately. The CFDC must have the names of two or more adults over the age of 18, who can assume temporary care of your child if you are not available during the day; alternate pick-up people must provide a car seat for transportation. It is helpful to establish a contingency childcare plan in the event that your child becomes ill. When a family member must be called, either due to illness or emergency, the following procedure will be used; The first contact person will be called. If this person cannot be reached, we will continue to call each person on the list until

contact is made or until the list has been exhausted. We will go through the list one more time. In the case of an immediate emergency, we will call 9-1-1 and make every attempt to continue to make contact with the family. In the case of a non-emergency illness, we will make multiple attempts to reach you according to the emergency information in your child's file. After thirty minutes we will try to reach another pick up person on your list. It is expected that the ill child will be picked up within one-hour of notification; if the child hasn't been picked up after one-hour of notification, late fees will be assessed beginning on the hour of expected pick-up.

Children should stay at home, or will be sent home for 24 hours, with the following symptoms:

- **Fever:** When actual temperature is 101 degrees. A child may return to the CFDC after being fever free for 24 hours without fever reducing medication such as Tylenol or Motrin.
- **Vomiting:** two or more occurrences within the last 24 hours. A child may return after being symptom free for 24 hours.
- **Diarrhea:** Two or more movements or movements that aren't contained, which poses a health and safety concern. A child may return when stools are formed or when 24 hours has passed since the last loose movement.
- **Skin Rashes:** A child may return when a health care professional states in writing that the rash is non-infectious, or the rash clears up.
- **Chronic nasal discharge, behavior changes such as lethargy, uncontrolled coughing, difficulty breathing or wheezing, inability to be consoled**

Please note that Tylenol and similar products only mask the symptoms of illness or discomfort and do not inhibit the spread of germs. While the fever may be reduced by medication, the lethargy and behavior changes are usually still present, and will certainly re-occur when the medication wears off. Often children's illness is contagious during the low-grade fever stage and we do not possess the staffing for one teacher to stay with an individual child when he/she is unwell. Please note our policy that **non-prescription medication must be accompanied by a health practitioner's note. If your child needs non-prescription medication to get through the day, he/she should not be here. We do not provide an environment that is restful. Children are actively investigating, exploring, interacting and being physically active all day long. When a child does not feel well, he/she is unable to participate in the busy events of the day.**

Children should stay at home, or will be sent home, with the following communicable diseases:

- **Chicken Pox:** may return when all the blisters have dried into scabs (usually 6-8 days).
- **Conjunctivitis:** may return 24 hours after treatment has begun.
- **Head Lice:** may return after the initial treatment is completed and no live lice or nits are present.
- **Hepatitis:** may return one week after the onset of jaundice.
- **Impetigo:** may return 24 hours after treatment has begun.
- **Measles:** may return 5 days after the appearance of the rash.
- **Mumps:** may return 10 days after the onset of the swelling.
- **Pinworms:** may return when a physical exam is negative for pinworm eggs on 3 consequential studies.

- **Rubella:** may return 8 days after onset of the rash.
- **Scabies:** may return after treatment is completed.
- **Strep Throat/Scarlet Fever:** may return 24 hours after beginning antibiotic therapy and no fever is present.
- Exclusion for any illness not listed above will be at the discretion of your child's health care professional. A child may return to the CFDC when symptoms are no longer present or with a written note from a health care professional stating that your child *is not contagious* and is well enough to return and resume normal activities.
- Please note: In the case of self-reporting a communicable disease to the DHHS, we **MUST** treat these cases as confirmed. Before returning to the program, children must be seen by a medical professional and must be cleared of the communicable disease in writing.

Identified Illnesses (5A)

Children who have been identified as having an illness that requires treatment while at CFDC shall have a plan of action on file that describes their illness and the steps that need to be taken to include the child comfortably in the program.

Oral Health (5A)

To promote the importance of consistent tooth brushing, the CFDC provides a toothbrush for every child. Though we only use water, children brush their teeth or we clean their gums, at least once per day, usually after lunch. Tooth brushing is always supervised and teachers assist children when needed. Toothbrushes will be stored in a way that they stay clean and open to circulating air, so that bristles do not touch any surface, including another toothbrush. Tooth brushes will be sanitized weekly and will be replaced as needed.

Dispensing of Medication (10D)

Prescription Medication:

Families must complete an Authorization to Administer Medication Form in order for staff to administer medication. This includes information on dosage and times to administer the medication. Each room has a supply of forms available for families.

Prescription medication must be in its original container with the prescription label, including the physician's name, child's name, drug name, dosage, and date as well as containing the intended measuring dispenser provided with the medication. Pharmacies may be able to split medication into two bottles; it may be more convenient for you to leave one at the CFDC.

All medication must be given to a staff member for proper storage and staff must be informed if medication is to be refrigerated.

Staff will document each dose of medication. This record will be placed in your child's file when the medication has been given for the full course of treatment.

If your child has special medical procedures that may be needed while enrolled at the program,

your child's teachers will request training on these procedures before implementing them and we will ensure that that an adult trained in the procedure is on-site whenever your child is present. This includes such procedures as using a nebulizer, feeding tube, etc.

Non-Prescription Medication:

Non-prescription medication must be accompanied by a licensed health practitioner's written authorization and must be for a specific illness, for a time period of no more than 2 weeks.

Non-prescription medication must be in the original container, labeled with the child's name and dosage as well as containing the intended measuring dispenser provided with the medication. It must also be the exact brand that is written on the health practitioner's standing order. The staff in your child's room will record each dose of medication and this record will be placed in your child's file when the medication is no longer given.

The staff will not administer Tylenol or other medication to your child if symptoms develop while at the CFDC. The medication may mask a contagious illness. In such cases, staff will call you to take your child home. If your child is teething and appears uncomfortable, the staff can administer Orajel or another medication that is expressly for teething relief. Families are to provide the medication, labeled with the child's name.

Cough drops will not be given to children, unless requested by a licensed health care practitioner.

Please inform your child's teacher if s/he has taken medication before arriving that may explain a change in behavior so that we do not phone you with a concern about the change. Asthma medication sometimes falls into this category.

HOW TO REACH US

Center Contact Numbers and Address:

Center's General Number: **230-4024**

Center Director **271-6484, ext. 4282**

NHTI Security **224-3287**

Infant Room: 230-8411

Toddler Room: 230-8410

Preschool Room: 230-8412

Pre-K/Kindergarten: 230-8404

The Child and Family Development Center is located 21 College Drive, Concord NH 03301.

Please note that this handbook may be revised as circumstances dictate. Families will be notified in writing of any changes in policy.