



*Educating Children and Supporting Families Since 1974*

# PARENT HANDBOOK

*Early Childhood and School Age  
Programs*

Corner of Temple & Brigham Road

280 Central Ave., SUNY Fredonia

Fredonia, NY 14063

Phone: (716) 673-4662

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[www.fredonia.edu/cccc](http://www.fredonia.edu/cccc)

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## Program Descriptions

### Early Care & Education Program

Corner of Brigham & Temple St.  
280 Central Ave  
SUNY Fredonia  
Fredonia, New York  
716-673-4662

- Ages 8 weeks to 5 years old
- Runs Year Round
- Open from 7:30-5:30, Monday - Friday
- Accredited by the National Association for the Education of Young Children

### School Age Programs

Accredited by the National After School Association “After School Works”  
Wheelock Primary School  
Chestnut Street  
Fredonia, New York 14063  
716-679-1581 Ext. 2524 or 2525

#### *The Before School Program*

- Ages 5-12 years old
- Open 6:45 to 8:30, Monday - Friday
- Runs September - June

#### *The After School Club*

- Ages 5-12 Years Old
- Open 2:15-5:30, Monday - Friday
- Runs September - June

#### *Holiday Care Program*

- Ages 5-12
- Operates on many days when Fredonia Central Schools are closed
- Open 6:45am - 5:30pm
- Pre-Registration is Required

#### *Summer Camp*

- Ages 4-12
- Operates at Wheelock Primary School, Chestnut Street, Fredonia
- June - August (8 weeks)
- Open 7:30am - 5:30pm

### Universal Pre-K Extension Program

Wheelock Primary School  
Chestnut Street  
Fredonia, New York  
716-679-0002

- Fredonia Pre-School Students
- Open 11:30-5:30 Monday - Friday
- Runs September- June

## Parent Welcome Letter

Dear Parents:

Welcome to the Campus & Community Children's Center early care and education program. We are pleased that your family will be joining our early care and education community.

The Campus & Community Children's Center is committed to providing the highest quality programming for children whose parents attend school and/or work. Communication between home and the center is encouraged and provided in many ways; daily conversations, notes, meetings, bulletin boards, parent conferences and telephone calls. We ask that you inform us of major family changes such as moves, separations, divorce, illness or death in your family, since these events can seriously impact children and affect our ability to contact you.

The activities at the Campus & Community Children's Center early care and education program are planned to include all areas of a child's development through meaningful activities such as art projects, cooking, outdoor play, music, science and special projects. We believe early care and education is the logical time and opportunity to begin modeling and teaching problem solving and conflict resolution skills. They have become an integral part of our program. The study of nature, including respect for our world and environment are also major components of our program.

Parents/guardians are always welcome. We encourage you to become involved by sharing skills and talents, volunteering, being a guest reader, or joining our Board of Directors. Whatever you choose, our programs only become stronger through your participation.

We are very pleased that you have chosen the Campus and Community Children's Center as the "home away from home" for your child(ren) while you are at work or school. I extend a warm welcome to your entire family.

Sincerely,  
CCCC  
Director

## Accreditation & Licensing

### ACCREDITATION

The Campus & Community Children’s Center is accredited by the National Association for the Education of Young Children (NAEYC). This prestigious credential recognizes the quality of our educational program and the qualifications of our staff, which far exceed licensing requirements. Accreditation must be renewed every 5 years, a process that involves a lengthy self- study involving staff, families and administration.

Accreditation focuses on ten program standards broken into four areas. They include:

<p style="text-align: center;"><b>CHILDREN</b></p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Curriculum</li> <li>• Health</li> <li>• Assessment of Child Progress</li> </ul>	<p style="text-align: center;"><b>TEACHING STAFF</b></p> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Teaching Assistants</li> </ul>
<p style="text-align: center;"><b>ADMINISTRATION</b></p> <ul style="list-style-type: none"> <li>• Physical Environment</li> <li>• Leadership &amp; Management</li> </ul>	<p style="text-align: center;"><b>PARTNERSHIPS</b></p> <ul style="list-style-type: none"> <li>• Families</li> <li>• Community Relationships</li> </ul>

Accreditation is valid for five years from the date of issue on the accreditation certificate. The Campus & Community Children’s Center has been accredited since 1990.

### LISCENSING

The New York State Office of Children and Family Services (OCFS) supports a comprehensive system to provide quality child care that is affordable, accessible and available in New York State. The agency regulates and inspects child care providers, funds the establishment of new child care programs, assists providers in improving the quality of care, helps families locate child care through a statewide network of resource and referral services, and helps low-income families obtain child care through subsidies paid directly to them or their child care provider.

The process of licensing includes completing documentation regarding health and safety and completing training hours in the following 9 categories.

1. Principles of Early Childhood Development- Including Supervision of Children, Emotional, Physical, and Behavior Management.
2. Child Day Care Development
3. Statutes and Regulations Pertaining to Child Day Care
4. Child Abuse and Maltreatment Identification and Prevention
5. Statutes and Regulations Pertaining to Child Abuse and Maltreatment
6. Safety and Security Procedures
7. Nutrition and Health Needs of Infants and Children
8. Business Record Maintenance and Management
9. Shaken Baby and other related training.

To access all OCFS regulations you may request a copy from the Campus & Community Children’s Center or visit the OCFS website at:

<http://www.ocfs.state.ny.us/main/childcare/default.asp>

**Complaints** - The state Office of Children & Family Services (OCFS) maintains a statewide, toll-free Child Care Complaint Line at 1-800-732-5207. Anyone can file a complaint of a possible regulatory violation in a day care program by calling this number or the nearest regional OCFS office. In New York City, complaints also can be made to the city Department of Health at 212-676-2444.

## Administration & Staffing

**BOARD OF DIRECTORS-** An eleven member Board of Directors meets monthly to implement policies and to manage finances (governs the center). Parents are welcome to become a member or to join a committee of this important group.

**DIRECTOR-** The center's Director is always available to answer questions or address concerns.

**BOOKKEEPER-** Any financial questions should be addressed to the bookkeeper, who will in turn direct policy issues to the finance committee.

**ADMINISTRATIVE ASSISTANT-** The Administrative Assistant is always available to answer questions or direct you to the appropriate person.

**TEACHERS-** Each classroom is staffed with two highly qualified and experienced co-teachers. All teachers regularly attend trainings and professional workshops.

All classrooms are staffed with enough adults to respond to individual children and to comply with OCFS ratio requirements. Teachers and assistant teachers are assisted at times by the following:

SUNY Fredonia Student Aides	SUNY Fredonia Student Volunteers
SUNY Fredonia Field Experience Students	JCC\SUNY Fredonia Interns
SUNY Fredonia Work Study Students	Early Intervention Therapists
Retired Senior Volunteers	

## Mission & Belief Statements

### **MISSION STATEMENT**

The Campus & Community Children's Center provides quality, developmentally appropriate care and education to the children of students and working families. The center partners with parents and provides a model of advocacy for children, families and teachers.

### **BELIEF STATEMENTS**

The Campus & Community Children's center will:

- ✓ Provide for the health, safety and well being of children & families
- ✓ Provide a developmentally appropriate environment that allows children the opportunity to enhance their social, emotional, physical and cognitive growth.
- ✓ Respect the dignity, worth, and uniqueness of each individual child, family and colleagues.
- ✓ Promote pro-social behavior, nonviolence and conflict resolution.
- ✓ Respect cultural diversity and promote gender equality.
- ✓ Work in partnership with parents, communicating regularly to bring greater consistency between home, center and school.
- ✓ Commit to a leadership role in public policy regarding issues of care and education.
- ✓ Commit to a philosophy of lifelong learning and maintain a standard of excellence.

## Program Policies

### **EMERGENCY CENTER CLOSING**

The Campus & Community Children's Center will be closed when Fredonia Central School System is closed due to inclement weather conditions. When Fredonia Central School is not in session (President's Day and winter breaks) please listen for emergency closings. They will be made on the following radio and television stations:

Dunkirk	WDOE 1410 AM	WBKX 96.5
Jamestown	WJTN 1240 AM	WWSE 93.3
Buffalo	WGRZ TV	Channel 2
	WKBW TV	Channel 7
	WIVB TV	Channel 4

You can also sign up for Remind 101, a text message service that will inform you of any important messages from the Campus & Community Children's Center

Location	Text	Message
Center	716-952-4219	@cccccenter
School Age	716-952-4219	@ccccschool
UPK-Extension	716-952-4219	@upkext

### **SECURITY**

A swipe pad is installed on the Early Care and Education program's main entrance door. Parents\Guardians will be given a swipe card upon enrollment of their children. All volunteers and visitors are required to sign in\out and wear name tags identifying themselves. Children are not left alone with volunteers and they do not accompany them to the bathroom.

### **PICK UP POLICY**

A pick up release section is located on the data sheet that is included with your enrollment packet. For the protection of your child (ren), we must have a written discharge authorization for the person or persons you designate. Please list the names, relationships, and phone numbers of all persons you authorize. The form should be completed thoroughly. This list of approved adults will be given to the staff, who will ask for picture identification from adults who are unfamiliar. Please use the message books located in your child's classroom to note pick-up arrangements. You can also add individuals to your child(ren)'s pick up list by filling out a change of information form. These forms are available in the office. Phone calls will be accepted only in an emergency.

### **NON CUSTODIAL PARENT POLICY**

The NYS Commissioner of Education has ruled that non-custodial parents have the right to participate in the educational process of their children to the same extent as the custodial parent, unless they are specifically prohibited by court order from doing so. The center will provide, upon request, the same information to non-custodial parents that it provides to the custodial parent. Without a court order, we cannot refuse to release a child to his\her biological parent.

### **PARKING**

Families may park in the spaces in front of the building or around the circle. A no idle sign reminds families to shut off their vehicles to avoid unnecessary fumes as families drop off and pick up. This policy remains in effect throughout the year, even in winter.

### **SMOKING POLICY**

There is a no smoking policy on the entire Fredonia Campus including our parking lot.

### **CONFIDENTIALITY POLICY**

All medical and assessment information is confidential and made available to administrators or teaching staff who have parental\guardian consent or regulatory authorities upon request.

There are times in the classrooms that different issues surrounding confidentiality and maintaining the child's personal space and privacy will arise. These are classrooms where many times parent\ guardians are new to parenthood and or group care and are seeking information to help them make sense of their child; as well as, wanting to be a part of the classroom and their child's school environment.

There are areas in which a parent\guardian will need to be aware of when interacting in the classroom and being around children. Confidentiality is an important component to the parent\guardian\school relationship. It is honored by the teachers for all children and their families. Please understand that the teachers do not and cannot discuss any child's development, family situation, or any other personal information unique to that child with other parent\guardians.

Confidentiality leads to the issue of developmental comparisons between children in the classroom. We realize it is a natural parental response- you see you child growing up among a group of others in the same age range. The windows of time that any skill takes to develop in the early years are so variable that it truly serves no positive purpose to note that your child either can or cannot accomplish the same developmental tasks as the next child. The teachers perform assessments on all of the children- not by comparing them to each other- but rather by observing and noting progress and growth they have made within themselves and other developmental milestone normative data. You are always welcome in the classroom; however, we ask you to refrain from making comparisons or asking about other children's developmental levels.

### **ANTI-BIAS POLICY:**

We encourage cultural diversity, gender equality, non-violence, and conflict resolution throughout all aspects of our programs. Our goal is to teach children to resist the bias that inundates much of today's popular culture. We believe that children can be empowered to reject negative stereotypes of race, gender and religion and physical capabilities with the help of their parents and teachers. Therefore, the following items are not permitted at any program site: toy guns\weapons, war clothing, electronic games, and music or videos that promote violence.

### **GOOD NUTRITION POLICY:**

Monthly menus, including breakfast, lunch and snack, are provided to parents. A nutritious breakfast, hot lunch and afternoon snacks are provided for each child. Our menu limits sugar, food additives and animal proteins. Gum, candy and "junk food" are not permitted at the center.

### **GOOD HEALTH POLICY:**

We ask that you become familiar with and adhere to the center's health policies. Children should not attend the center when their illness prevents them from participating comfortably in program activities. Please see Program Policies: Health and Safety.

### **BIRTHDAY CELEBRATIONS POLICY:**

We love birthday celebrations! However, candy and sweet treats are not included in the celebration. We celebrate with a birthday book and birthday crown. Parents may donate a book to the center in honor of their child's special day. If you would like to invite children to a private birthday party please bring invitations to the office and our staff will distribute them in parent folders.

### **FIRE ARMS STATEMENT POLICY:**

While the Board of Directors of the Campus and Community Children's Center recognizes the necessity of side arms to police officers, we respectfully ask for your thoughtful consideration with regard to wearing a conspicuous side arm to the center while *out* of uniform. It is easy for a preschooler to make the connection that "a police officer wears a special uniform and has a gun." However, when the officer is in plain clothes, a preschooler may only see a person who has a gun. This may cause an anxious environment for preschoolers as well as their parents. We appreciate your sensitivity to this issue.



## Enrollment Policies

### **ENROLLMENT OPTIONS**

- No hourly or part day options
- Options Available:
  - Full Time: Monday Thru Friday
  - Part Time: Monday, Wednesday, Friday or Tuesday Thursday schedule
  - Fredonia Central School UPK Contract- Schedule follows the Fredonia Central School Calendar
- Enrollment Options vary for School age, Summer Camp and UPK-Extension program.

### **SCHEDULE CHANGES \ WITHDRAWAL FROM ENROLLMENT**

- Any change in your child's schedule or a decision to withdraw your child from the program requires a written 2 week advance notification. Forms are available in the office or in your child's classroom.
- In the event that you need care for more than your contracted days, an Add-A-Day form can be obtained from the office and must be approved in advance by the center's director and your child's teacher. Approval will depend upon current enrollment.

### **REQUIRED PAPERWORK**

1. Blue Card & Data Sheet
2. Current and up to date immunizations (a religious exemption may be used, please contact the office for more information)
3. Current Physical
  - Infant\Waddler\Toddler\Preschool- We require a yearly physical.
  - UPK Extension & School Age- We require a physical every 2 years.
4. Brooks Hospital Form (One per family)
5. Non-Medication Consent Form (For the use of sunscreen)
6. Food /Diet Information Form
7. Nap Time Agreement (does not apply to school age children)
8. Contract
9. Income Verification
  - ✓ Income Waiver- if you sign this you are agreeing to pay our full tuition amount
  - ✓ To request a sliding scale fee you must provide one month's pay stubs or a current Federal 1040 Tax form.
  - ✓ Childcare subsidy- we accept NYS childcare subsidy. Please provide an approval from DSS prior to enrollment
10. CACFP Form
11. Behavior Policy
12. Late Fee Agreement

## Health & Safety

**HAND WASHING POLICY:** At CCCC we are firm in the belief of healthy practices. Unwashed hands are the primary carriers of bacteria and germs that cause illness. It is our policy that the children, staff, parents and visitors wash their hands upon arrival, after using the toilet, before eating and whenever they are soiled. We ask that parents assist their child(ren) in proper hand washing after signing their child in.

**GENERAL DISINFECTING:** Toys that have been mouthed in the classroom are disinfected every day throughout the day. Teachers often will place a toy into a container after a child has mouthed it to be cleaned in the next batch. At the end of the day, other equipment and materials will be cleaned as well. Diaper changing stations are disinfected after each use. A bleach solution is used for general disinfecting and sanitizing.

**“SHOE-FREE” ENVIRONMENT FOR THE INFANT ROOM:** With infants commonly on the floor, CCCC wants to provide a clean, safe, and healthy environment in the Infant Rooms. We practice a “shoe free” policy in these rooms. Shoes must be removed or covered before entering through the welcome area. We take this action to prevent outside contaminants from being brought into the room and spread onto the carpet, particularly during the cold weather with the snow and salt.

**FRESH AIR\OUTDOOR PLAY:** The children play outdoors daily, weather permitting. Fresh air in the colder months does not cause or promote illness; it actually facilitates good health. Cold air is not related to making a child sick. If a child is in attendance during the outdoor time, he or she is healthy enough to then go outside with the rest of the children. All children in attendance will go outside.

Children will go outside unless it is raining hard; the heat index is over 90, and on winter days when the wind chill is below 0 degrees. Parent\Guardians may not make requests for their child to stay inside while the rest of the group is outside. If these requests were granted there would be serious staffing issues. Granting these requests is not feasible, not practical, and not fair to the other families and children.

The program requirements for all ages through NYS OCFS: Section 418.17- “daily supervised outdoor play is required for all children in care, except during inclement weather or extreme weather”. Programs are expected to include outdoor experiences in their daily activities during all seasons. Children benefit from the fresh air by breathing air that has fewer germs in it than indoor air, and outdoor exercise will increase their general fitness and resistance to infection.

**SUNSCREEN POLICY:** Especially during the months of June, July and August, when the children will spend more time outside and more skin is exposed, we ask that parent’s sunscreen their children either at home or at the center upon arrival. There is a chart on the sign in sheet to mark that this has been done. The teacher(s) will reapply sunscreen after naptime. Please provide a bottle of sunscreen for your child. We request that the children do not use the spray sunscreen as it can be a safety hazard in the classroom.

**FINGERNAILS:** Per licensing standards, we are unable to perform things that are considered invasive procedures to the child. They are potentially also a situation where germs could be spread thus increasing the risk of infections, so we ask that these procedures are completed at home as needed. The first is maintaining trim fingernails on your child. A child’s fingernails grow very quickly and can be very sharp. Accidental scratches are made worse by long, jagged fingernails.

**SPLINTERS:** We are unable to remove splinters from the children. We are unable to use tweezers if a splinter is deeply embedded in the child's skin. We will wash off the area and place a band aid over the splinter for you to remove at home.

**ANTIBIOTICS:** If antibiotics are prescribed, children must be on them for 24 hours before returning to day care.

**ADMINISTRATION OF MEDICATION AT THE CENTER:** Children shall not be administered any medication, prescription or over the counter, variation in diet, or any other remedy or treatment while at day care except upon written order of a physician. Medication must be in the original container, clearly labeled with the child's name, the name of the medication, and instructions for dosage and administration. Medication shall be kept beyond the reach of children and returned to the parent or guardian at the end of the day or when no longer needed. Written Medication Consent Forms are available in the office for you and your doctor to fill out.

**SPECIAL CIRCUMSTANCES:** It is recognized that occasionally there may be a child attending the day care who has special health care needs which may require individual attention. When this situation arises the staff, parent, and health care consultant will work together to devise specific protocols and recommendations for the individual child.

**AIDS/HIV POLICY:** The center has a copy on file and is available to parents on request.

**GRIEVANCE:** Despite a collaborative effort by parents and staff to prevent and control transmission of illness in the day care setting it is recognized that occasionally a disagreement may arise regarding the inclusion or exclusion of a child from the center for health reasons. If the circumstance arises the parent may request a review of the situation by the health care consultant. Until this review can take place, policy guidelines and the recommendation of the day care staff shall prevail.

**OUCH SLIPS:** If your child receives a minor injury while at the center, your child's teacher will write an Ouch Slip. A copy will be given to you and a copy will be put in his/her permanent file at the center

**ACCIDENT REPORTS:** If your child should get a head, neck or back injury or a more serious injury, you will be notified and an Accident Report will be completed by your child's teacher and signed by the center's director. A copy of the report will be given to the parent, the second copy will be placed in your child's permanent file.

**INSURANCE:** All children are covered by our accident insurance. The center is fully insured for liability

#### **HEALTH POLICY:**

Children in group care are exposed to different types of illness. As a general center policy, we don't refuse mildly ill children. Children may have a cough or a snuffle and still attend our center. It is common for children to frequently get sick in group care. Perhaps you will see a runny nose lasting a long time or you find yourself visiting the pediatrician every few weeks during those months when windows and doors are closed. Young children's immune systems are immature, making them less resilient to illness.

(Reference: Report of the Committee on Infectious Diseases, Twenty Second Edition, 1991 American Academy of Pediatrics, Day Care Regulations, NYS Department of Social Services.)

**A child may not attend day care if any of the following exists**

- ✓ **FEVER:** Fever shall be defined as an oral temperature 100.5 degrees or greater (auxiliary 100 degrees or greater). Children may return to day care with an absence of fever without medication for 24 hours. (You do not need a note from your physician in order to return unless the child was seen by a doctor).
  - ✓ **DIARRHEA:** Diarrhea shall be defined as an increase in the number of stools compared to the child's normal pattern, with an increase and/or decrease in form that is not contained by a diaper or toilet use. Children may return to day care after 2 normal stools or 24 hours after the last occurrence.
  - ✓ **VOMITING:** Vomiting two or more times in the previous 24 hours unless the vomiting was determined to be due to a non-communicable condition and the child is not in danger of dehydration. Children may return 24 hours after the last occurrence.
  - ✓ **MOUTH SORES:** Mouth sores associated with an inability of the child to control his or her saliva unless the child's physician states that the child is non-infectious.
  - ✓ **RASH: \*\*** Any rash associated with fever, signs of illness or behavior change until the physician determines the rash does not represent a communicable illness or condition.
  - ✓ **CONJUNCTIVITIS: \*\*** Defined as pink or red rimmed eyes with white or yellow discharge, often with matted eyelids or skin surrounding the eye until examined by a physician and approved for readmission.
  - ✓ **IMPETIGO: \*\*** Defined as infected skin sores. The child may not return until 24 hours after treatment has been administered and the child has been approved for readmission by a physician.
  - ✓ **CHICKEN POX: \*\***The child may not return to day care until the sixth day after the onset of the rash or all the lesions have dried and crusted. The child must be approved for readmission by a physician.
  - ✓ **HEAD LICE:** The child may not return to school until the morning after the first treatment .
  - ✓ **SCABIES: \*\*** The child may not return to day care until after the treatment has been completed. (Verification that diagnosis has been made.) The child must be approved for readmission by a physician.
- \*\* These items warrant written verification that a physician has been consulted and that he/she approves that the child returns to day care. All other health policies must be followed in conjunction with a return to care note from the physician.

**DOCTORS VISITS:** A permission to return to school note is required after all visits to the doctor for illness or injury.

**ILLNESS:** Children may become ill during the course of the day. When this occurs, we will contact you immediately so you or someone you designate can pick up your child. The staff will follow the center's health policy guidelines and we ask that you do the same. While your child is enrolled at the Campus and Community Children's Center it is advisable to have alternate care when your child becomes ill.

**GENERAL RECOMMENDATIONS:** There is no evidence that the common cold, minor respiratory illnesses, and ear infections can be reduced among children in a child care by any specific intervention, including exclusion from the program. Children need not be excluded for minor illnesses unless any of the conditions listed above or any of the following exist:

1. The illness prevents the child from participating comfortably in program activities.
2. The illness resulting in a greater care needed than the child care staff can provide without compromising the health and safety of the other children.
3. The child has other symptoms such as unusual lethargy, irritability, persistent crying, difficulty breathing, or any other signs of serious illness.

**PHYSICALS & IMMUNIZATIONS**

**Physicals:**

As per Public Health Law 2164:

- ✓ We require a physical every year for all center students and every 2 years for all school age students. We also require proof of immunizations from a licensed healthcare provider.
- ✓ A reminder will be sent out when your child is due for a physical or immunization. You will have 30 days to bring in a current physical or immunization or make an appointment with your doctor. If after 60 days we still have not received the required documentation your child will be temporarily suspended from the program. Payment will continue as per your contract.
- ✓ Lead Screening: To ensure delivery of blood lead screening and follow up services for your children NYSOCFS requires the Campus & Community Children’s Center to provide information regarding lead screening and encourages parents\guardians to talk to their medical provider

**Immunizations:** We follow the NYS Immunization schedule for School Age Children.

- ✓ Medical & Religious Exemptions per Public Health Law 2164
  - Medical exemptions, at a minimum, should note the vaccine for which the exemption is written, the child’s precaution\contradiction to vaccination, and when the exemption is valid until. The medical exemption should be signed and dated by a NYS licensed physician. Medical exemptions are only valid for a maximum of one year and must be rewritten if needed.
  - Religious exemption is a statement or form signed by the parent or guardian of a child that indicates the child has not received any or all immunizations due to their genuine and sincere religious beliefs.
  - It is the right of the Campus & Community Children’s Center to accept or reject a medical or religious exemption.

Vaccination	Pre-K & Daycare	Kindergarten	Grades 1-5	Grade 6
Diphtheria & Tetanus toxoid-containing vaccine and Pertussis vaccine (DTap\DTP\Tdap)	4 doses	4-5 doses	4-5 doses	3 doses
Tetanus & Diphtheria toxoid-containing vaccine & Pertussis vaccine booster (Tdap)	NA	NA	NA	1 dose
Polio Vaccine (IPV\OPV)	3 doses	3-5 doses	3 doses	3-5 doses
Measles, Mumps & Rubella Vaccine (MMR)	1 dose	1 dose	2 doses required by age 7	2 doses
Hepatitis B Vaccine	3 doses	3 doses	3 doses	3 doses
Varicella (Chickenpox) Vaccine	1 dose	2 doses	1 dose	2 doses
Haemophilus Influenzae type b conjugate vaccine	1-4 doses	NA	NA	NA
Peumococcal Conjugate Vaccine (PCV)	1-4 doses	NA	NA	NA

## **EVACUATION PLAN**

### **Introduction**

The intent of this plan is to assist the child care director and staff in responding to emergency situations, provide information that can be used with family members concerning emergency planning, and provide a basis for restoration services. The director\coordinator and staff at each center site is considered responsible for the safety of children and will coordinate actions with community public safety officials, appropriate on-site facility staff (hereafter SUNY Fredonia), and families.

The emergency plan will be reviewed annually for modifications to the procedures, changes in key personnel or other resources, and additions deemed necessary.

A copy of the plan will be maintained in:

- The directors office
- The administrative assistant's office
- The center staff room
- Each classroom\observation rooms
- The SUNY Fredonia facilities management office
- The home of the Board chair
- SUNY Fredonia university police\Fredonia police department

### **Utility Disruption (Water, Heat, Electricity)**

If utilities are disrupted, the center will make every effort to remain open. The center may close or delay opening if the following conditions are present:

1. The temperature in the center registers 67 degrees or below for over one hour, unless otherwise noted by the local state licensing agency, with no expectation of heat\air conditioning restoration within the next one or two hours and\ or the room condition prevents adequate ventilation and breathing.
2. The natural light in the center is diminished to the point that children and staff are at risk.
3. The nutritional needs of the children cannot be met.
4. Live wires will require the immediate closing of the center and transfer of children.
5. Loss of water that disrupts appropriate diapering, hand washing, and toileting with clean running water for more than two hours.

After two hours of the disruption the staff will begin calling parents to inform of the situation. OCFS is to be notified of this situation after two hours.

### **Evacuation Areas:**

When an evacuation which requires leaving the building is called, the gathering place for all staff and classes is the far corner gate of the play yard on the Temple Street side. From there staff and children will proceed to:

1. **The social hall at St. Paul's Lutheran Church- 334 Temple Street**
2. **Harvest Chapel social hall- 39 Matteson Street**
3. **Dods Hall on Ring Road**
4. **Chautauqua County Fair Grounds on Central Avenue, Dunkirk**

The following items will be taken by the director or office designee:

- **The evacuation building keys**
- **Office emergency book and cell phones**
- **Assist with evacuation bags and wagon**

The following items are to be taken in an evacuation by each classroom:

- **Daily attendance, sign in-out books and emergency contact information for families and SUNY Fredonia**
- **First Aid Kits**
- **All necessary medication and cell phones**

The following measures will be taken upon arrival at CCCC's evacuation site

- **Check daily attendance against the sign in/out sheets to account for all children, staff visitors during the evacuation process.**
- **Director or designee will notify appropriate authorities**
  - **Fire, SUNY Fredonia University Police, Fredonia local police, OCFS**
- **Determine where to set up different groups of children**
  - **If possible use blankets, tables and chairs to help define areas (or church school classrooms)**
  - **Determine the nearest and safest bathroom and arrange for supervision.**
  - **Distribute key materials found in Preparedness Kit (see attachment)**

## **Sheltering In Place**

Sheltering in place is conducted in response to tornadoes, severe storms or hazardous materials incidents or a dangerous intruder. Sheltering in place is defined as moving people into the building and isolating the building environment from the outside. It involves keeping all windows and doors closed and covering air intake vents to provide protection from airborne hazardous materials. SUNY Fredonia personnel will shut down the air handling (HVAC), water, and electrical system, as required. All center staff and children should immediately come inside as quickly as possible and proceed to the sheltering in place locations.

### **Sheltering In Place Locations**

- **The storage room in the gross motor room where the toys and equipment are house can be used for shelter and provide the most structural resistance from collapse.**
- **The teacher planning room, room 110 can also be used quickly as there are no windows.**
- **The observation rooms have tempered glass and can also be used as needed.**
- **The nearest exits will be utilized if children and staff need to quickly exit the building.**

## Financial Information

### **PARENT \ GUARDIAN FEES:**

Childcare fees are due at the beginning of each week that care is scheduled. Those parents anticipating problems meeting their payments should share their concerns with the director or bookkeeper before a problem arises.

#### ➤ Payment Methods:

- ✓ Tuition Express- Our online payment system. Pay by credit card or bank account. Please see the bookkeeper for more information.
- ✓ Check or Money Order (place in the payment box located at each of our locations or mail to the center.)
- ✓ Cash- If you pay in cash, be sure you get a receipt from the office. Do not hand to teachers. (place in a payment box)
- ✓ DSS Payments- see bookkeeper for more information.

### **CHILDCARE FEES:**

A fixed daily rate is set annually by the Board of Directors and is subject to change. An in- house daily scholarship is available by CCCC to families that qualify based on family size and gross annual income. Therefore, proof of household income is required upon enrollment.

### **ENROLLMENT AGREEMENTS:**

An enrollment agreement, or contract, signed by parents or guardians is required for all enrolled children.

#### **Included in enrollment agreements:**

- ✓ The name of the parent\guardian and child.
- ✓ The first date of attendance and weekly schedule.
- ✓ The amount that will be charged per day\week

This agreement will be used as a contract between each parent or guardian and the center.

### **CHILD CARE SUBSIDIES (Rev. 11/2015)**

On a regular basis, families receiving support from the Department of Social Services (DSS) must complete renewal certification paperwork. In order for the Campus and Community Children's Center to maintain high quality, continuous care for its families, it is important that paperwork is completed and submitted in a timely manner. Thus, CCCC is instituting the following policy.

One month prior to the expiration of DSS services, the bookkeeper shall notify parent/guardian(s) in writing that the renewal certification paperwork is due. **It is the responsibility of the parent/guardian(s) to complete renewal paperwork with DSS. CCCC shall not be held responsible for late, misplaced or lost paperwork.**

Two weeks prior to the expiration of DSS Services, the bookkeeper shall remind parent/guardian(s) in writing that paperwork is due to DSS.

Any families that have not submitted paperwork by the due date shall be suspended immediately.

### **COLLECTION PROCEDURES FOR PAST DUE ACCOUNTS:**

**Two Weeks Past due:** A call will be made to the home along with a follow up note that will be sent to the parent\guardian through your child's mail folder requesting payment.

**Four Weeks Past due:** A notice will be mailed to the home of the parent\guardian requesting payment within two weeks to avoid suspension and/or legal action or payment arrangements must be made with the Director and Bookkeeper\*\*.

**Six Weeks Past due:** A final letter will be mailed from the Center's attorney to the home of the Parent\Guardian including an immediate suspension notice. To avoid legal action, interest and fees, full payment is required within 30 days.

**\*\* Payment Arrangements:** A contract must be signed by both parties agreeing to the terms listed. Payment default will be cause for immediate legal action. The child may not return to the center until full payment has been received.

### **AVAILABLE SUBSIDIES**



- **S.P.I.E. (Student Parents Involved in Education)**- S.P.I.E. was created to provide financial support to SUNY Fredonia student parents who have children enrolled at the center and who are enrolled for 6 or more credit hours. S.P.I.E. provides subsidy to active, participating members to assist them with their child care costs. This amount varies by year according to S.P.I.E. funding sources (Fredonia Student Association, Faculty\Student Association, and available fundraising dollars. If interested, please inform the administrative office and they will give you further information regarding participation in this program.
- **SUNY Block Grant**- Individual awards are granted contingent on income eligibility, attendance at information meeting, regular payment of parent fees and continued satisfactory SUNY student status.
- **Office of Children and Family Services (formerly Department of social Services, CAP (Child Assistance Program)**- Subsidies through these programs may be available to low income families. If you think you may be eligible, call the Resource and Referral Phone Line at 1-800-4CHILDARE to schedule an appointment with a counselor.

**EMERGENCY CLOSING DAYS:** The center will be closed when Fredonia Central School is closed due to inclement weather conditions. Parents are charged for the first two "snow" days.

**RELATED FEES AND POLICIES:** In addition to the weekly fee, the following describes related childcare fees and fiscal policies

- **Waiting List:** The waiting list fee is \$20.00 for the first child and \$10.00 for each additional child per family. Your child's name will be activated on our waiting list when the application as well as the payment is received. All families must be on our waiting list before enrollment. This fee is non-refundable and non-transferable. (rev. 3/2016)
- **Annual Registration Fee:** The annual registration fee is \$30.00 per child and \$10.00 for each additional child per family for an annual family maximum of \$50.00. This fee is non-refundable or applicable to other fees. This is utilized for our child accident insurance. (rev. 3/2016)
- **Tuition Deposit:** Families will be charged a \$200 non-refundable deposit for the first child and a \$100 deposit for each sibling which will be applied towards final bill provided they give 2 weeks notice. To secure the spot, payment must be received within 2 weeks of the offer of the position prior to the enrollment period and within one week of the offering if it is within the enrollment period. Payment plans for the deposit may be made at the discretion of the Director provided there are no other families on the additional wait list. (rev. 11/2015)
  - ✓ Enrollment Periods are as follows:
    - Fall Semester
    - Spring Semester
    - Summer Extended (commencement to fall semester) \ Summer (school calendar, end of public school year to Fall semester)
- **Sibling Scholarship:** Families who enroll two or more children may qualify for an in- house sibling scholarship by CCCC that may be applied towards their older child's fees. Sibling scholarships will be determined on an individual basis and are based on the number of days per week that the children are enrolled in CCCC programs and which programs the children attend.
- **Extended Absence Discount:** For extended absences the contracted weekly rate is due for the first full week of absence. Then 50% of the weekly contracted rate will be due for each full consecutive week of absence thereafter. This ensures that your child's slot is not given to someone else on the waiting list.
- **Late Pick Up Policy:** The Campus & Community Children's Center closes at 5:30. Please arrive prior to 5:30 p.m. Please arrive prior to 5:30, allowing time for your child to gather belongings and exit the building before 5:30. Staff members have family, academic and social commitments at the end of their workday so late pick-ups are problematic. Of equal importance is the anxiety created in children when parents are late. If you are late you will be asked by one of our staff members to sign a late pickup slip. To be consistent, as well as preventing the center's closing staff from being in an awkward position, the clock in the office will be used. Our late pick up policy and procedure are as follows:

Per Annual Contract:

1 <sup>st</sup> occurrence	\$1.00 per minute per child
2 <sup>nd</sup> occurrence	\$2.00 per minute per child
3 <sup>rd</sup> occurrence	\$4.00 per minute per child
4 <sup>th</sup> & consecutive occurrences	\$6.00 per minute per child
After the 4 <sup>th</sup> occurrence a meeting will be scheduled with the parents/guardians, the child's teacher and the director to discuss the issue.	

- **No Pick up Policy:** If a child is left at our program for more than 45 minutes after the regular closing time without notification from a parent/guardian, and the staff is unable to get in touch with anyone on the pickup list, Campus Security or the local police will be contacted to come and pick up the child

## Practices & Guidelines Relating to the Classroom

**CONTINUITY OF CARE AND PRIMARY CARE GIVING:** Continuity of care is the high-quality practice of having teachers and children stay together for several years, rather than having children change teachers and groups of peers each year. Because learning occurs simultaneously with emotional attachment, it is best for young children to have a stable caregiver throughout their early years. We strive for continuity of care- which is looped through the Infant, Waddler and Toddler classrooms at CCCC. Children are moved up as a group into the next classroom one time a year, typically with their primary caregiver. This practice fosters strong attachments and benefits the children by giving them caregivers who know them and their parents well.

All the children in our infant, waddler and toddler classrooms will have a Primary Caregiver. The primary-caregiver system ensures that every child has a “special person” and that each parent\guardian has a primary contact. The primary caregiver forms a caring, nurturing, and responsive relationship with your child. In the classroom, he or she will be the “expert” on your child, knowing pertinent information such as your child’s individual schedule, developmental abilities and special needs, sleeping needs, and individual interests. Having a primary caregiver gives the children a secure base. They learn to trust someone familiar who will be there to comfort them when they are tired, upset or frightened. Their relationship with a primary caregiver helps children feel secure enough to relate to adults in the child care setting. “Primary”, however does not mean exclusive. Children should not become totally dependent on the presence of one person. The other staff in the classroom will develop a warm relationship with your child as secondary caregivers and have caring and learning interactions as your child explores the learning environment. The secondary caregiver will be there when the primary caregiver is absent or out of the room

### **CURRICULUM PLANNING FOR INFANTS AND TODDLERS**

The curriculum for the infants and toddlers involves everything that happens to the child throughout the day. Responsive care giving is the key component to setting up a safe and secure environment and trusting relationships.

Planning for infants and toddlers does not necessarily involve “lessons” but rather opportunities for experiences. When teachers organize materials for the room, they take into account children’s individual differences along with their knowledge of child development. Planning is based on observations of the children using their interests, their new skills, and their reactions to materials. As the children grow and change the teachers change the classroom environment. They may put out more challenging climbing equipment or add a building area with different toys. A classroom may look very different at the end of a semester than it did at the beginning.

**SCHOOL AGE GROUPS:** All of our school age programs incorporate a multi-age philosophy. Activities are designed to meet the needs and developmental levels of the differing ages of the children in each group. Age, grade, maturity and developmental levels are considered at the beginning of each program. Group placement is at the discretion of the school age coordinator and director. Children must have completed Pre-School in order to attend Summer Camp. Any child turning 13 before December 1<sup>st</sup> is not eligible to enroll in our School Age Programs.

## **THE RIE APPROACH: RESPECT**

Respect is the basis of the RIE philosophy. We not only respect children, we demonstrate our respect every time we interact with them. Respecting a child means treating even the youngest of children as a unique human being, not as an object.

At RIE we show respect, for example, by not picking up an infant without telling him beforehand, by talking directly to the child and not over him or her, and by waiting for the child's response. Such respectful attitudes help to develop an authentic child.

### ***Our Goal: An Authentic Child***

An Authentic child is one who feels secure, autonomous and competent. When we help a child to feel secure, feel appreciated, feel that "somebody is deeply, truly interested in me," by the way we just look, the way we just listen, we influence that child's whole personality, the way that child sees life.

### ***Trust in the Infant's Competence***

We have basic trust in the infant to be an initiator, to be an explorer eager to learn what he or she is ready for. Because of this trust, we provide children with only enough help necessary to allow the child to enjoy mastery of her own actions.

### ***Sensitive Observation***

Our method, guided by respect for the infant's competence, is observation. We observe carefully to understand the child's communication and his or her needs. The more we observe, the more we understand and appreciate the enormous amount and speed of learning that happen during the first two or three years of life. We become more humble, we teach less, and we provide an environment for learning instead.

### ***Care giving Times: Involving the Child***

During care activities (diapering, feeding, bathing, dressing, etc.), we encourage even the tiniest infant to become an active participant rather than a passive recipient of the activities. Caregivers create opportunities for interaction, cooperation, intimacy and mutual enjoyment by being wholeheartedly with the child during the time they spend together anyway. "Refueled" by such unhurried, pleasurable caring experiences, children are ready to explore their environment with only minimal intervention by adults.

### ***A Safe, Challenging, Predictable Environment***

Our role is to create an environment in which the child can best do all things that the child would do naturally. The more predictable an environment is, the easier it is for children to learn. As children become more mobile, they need safe, appropriate space in which to move. The natural and inborn desire to move should not be handicapped by the environment.

### ***Time for Uninterrupted Play and Freedom to Explore***

We give the children plenty of time for uninterrupted play. Instead of trying to teach children new skills while they play and explore, we appreciate and admire what children are actually doing.

### ***Consistency***

We establish clearly defined limits and communicate our expectations to develop discipline.

## **PRESCHOOL LONG RANGE CURRICULUM PLAN**

### **INTRODUCTION:**

The curriculum we have designed at the Campus and Community Children's Center is based on guideline set forth by the National Association for the Education of Young Children, (NAEYC) and conforms to Developmentally Appropriate Practice. A developmentally appropriate curriculum is planned to be implemented with attention to the various needs, interests and developmental levels of those children.

Within the Campus and Community Children's Center curriculum, large amounts of uninterrupted time available for the children to pursue self-chosen tasks. Children are encouraged to be physically and mentally active as opposed to sitting, watching, listening or waiting for inappropriate amounts of time. Children are free to choose from activities the teacher has planned or activities the children spontaneously initiate. Children rarely work in large teacher directed groups but rather in small informal groups or by themselves. The children are provided with concrete learning activities that involve materials which are relevant to their own life or to the lives of a different culture.

In order to implement this developmentally appropriate curriculum, we feel it is the teacher's job to prepare the environment so that it provides stimulating and challenging learning opportunities. As the children work with these materials, teachers are expected to listen, observe, and interpret children's behavior. Teachers facilitate by asking leading questions, making suggestions or adding more complex materials or ideas to a situation.

The quality of our curriculum will only be as good as the quality of the teachers implementing it. It is the expectation that all who are involved in the operation of the Campus and Community Children's Center become familiar with Developmentally Appropriate Practice in order to provide the best quality care and education for each child with whom we are entrusted. They deserve nothing less than our best.

## **CURRICULUM AREAS**

### **DRAMATIC PLAY**

Dramatic play is considered a basic learning activity for an appropriate preschool curriculum. Here the child should be free to explore and develop their own play without adult intrusion. Real objects, multicultural, non-stereotyping materials should be encouraged in the dramatic play area of the classroom.

Dramatic play can be developed in the following ways: housekeeping area, restaurant play, grocery store, travel bureau, hospital, office, post office, etc. Props for each of these themes are stored in the basement and should be rotated throughout the year.

### **ART**

Art is viewed as an avenue of expression and provides opportunities to explore many types of materials. "The process and not the product" is our expectation and adults should not expect representational work. The focus should center on the aesthetic qualities of the child's self-expression. Sensitivities to the beauty of the art world should be evoked. Pre-drawn forms, dittos, copying an adult model, or following other adult prescribed directions is considered inappropriate at the Campus and Community Children's Center. Art can be developed in the following ways: Easel painting, chalk drawings, sponge painting, sand painting, finger-paint, water paint, paper and glue, collage, markers, crayons, sculpture, printing, just to name a few options.

### **LANGUAGE/PRE-READING SKILLS**

Adults encourage children's developing language by speaking clearly and frequently to children and listening to their responses. Adults respect what children have to say. Adults try to incorporate open ended questioning in their conversations and refrain from using slang. Adults explain difficult vocabulary words in language that young children can understand.

Pre-Reading - Children are provided many opportunities to see how reading and writing are useful. This is done before instruction in letter names, sounds and word recognition begins. Basic skills, such as book orientation, discovering that print has a meaning, understanding that stories have a beginning a middle and an end, and so on develop when the children are exposed to reading in many forms. Regular lap reading sessions, using books as

resources, discovering words around the room are all ways to make the reading process more meaningful to the children.

Ways to develop: Providing a print rich environment, rotating good literature on book shelves, reading poetry aloud, object labeling, puppetry, daily story time, finger plays, name cards, guest readers, field trips, participating in dramatic play, dictated stories, relating the day's events in a dictated "Today We Did," and so on.

## **SCIENCE**

Children are encouraged to explore their world in a "hands on" fashion, working individually or in small groups. Science is not regulated only to a particular period of the day, but is ongoing throughout the day: indoors, outdoors and at the "teachable moment." Science is not considered only for boys. It is also integrally involved with the rhythm of the seasons and provides an ever present opportunity to foster a respect and love of the natural world.

Ways to develop: Themes which involve the study of birds, water, air, earth conservation, plants, rocks, shells, seasonal changes, animals, insects, dinosaurs, light and dark, flowers, planting a garden, feeding animals, weather changes, field trips, etc.

## **MUSIC**

Children experiment and enjoy various forms of music. It is provided throughout each day in various ways.

Ways to develop: Singing, dancing, using musical instruments, purchased and homemade, providing music from different cultures, guest musicians, On Stage for Youth productions, background music in the classroom.

## **LARGE MOTOR**

Children have daily opportunities to use large muscles.

Outdoor Time - This time is viewed as an opportunity to use large muscles, learn about the environment and enable children to express themselves loudly and freely. It is also a statement about the critical importance of daily outdoor play opportunities for young children. Two outdoor play periods are provided; one mid morning and one in the late afternoon.

Ways to develop: Running, climbing, jumping, hopping, bicycling, throwing, catching, obstacle courses, sliding, swimming (when available), sledding, rolling downhill, exploring the woods, climbing the stairs.

## **SELF HELP SKILLS**

Adults provide opportunities for children to practice their newly developed skills with patience and without rushing.

Ways to develop: Toilet training, toileting self, dressing self, cleaning self, serving self at the table, setting the table, tending plants, picking up after oneself, eating with minimal spill, taking care of personal belongings in room and in cubby.

## **EMOTIONAL SKILLS**

Adults provide opportunities for children to develop their self esteem by encouraging them to become capable and self-reliant. Adults support children who have difficulties adjusting to day care and respect each child for his individuality. Adults are alert to signs of undue stress in children's behavior and are aware of appropriate stress reducing activities and techniques. When children experience stress from other sources, adults strive to find ways to reduce or eliminate the problem. This often involves communication with parents. In extreme situations, appropriate resource agencies are utilized.

Ways to develop: Teachers will aid children in these areas: easing separation, helping child to cope with transitions and routines, helping children learn the names of the other children and adults through frequent use, games and songs, and by keeping stress levels low by maintaining a room in which the children know what to expect every day.

## **SOCIAL SKILLS**

Children are provided many opportunities to develop social skills such as being encouraged to cooperate, to help, to negotiate, to become involved in group games and group projects. Children are encouraged to become part of the day care community and to recognize the part they play in their particular group. Teachers will facilitate the development of these social skills at all times.

Ways to develop: Teachers will provide opportunities for the children to work together, teach children ways to work out their problems, enable the children to use conflict resolution skills, praise children for accomplishing non-violent solutions to their disagreements, model empathy, model language the children need to negotiate problems.

## **FINE MOTOR**

The teachers will provide many materials and opportunities for children to develop fine motor skills. Coloring within the lines, in coloring books or in ditto sheets are considered inappropriate.

Ways to develop: Play dough, beads, lacing, puzzles, blocks, manipulative, cooking projects, providing scissors, crayons, markers, pencils, staplers, tape. Providing a wide variety of paper to draw on, write on or cut.

## **MATHEMATICS**

The learning of mathematical concepts is developed through a variety of activities using concrete materials and manipulatives. The activities are designed to help young children see relationships and concepts in mathematics and enable them to deal flexibly with them.

Ways to develop: Number puzzles, block play, matching games, sorting games, providing concrete counting opportunities, teaching basic graphing and one-to-one correspondence through every day events, teaching basic patterning. A good resource to use is Math Their Way, by Mary Baretta-Lorton.

## **COOKING**

This activity is considered a staple for our preschool curriculum, not only for the exposure to wholesome recipes and good nutrition, but to provide opportunities for the children to increase their newly developing skills. Math, (measuring) fine motor, (leveling, stirring, pouring) social, language and pre-reading skills, (interactions with others, vocabulary building, reading the words on a recipe chart) sensory skills, (smell, touch, taste, sight, sound) science, (liquids, solids, changes in form) are all taking place when children are engaged in cooking activities.

Ways to develop: Baking for lunch or snack time, for special events; using multi-cultural recipes, seasonal recipes, using produce from the garden, making a photo display of a baking project from start to finish.

## **SENSORY SKILLS**

Sensory Skills: Linked closely with fine motor activities, preschool children and sensory materials are a natural. When handling sensory materials, the child uses all his or her senses, may engage in language while using the material, may use his or her mathematical knowledge while playing or may fashion a work of art. Many areas of cognition are at work while using sensory materials.

Ways to develop: Play dough, shaving cream, water, rice, sand, dirt, finger paint, cornstarch goop, silly putty, etc. Also included in this area are nature items to be examined, feely boxes, and any other item which can be handles and examined.

## **MULTI-CULTURAL/ANTI BIAS FOCUS**

Our curriculum provides a variety of multicultural, non-stereotyping materials and activities. We believe this is necessary in order to:

1. Enhance each child's self-concept and esteem,
2. Support the integrity of the child's family,
3. Enhance the child's learning processes in both the home and the early childhood program by strengthening ties.

4. Extend the cultural experiences of children and their families by encouraging the members of our center to share their heritage and customs,
5. Enrich the lives of all our community by encouraging respectful acceptance and appreciation of diversity.

Multi-cultural experiences should not be limited to a celebration of holidays and should include foods, music, families, shelter, and other aspects common to all cultures. Our curriculum is based on the seasons of the year rather than focusing on the particular holiday of the month. Holidays are looked at as an event which occurs for some people at a particular time.

## **HOLIDAY CELEBRATIONS**

When choosing holidays to celebrate we follow these guidelines:

What will the children learn? Is it valid in relation to all who celebrate the holiday? Can the children understand the concept?

When celebrating particular holidays we follow these guidelines:

Appropriate early childhood holiday celebrations should be kept simple.

If the teachers must do much of the work for the celebration, the activity may not be appropriate. If the activity does not reflect developmentally appropriate curriculum guidelines, it may not be appropriate. If the activities do not help you learn more about the holiday, it may not be appropriate. If the celebration leaves the staff uptight, frenzied, or overwhelmed, or the children are irritable, high strung or anxious, it will not be appropriate. If the activity is done solely to give adults or to see children perform, it may not be appropriate.

Appropriate holiday celebrations do not assume everyone from same ethnic or religious groups celebrate holidays in the same way.

Differences in how each family celebrates are evident and respected. Sensitivity is given to the economic limitations placed on families at various holiday times. We seek to place more emphasis on the meaning, feeling, or ideas that the holiday evokes rather than on the commercial and materialistic aspect.

## **HOLIDAY CELEBRATIONS CONTINUED**

Appropriate holiday celebrations primarily use decorations the children have designed.

Often commercially made holiday decorations can mislead the children. We use these guidelines to select appropriate decorations:

1. Does the decoration promote a false concept? (Ex. - All white, high-income family sitting down in lovely home to Thanksgiving dinner)
2. Does the decoration promote sexism?
3. Does the decoration promote racism?
4. Does the decoration promote good nutrition or excess?

**Halloween:** Costume parties and candy have been eliminated. Instead, children dress up in day care costumes for a few weeks before the holiday as part of the dramatic play area. Collections for UNICEF are held and the Halloween literature, poetry, music and dance are used during the end of the month of October. Pumpkins are carved; windows are decorated in a fall theme. Traditional snacks of apple cider and doughnut holes are provided on Halloween day.

**Valentine's Day:** Expressions of love are evoked in developmentally appropriate ways such as making and designing "valentines" as a free choice activity, singing songs about love of family and friends, and reading good literature about love and friendship. Another tradition becoming popular at the center is celebrating with a tea party. This involves soliciting tea paraphernalia (i.e., teapots, tea cups, tea strainers, tea cozies, tea, loose and bagged) from the children's homes for display on the day of the tea party. The children help to decorate and set tables using special tablecloths, placemats, napkins, flowers, etc. They make scones or biscuits (to be eaten with



jam) prior to the party. Party hats may be worn. Parents are invited to this morning tea. It is held two times the week before Valentine's Day to accommodate all.

**December Celebrations of Light and Merriment:** The days become shorter and the nights longer as we approach the winter solstice in December. Many of December's celebrations have light as a main vehicle for the celebration. We feel this is a good time to focus on the particular celebrations which employ the use of light, and also a good time to use the theme of Light and Dark as it relates to our natural world. The five main celebrations we celebrate are: Hanukkah, Christmas, St. Lucy Day, the Winter Solstice, and Kwanzaa. Light is used extensively as our windows are lit up with colored lights, a sensory table of candles and other light producing objects is used, and the displays of the holidays and their symbols are decorating the room.

**Birthday Celebrations:** We have replaced sweets and candy treats for birthday celebrations with a request that the child "treat the daycare" with a book instead. The child's name is inscribed in the gift book in memory of their birthday. The child also receives a gift of a book from the day care to take home and enjoy along with a group made banner and decorated crown. The child is presented with these gifts in a simple ceremony during a morning circle time.

## Screening & Assessment

### **DEVELOPMENTAL SCREENINGS:**

Developmental screenings are administered in the first three months of the school year by the county early intervention team. Parental consent is required. Parents are provided written summaries of the screenings and teachers use the results as baseline information throughout the year. Subsequent assessment generally is integrated into the curriculum. Children's assessment records are kept confidential in their individual files. The child's initial data sheet and questionnaire prior to midyear parent-teacher conferences provide for parental input in the assessment process and planning for the conference. A comprehensive parent-teacher conference effectively communicates the assessment findings and provides information and resources to assist families in the areas they indicated on the questionnaire. The center maintains an extensive resource library to provide families with helpful techniques and strategies for a wide variety of developmental issues (e.g., separation anxiety, toilet learning, sibling rivalry and many more).

### **ASSESSMENT:**

Assessments are sensitive to family culture, experiences, children's abilities and disabilities, and language. They take place in a comfortable, familiar setting for the children. (*UPK Extension child screenings are performed by Fredonia Elementary School*)

Assessment is the process of gathering information about children from several forms of evidence, then organizing and interpreting that information. CCCC recognizes its shared responsibility to make appropriate, valid and reliable assessment an integral part of our early childhood program. We are committed to using assessment methods that are developmentally appropriate, culturally and linguistically responsive, tied to children's daily activities, and supported by professional development. Assessment will be used to;

- ✓ Identify children's interests and needs
- ✓ Support children's learning and steer curriculum
- ✓ Ascertain growth and development
- ✓ Follow up with diagnostic assessment when indicated
- ✓ Plan program improvements
- ✓ Communicate with families
- ✓ The Work Sampling System will be used as our primary tool guiding authentic assessment in our preschool classrooms. The Ounce Scale assessment is being utilized in our infant & toddler rooms. CCCC will gather information using running records, anecdotal\observation record, photos, conversations, work sampling, checklists, parent input and previous teacher\therapist inputs. Much of this work will be incorporated into the child's portfolio. Teachers, children and parents will collaborate in selecting key items to be placed in the portfolio. This authentic assessment tool will help articulate children's strengths and areas of need to parents, as well as assist children in learning to self-assess. These assessments are consistent with our program curriculum and drive our curriculum. This format is also consistent with our mission and belief statements.

### **PARENT\GUARDIAN CONFERENCES:**

Parent\guardian conferences are scheduled midyear and may also be held at any time parent\guardians or teachers find it necessary. The infant and toddler years are marked by so much growth and change that conferences are a good time to discuss all the developmental issues surrounding them. Teachers put out signup sheets prior to the times conferences will be held. Parent\guardians are encouraged to sign up and talk with their child's primary caregiver. A developmental summary is shared with the parent\guardian during this time. Parent\guardian conferences typically take about 45 minutes.

## **ASSESSMENT AND PARENT COMMUNICATION**

Daily observations are made on each child. Teachers keep anecdotal records of the child's day. Teachers keep in close communications with parents about their child's day through informal visits at drop off or pick up time, notes, or phone calls. Every January, formal conferences are held with every family. Before the actual conference, parents are given a pre-conference form. This form allows parents to give their input on how they feel their child is doing at the center, what they think their child's strengths are, and what area they think their child needs to improve. The form also gives parents an opportunity to ask questions about a particular subject. Filled out before hand, this gives the teacher time to research the question and provide resources for the parent at the conference. At the conference, the teacher presents a written report to the parents on the child's progress. However, a conference may be held at any time at the request of the parent, or at the request of the teacher. (These may not include written reports)

At any conference held with parents, a teacher must always be present. Teachers also will fill out an end of the spring semester evaluation. This form highlights the child's strengths and areas of improvements, and also gives the child's next teacher recommendations about the child's learning styles and social behavior.

## Classroom Formats

### **MEAL TIMES:**

CCCC participates in the Child and Adult Care Food Program (CACFP), and is required to provide all of your child's food including iron fortified formula. If your child is in attendance at any of our programs during a meal or snack, he/she will receive the meal or snack that is being served. (rev. 3/2015)

A child needs to have a medical statement specifying an allergy or intolerance to a food exemption (or religious exemption) for the center to not be able to serve a particular food to that child. Parent/guardians may choose other food choices for their child at home but these cannot be implemented at the center: i.e., foods with no sugar; foods not containing certain oils; or foods that are not whole grain. However, CCCC is a peanut free facility due to the significant allergies to peanuts. It is the goal of CCCC to provide nutritious menu items that are healthy food choices for children.

*If your child has an allergy or food intolerance, please notify your child's teacher immediately. A doctor's note must be given to the center stating exactly what foods cannot be given to your child. If a doctor's note is not provided, we must provide the child with all the food that we are serving for that meal.*

CCCC provides breakfast, lunch and snack. We make every effort to provide your child with wholesome, low sugar foods and to introduce your child to a variety of food tastes and textures. Snack foods include cereals, crackers, fruits, vegetables, yogurt, cheese and milk. Monthly menus are posted in your child's classroom on the parent information bulletin board and copies are available outside the office. Please see the individual classroom sections for more information about meal times.

**Infants:** Young infants will be fed according to their own schedule. As they grow and start eating solid foods, their eating needs will change and the eating times will be adjusted to the group's schedule. During lunch, infants not yet eating table food will be served cereals and jarred or pureed foods. Parents indicate their choice of formula on a form sent with their initial enrollment packet and this choice can be changed at any time during the semester. There is no reduction in fees when a parent provides breast milk or formula. As your infant grows and becomes more adept at eating, he or she will be using his fingers for eating "finger foods" and work on using infant utensils. Infants who cannot yet sit unsupported will be held when being fed.

**Bottles:** You will need to provide 3-5 labeled bottles, nipples and lids. If you are breast feeding your child, all breast milk must be dated (include the date and time the milk was collected) and have your child's full name on it. Fresh breast milk will be stored for 36 hours in the refrigerator or up to three months in the freezer. Milk that exceeds this time frame will be discarded. Contents remaining in any bottle must be discarded within two hours. No bottles will be served with cereal or any other food product in them. Mothers are welcome to come and breastfeed their infants at any time. All parent/guardians are welcome to use the rocking chairs in the crib areas or classrooms at any time to breastfeed or bottle feed their infants. Bottles are not heated in the microwave, as this will produce "hot spots" in the formula or breast milk, and are warmed by using a Crockpot and/or bottle warmer. Due to CACFP regulations, pre-made formula bottles from home cannot be brought in.

If your child is breast fed and a parent/guardian forgets to bring in breast milk or the frozen supply is depleted, the infant will be fed our formula. We will try to get in touch with you first to see if breast milk can be supplied by you soon; however, if we are unable to get in touch with you and your child is hungry, we will feed him or her the formula served at the center.

As infants gradually start to eat cereals, pureed or jarred foods, and table foods, parent/guardians will inform the teachers in the classroom as to what their child can and cannot eat. It is recommended that infants try new foods at home first, then parent/guardians can add the new food to the classroom list.

**Waddlers & Toddlers:** Children who are 12 months and older will be given the lunches and snacks that are being served and drink whole milk. CACFP allows one month after a child's first birthday to continue with formula. If formula is served past age 13 months, a doctor's note must be provided. Breast milk is considered the equivalent to cow's milk and does not require the note from your child's doctor to continue after 13 months.

Once a child can sit unsupported they will be sitting in chairs with small trays or a small table with chairs or stools; toddlers will be at tables to eat their meals. Children will be using regular cups (not sippy cups) and using utensils as they become ready. It is our goal to work cooperatively with the families and their child's routine; however, bottles are not the common practice as toddlers get older and we do not use sippy cups in any room. Children will begin to be introduced to cups around seven to nine months.

**UPK Extension & School Age Programs:** CCCC does not provide lunch for the UPK-Extension program, School Age Holiday Program or Summer Camp. Parents will need to pack lunches every day including a beverage. A nutritional lunch is encouraged, with no candy or soda. Please do not send lunches that need to be heated or refrigerated. Please be aware that our program is peanut and tree nut free, therefore foods sent in lunches may not contain peanuts, tree nuts or be processed in a peanut/tree nut facility.

During Holiday Program and Summer Camp breakfast and snack will be served daily. If you would like your child to have morning breakfast please arrive before 8:45 a.m.

During UPK-Extension and After School an afternoon snack will be served.

**NAP TIME:** We understand that practices for sleep and nap time may be different at home and that some children have unique situations (e.g.- twins who may sleep together in the same crib). However, we must follow licensing guidelines and adhere to the policies stated below. It may or may not be difficult for some children to adjust if they are not used to sleeping in a different position or with a family member.

**Infants:** Infants nap according to their own schedules. If an infant should fall asleep while being rocked, lightly bounced, or taken for a walk in the stroller, they will be put in their cribs to continue their sleep. Infants who are brought in sleeping in a car seat or stroller must be transferred to their cribs to continue to sleep. Infants will be placed on their backs to sleep in a crib. The infants at CCCC are provided with a firm, tight fitting mattress in a crib that meets current safety standards. There will be no pillows, quilts, bumpers, comforters, sheepskins, stuffed toys, or other fluffy products in the crib. Two children never share a crib at the same time. As your child grows and matures, cot sleeping will be encouraged. This will assist especially in the transition from the Infant room to the Waddler and Toddler room when the time comes.

**Waddlers & Toddlers:** Children are transitioned to a cot when they are ready. Parents will fill out a permission form to transition a child from a crib to a cot.

**Waddlers through Pre-School:** We provide a daily nap time during which the children are expected to remain on their cots and rest quietly. Stories are read aloud and/or restful music accompanies quiet time. We realize the sleep need of children vary widely from child to child and day to day. A "cot box" in the Pre-School rooms is provided to those children who after one hour of resting are not asleep. The cot box contains a quiet activity children can use on their cot until naptime is over.

### DIAPERING & TOILETING:

**Diapering:** Parent/Guardians are expected to provide wipes and diapers for their infants and toddlers. Your child will be changed at regular intervals throughout the day and as needed. Be sure to label wipes and diaper packages. Please feel free to bring in diaper cream if you would like it to be applied to your child's rash. We do not use baby powder on infants and toddlers. The use of powder has been linked to childhood asthma and other respiratory difficulties.

**Toileting:** Children will be given an opportunity to use the bathroom at regular intervals throughout the day and as needed.

**CHILDREN'S NEEDS:**

***Clothing:*** Washable play clothing and sneakers are essential at the center. Outdoor play occurs twice a day. Our motto for clothing is "dress for mess". **All clothing and items brought from home should be labeled with your child's name.**

***Daily Needs:***

<p style="text-align: center;"><u><i>Every Day:</i></u></p> <ul style="list-style-type: none"> <li>✓ Blanket</li> <li>✓ Favorite <b>small</b> soft item to sleep with (optional)</li> <li>✓ Toothbrush with cap</li> <li>✓ Sunscreen SPF 15 or higher lotion only</li> <li>✓ Children in Diapers: package of disposable diapers</li> <li>✓ A full extra change of clothes, including socks, underwear, and snow pants.</li> </ul>	<p style="text-align: center;"><u><i>Summer:</i></u></p> <ul style="list-style-type: none"> <li>✓ Light sweater or sweatshirt</li> <li>✓ Hat</li> <li>✓ Sunglasses (optional)</li> <li>✓ Swimsuit</li> <li>✓ Towel</li> <li>✓ Water shoes</li> <li>✓ Water bottle</li> <li>✓ Backpack (optional except for summer camp)</li> </ul>
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<p><u><i>Winter:</i></u></p> <ul style="list-style-type: none"> <li>✓ Hat</li> <li>✓ Gloves</li> <li>✓ Boots</li> <li>✓ Winter Coat</li> <li>✓ Snow Pants</li> </ul>
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***Other Items:***

- ✓ Pacifiers- If your child uses a pacifier parent\guardians are asked to provide a labeled one. Children in the Infant, Waddler and Toddler rooms who use pacifiers will only be able to use them at nap time.
- ✓ Please no toys from home, this can cause problems with sharing in the classroom and may be a health or safety hazard.

## Parent Information

**HOME\SCHOOL COMMUNICATION:** The relationship between your home and the center is the foundation of our program. We believe that parents are the most important influence in a child's life. Communication between your home and the center is encouraged. Parents\guardians are welcome visitors at all times.

*Mailboxes & Parent Folders-* Children will have a hook or cubby, a mailbox and a parent folder assigned to them. Hooks or cubbies in the classrooms will hold a child's outdoor clothing, bags, or other personal items. Mailboxes will be mounted on the wall and should be checked daily. Newsletters, notes from your child's teacher and other pertinent information will be placed in your parent folder.

*Daily Verbal Communication-* We encourage parent\guardians to talk with their child's primary caregiver at drop-off and\or pick-up. It is important for the teacher to know information about your child such as, how they slept last night, when they ate last, if they have had any medicine, if they are teething, etc... The sharing of this information is important to best meet your child's needs. If drop off is particularly stressful or rushed you can call, leave a note or email information so that your concerns and updates are communicated in a timely manner.

*Daily Information Report-* Some classrooms will utilize a daily information report. This will provide written communication between parent\guardians and teachers about diaper changes, bathroom information, nap times, feeding times, food eaten and amounts. For bottle-fed babies it will also indicate how many ounces were eaten at each feeding.

*Bulletin Boards-* There are bulletin boards inside the classrooms as well as outside the office. Check these for important notices from your teachers and the office staff. Notices will also be placed on the front door.

**CHILDREN'S ATTENDANCE:** If your child is not going to attend the program on a regularly scheduled day, we ask that you please call the center's office or leave a message on the answering machine notifying us that your child will be absent due to illness or just staying home. Refer to the health policy for requirement for return to childcare. You will still be charged for these days.

**PARENT\GUARDIAN VISITS:** Parent\Guardians are welcome at any time to come and visit their child. If you would like to come feed your infant or eat with your child CCCC provides a comfortable and peaceful area to enjoy that feeding time. Observation rooms are also available for you to come and watch your child without him\her knowing you are here.

For some children, particularly toddlers, multiple separations from the parent\guardian during the day may make the transition to school more difficult. If you find that your visits are more upsetting to the child than consoling, you may want to take advantage of the observation room.

### **SIGN IN\ SIGN OUT- Kinder connect**

We use an electronic fingerprint for signing children in and out. You will receive training on how to use the fingerprint scanner at your orientation.

Signing in and out is important for several reasons:

1. Our licensing through the NYS Office of Children and Family Services requires this to assure appropriate adult\child ratios
2. These are used to verify attendance during times of emergencies.

### **PARENT\GUARDIAN CONCERNS:**

As a child care center we are a community of children, families, and staff all interacting and sharing our lives together. In a community, people work closely together and strive for interactions that are respectful, positive, helpful, kind and understanding. Yet it is to be expected that from time to time people will experience some conflict, some concerns, and some difficulties.

We recognize that parenting is one of the most difficult, intense and rewarding experiences in your life. We want you to share your thoughts, concerns and hopes for your child. You want what is best for your child and we know it is your job to advocate and protect your child.

Sometimes we cannot make changes you may request due to other restrictions (i.e. licensing, accreditation criteria, and group care limitations), but we want to hear your suggestions. Please be assured we will consider them seriously and will respond to you in a timely manner.

### PERSONAL SPACE:

Parents\guardians of children in group care often get to know their child's classmates and get to know them on a personal level and are well intentioned in trying to help out another child. We believe these observations to be simply a natural part of being a parent who has their child in group care. We do understand the well intentioned parent\guardian seeing another child crying or wanting to pick up a child to console him or her; but we do ask for you to refrain from handling other people's children. Friendly, non-care giving warm interactions are appropriate. Talking with another child or reading a book if they hand you one is fine. Ultimately, the center is responsible for the children while in our care.

There are a few reasons why we ask for you to refrain from a lot of physical interaction with other people's children. First, other parent\guardians simply may not want, or appreciate, people who are not staff at CCCC handling their child. Second, all the staff have gone through the appropriate training and mandates of OCFS to be with the children. For example they have complete background checks and have been fingerprinted and they have had a medical exam done with a TB skin test. Finally, CCCC is responsible for the safety and care of the children in our center. Should an accident happen to a child who is being handled by our center the center would ultimately be held responsible.

**FAMILY SOCIALS-** Frequently throughout the year family socials are planned. This could include events like: a potluck dinner, a picnic lunch, a fun curriculum night, ice cream social or family breakfast. Attending these programs is a great way to show your child that school is part of the family routine and to strengthen the bond between home and school. Be sure to check your family mailbox for information concerning upcoming events.

### DEVELOPMENTAL ISSUES:

**Significant Family Changes-** Major changes such as moves, separations, divorce, illness and death impact us all. We ask that you share such things with your child's teachers so we can watch for possible behavior changes. Updates on new phone numbers and addresses are also necessary as changes occur.

**Separation Anxiety-** Separation can be a difficult process for both the children and parent\guardians. Every child goes through separation anxiety at some time. It can subside and reemerge at a later developmental phase. When babies are somewhere between 8 and 10 months of age they are often distressed when they are separated from their parents\guardians. This anxiety can last into the second year of life. Typical reactions associated with separation anxiety are crying, clinging, and trying to follow. When a child becomes more verbal, separation anxiety may include words of protest: "Mommy stay", or "I go". New people and routines can be scary for all children.

Every child is unique and they all respond to separations differently. Parents\guardians should be aware; however, that children take their cues from them. When a parent\guardian feels good and responds positively to dropping their child off, the child will sense this. The following is a list of suggestions that can help the separation process go smoother for both you and your child. These helpful hints can be applied from the youngest of babies to the oldest of preschoolers.

- ✓ Talk to your child ahead of time about what is going to happen, such as "today is a school day!"
- ✓ Talk with your child's teacher daily and establish a friendly relationship. This helps when you may have to give your child to him or her at drop off and the more comfortable you are, the better your child will respond. You can help your child begin to settle by offering a classroom toy or read a book.
- ✓ Say your good-byes and then leave. Make the departure definite. Depending on your child, he or she can get mixed signals from a parent\guardian who stays too long or who goes and then turns around to come back. However, it is never best to simply sneak away from your child without saying good-bye. Sometimes it is helpful for a parent\guardian to get into a routine as to saying the same thing every drop off, like, "I'm going to work now. Have a great day at school. Children become comfortable with routine and life becomes somewhat predictable for them. If your child begins to cry while you are leaving, we urge you not to turn around and come back. Of course, the teachers are sensitive to that. However, coming back to ease a crying child will not make the separation any easier when a parent\guardian really has to leave; in fact, it may be harder for your child the second time around. After you leave, feel free to stop in the observation room to see how your child is doing. It is typical for children to regain their composure and get into their daily routine shortly after a parent\guardian leaves. **Parents\guardians should feel free to call any time, and\or use the observation rooms.**

**Biting-** Children biting other children are unavoidable occurrences in group child care, especially with toddlers. It is a common happening in a child care program. When it happens, and sometimes continues, it can be scary, very frustrating, and very stressful for children, parents\guardians and staff. *Every child in all classrooms is a potential biter or will potentially be bit.* It is important to understand that because a child bites, it does not indicate that the child is "mean" or "bad" or that the parents\guardians of the child who



bites are somehow responsible for this behavior. Biting is purely a sign of the developmental age of the child. It is a developmental phenomenon. It often happens a predictable times for predictable reasons tied to the child's age and stage.

- ✓ ***Why do they Bite?-*** Every child is different. Some bite more than others; or some may not bite at all. The group care setting is where the biting derives its significance. If a child has not really been around other children very much, he might not bite because neither the cause for biting or opportunities has presented themselves. Group care presents challenges and opportunities that are unique from home. The children are surrounded by many others for hours at a time. Even though there are plenty of toys and materials available for all of the children, two or three children may want one particular toy. The children are learning how to live in a community setting. Sometimes that is not easy. Biting is not something to blame on the child, parent\guardians, or caregivers. There are many possible reasons as to why a child may bite:

1. *Teething*
2. *Impulsiveness and lack of control* - Babies sometimes bite just because there is something there to bite. It is not intended to hurt, but rather exploring their world.
3. *Making an impact*- Sometimes children will bite to see what reactions happen.
4. *Excitement and overstimulation*- Simply being very excited, even happily so, can be a reason a child may bite. Very young children don't have the same control over their emotions and behaviors as older preschoolers do.
5. *Frustration*- Frustrations can be over a variety of reasons- wanting a toy someone else has, not having the skills needed to do something, or wanting a caregiver's attention. Some children are just lacking the language and social skills necessary to express all their needs, desires, and problems. Biting is often the quickest and easiest way of communicating.
6. *Exploration with their mouths.*

***What do the teachers do in response to children who bite?-*** It is our job to provide a safe setting in which no child needs to hurt another. To achieve his or her ends and in which the normal range of behavior is managed (and biting is normal in group care). Confidentiality is also practiced with biting. A biting incidence form will be filled out to inform both parent\guardians but, the name of the child who bites or who the child bit will not be released because it serves no useful purpose and can make a difficult situation more difficult. We have found that punishment does not work to change a child who bites including delayed punishment at home, which a child does not understand, and often makes the situation worse.

There are several things the teachers do to assess the biting situation and what can be done to prevent it from happening again.

1. Letting the biting child know in words and manner that biting is unacceptable.
  2. Avoiding any immediate response that reinforces the biting, including dramatic negative attention. The teachers will tell the child that "biting hurts" and the focus of caring attention is on the bitten child. The biter is talked to on a level that he or she can understand. The teacher will help the child who is biting work on resolving conflict or frustration in a more appropriate manner, including using language if the child is able.
  3. Examining the context in which the biting occurred and looking for patterns. Was it crowded? Too many toys? Was the biting child getting hungry\tired\frustrated.
  4. Not casually attributing willfulness or maliciousness to the child.
- When biting changes from a relatively unusual occurrence, including attempted bites, it will be addressed with added precautions
- ✓ The teachers will keep track of every occurrence, including attempted bites, and not location, time, participants and circumstances.
  - ✓ "Shadow" children who reveal a tendency to bite. This technique involves having a teacher with a child who bites. The teacher would be able to then anticipate biting situations and teach non-biting responses to situations and reinforce appropriate behavior in potential biting situations.
  - ✓ The teachers may consider changes to the room environment that may minimize congestion, commotion, competition for toys and materials, or child frustration.

**Managing Normal Aggression in Young Children-** Every parent\guardian dreads the day when the teacher reports that his or her child is responsible for hurting another child. Aggression is a normal part of a young child's experience. Aggression results from powerful emotions that are not yet under the child's direct control. Children hit, pinch, bite, slap and grab when their emotions cause them to act before they can think about doing something different. Children at this age have such limited social and language skills that the best way to communicate is often through physical means. Children learn to manage aggression when supportive adults help them learn other skills and connect consequences with aggression. Using aggression to stop aggression only teaches children that they must submit to adults who are bigger and more powerful. It does not help children gain control over aggressive behavior or replace it with more

appropriate skills. Replacing aggressive behavior with more sophisticated skills is a process. Learning to express feelings appropriately is a lifelong task. The first steps are taken in the first three years.

Early experiences with the consequences of aggression help children learn over time that aggressive behavior doesn't accomplish much. After this lesson is learned, children can begin to the process of becoming assertive enough (versus aggressive) to prevent them from being victimized and becoming authoritative enough to be seen as a leader. Both of these important lessons will never be learned unless parent\guardians help children learn to manage normal aggression and convert it into constructive assertion and leadership.

**Temper Tantrums-** If you haven't experienced the temper tantrum in action, you probably soon will. Often it is marked by a screaming child and a frustrated and sometimes embarrassed parent\guardian attempting to make the whole thing go away. During toddlerhood, children struggle to develop a sense of themselves as separate from their parent\guardians. This process, called differentiation, actually starts at birth and lasts well into young adulthood. It is the process of becoming a separate and successful individual.

The first step in differentiation is related to control- who is in control of me, my body and my emotions? Early in your child's life you are in charge. Now, you want your toddler to begin to take charge of some of his or her own behavior. This process of transferring some responsibility for control usually results in children losing exactly what you are striving to help them gain- control?

When your toddler feels angry, frustrated, or helpless, he or she may kick, scream, and flop on the ground. Tantrums are a normal, natural, and inevitable part of growing up. That does not make them fun. Make a plan now for how you will handle it when your child begins to tantrum.

The first step of the plan is preventative in nature. Help your child have some control over his or her life. Start small. Maybe your toddler can help you pick out what he or she wants to wear from several choices. Giving your toddler choices gives him or her experiences with making decisions and having them turn out successfully. This experience is crucial in helping your toddler make good choices about whether or not to throw a temper tantrum.

Make sure to encourage and support appropriate progress in taking charge. When your child shows competence in getting in or out of the car, eating with a spoon or fork, or pulling on his or her own socks, encourage these early attempts at independence and self-control with lots of hugs and validating their efforts. ("You did it").

Pick a safe place for your child to go when he or she is out of control. When your child is out of control take them there with the goal being that he or she will go there to calm down. Make sure to talk to your temper tantrum child calmly. Part of this stage is learning that you can take charge of your own behavior.

It is important to be consistent with your response to tantrums. If children get attention from tantrums or you become emotional, they are more likely to last much longer than if you remain calm. Removing an exaggerated response and remaining "neutral" should lessen the frequency of tantrums. When a tantrum is over, it is over. Accept the child back into family life as if nothing happened.

## Daily Schedules

**If you arrive when your child's class is outside, check the bottom of the sign in/sign out sheet in your child's classroom for play location, or check with the office staff. It is your responsibility to get your child to their group if you come during outdoor time.**

### **DAILY SCHEDULES:**

The daily schedule for all classrooms is a guide. It provides a framework for planning and organizing the daily routine and play activities for the children. The daily routines for children may be a little different based on the age of your child. For example: Infants follow their own biological needs. They are fed, changed, and nap when they need it. Toddlers are changed/taken to the toilet before transitions in the day as needed. Adjustments to all schedules are made as your child gets older and his or her needs change. You may also notice that as your child gets older, he or she may alter his or her own schedule to fit in with the group. Some common changes you may notice in your child's behavior after enrollment in any group care situation include altered sleep/wake patterns or changes in appetite.

### Typical Daily Schedule (Toddler)

7:30 - 9:30	Arrival, free play, creative activities, diapering/toileting
8:00 - 9:00	Breakfast. Arrive before 8:45 if you would like your child to have breakfast at school. If not please provide a nutritious breakfast at home.
9:50-10:00	Circle time
10:00-11:00	Outdoor Time
11:00 - 11:15	Circle time \ Hand Washing
11:15-11:45	Lunch
11:45 - 1:00	Free Play, Creative Activities, diapering/toileting, teeth brushing
1:00 - 3:00	Rest Time
3:00 - 3:30	Diapering \Toileting, Afternoon Snack
3:30 - 5:30	Outdoor Play, Indoor Activities, Free Play

**Typical Daily Schedule Pre-School**

**Butterfly & Firefly Rooms**

7:30 - 9:55	Arrival, free play, Interest Center Time, clean up
8:00 - 9:00	Breakfast. Arrive before 8:45 if you would like your child to have breakfast at school. If not please provide a nutritious breakfast at home.
9:55-10:05	Circle time
10:05-10:20	Group Time
10:20-11:15	Outdoor Play
11:15 - 11:30	Story Time
11:30-12:00	Lunch
12:00 - 1:00	Free Play, diapering\toileting, teeth brushing, Jobs: feeding pets, cleaning tables, watering plants, Today we did....
1:00 - 3:00	Rest Time
2:40 - 3:00	Wake up, toileting
3:00- 3:30	Optional Snack, Free Play
3:30 - 5:30	Outdoor play, indoor activities

**Typical Daily Schedule UPK- Extension**

**Wrap Around Room**

11:15	Drop off from morning UPK, put things away in cubbies
11:25	Circle Time
11:40	Hand washing, Lunch (packed lunch is necessary, we do not provide lunches)
12:15-1:00	Toileting, Tooth brushing, free play, interest centers, projects
1:00-2:30	Story, Rest time, Quiet Music, Quiet activities on cot for non sleepers
2:30 - 3:00	Wake Up, Toileting, Optional Snack
3:00-4:00	Free Play and Interest Centers, Dismissal for children taking the bus home
4:30-5:30	Outdoor Play (exact time varies, we spend more time outdoors in nice weather)

**Typical Daily Schedule UPK Extension Holiday Program**

8:30-10:00	Drop off. Children must be accompanied and signed in by a parent/guardian
8:00-8:45	Hand washing, Optional Breakfast
10:00	Meeting and Announcements
10:15-11:30	Planned Activities
11:30-12:00	Hand washing & Lunch (Lunch is not provided, bring a bag lunch each day for holiday program)
12:00 - 2:00	Free play, continuation of activities
2:00 - 3:00	Quiet time, books, quiet games
3:00 - 3:30	Optional Snack
3:30-5:30	Free play, clean up

**SCHOOL AGE PROGRAMS**

***Activity Options for all School Age Programs:***

- ✓ Gym or outdoor play including: soccer, kickball, touch football, hockey, wiffleball\baseball, and four square
- ✓ Indoor Play: board games, table games, blocks, books, arts & crafts, painting, drawing, music, homework time, dress-up, etc.
- ✓ There are occasional field trips, special projects and special visitors. Parents will be notified through their mail folders of special activities and events. It will also be noted on the monthly activity calendar. Transportation when necessary will be supplied through local bus companies.

**Typical Daily Schedule Before School Program**

6:45	Drop off at Fredonia Elementary. Children must be accompanied and signed in by parent\guardian
7:00 - 7:45	Indoor play, room activities
7:15 - 7:45	Hand washing, optional breakfast
7:45 - 8:20	Optional activities, outdoor play, gym play
8:20 - 8:25	Clean up
8:30	Children will be walked to their classes

**Typical Daily Schedule After School Program**

2:30	Fredonia Middle School Students Arrive
3:00 - 3:10	Transition: bathrooming, hand washing
3:30	Fredonia Primary Students Arrive
3:45 - 4:05	Optional Snack, clean up
4:05 - 5:15	Optional activities, indoor & outdoor play, gym play, clubs activities, guest visitors, field trips
5:15 - 5:30	Clean up and closing. The program closes sharply at 5:30. Parent\guardians are asked to arrive early to give ample time to exit the building on time.
Please Note:	Often times the children and staff are off site. When this occurs, a note will be left near the classrooms.

**Typical Daily Schedule School Age Holiday Program**

6:45-10:00	Drop off. Children must be accompanied and signed in by a parent\guardian
8:00-8:45	Hand washing, Optional Breakfast
10:00	Meeting and Announcements
10:15-11:30	Planned Activities
11:30-12:00	Hand washing & Lunch (Lunch is not provided, bring a bag lunch each day for holiday program)
12:00 - 2:30	Free play, continuation of activities
2:30 - 3:00	Quiet time, books, quiet games
3:00 - 3:30	Optional Snack
3:30-5:30	Free play, clean up

**Typical Daily Schedule Summer Camp**

6:45-10:00	Drop off. Children must be accompanied and signed in by a parent\guardian
8:00-8:45	Hand washing, Optional Breakfast
9:30 - 9:45	Clean up
9:45-10:00	Meeting and Announcements
10:00	Individual and group meetings, bathrooming, sun screening. Activities and projects begin, including visitors, field trips, and walks to playgrounds, creeks and parks.
11:30-12:00	Hand washing & Lunch (Lunch is not provided, bring a bag lunch each day for holiday program)
12:00 - 12:30	Quiet Time
12:30-3:00	Free Play, Continuation of activities, Outside
3:00 - 3:30	Optional Snack
3:30-5:30	Free play, clean up, Outside
Please Note	Summer camp takes several field trips and has swim days at SUNY Fredonia. Pick up and drop off may be at different locations.

## **UPDATES:**

11/2015- Creation of a Tuition Deposit

11/2015- DSS Policy Created

3/2016- Increases to waiting list fee, registration fee & creation of summer holding fee

3/2016- Addition of required CACFP statement about meals