Child and Family Development Resource Center:

Family Handbook

Director
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Statements

Handbook Revisions

A handbook can not anticipate every circumstance or question about program policy or procedures. As circumstances, state mandates, or university requirements change, policies must accompany them. The CFDRC reserves the right to revise, supplement, or rescind portions of the handbook when necessary. The handbook is intended as a guide to support successful programming for children and promote positive partnerships with families.

Mission

The mission of the Margaret S. Wilson Child and Family Development Resource Center of Eastern Connecticut State University is to promote the social, emotional, cognitive, language, aesthetics, and physical development of young children of diverse backgrounds, to inspire, support, and educate their families, to provide a model program for future teachers and early childhood professionals, and to serve as a hub of innovative research and professional development.

Philosophy

We believe that:

- All young children have potential and are competent, curious, and capable of asking and answering their own questions, taking intellectual risks, and co-constructing knowledge with teachers, parents/guardians, and peers.
- Children acquire knowledge of the physical and social world when they are challenged to make sense of new objects, actions, events, and relationships, relying on their prior knowledge and lived experiences.
- Learning has a social purpose and is supported by social and emotional competencies and positive, nurturing relationships with peers and adults.
- Play is a primary mode of expression, a rich context for the construction of knowledge, and a fundamental right of all young children.
- Supporting, empowering, advocating for, and engaging families will facilitate the positive development of the whole child. Collaborative, equal-status family-teacher partnerships are the foundation of a culturally meaningful, family-centered curriculum.
- Teachers and family members must collaborate in the assessment of young children in order to acquire complete, accurate, and culturally-sensitive understandings of development and to make meaningful use of assessment data in planning and implementing curriculum.
- Together, teachers and families can create a sense of belonging and community in which children’s emotions, spirits, and intellect can flourish in concert.
- Each child is unique and demonstrates a distinct pattern of learning, interaction, communication, and interest, which is nurtured by family, culture, and community.

Non-Discrimination Statement

Non-discrimination and equal opportunity are the policies of Eastern Connecticut State
University in all of its programs and activities. To end that, all University employees shall rigorously take affirmative steps to ensure equal opportunity in the internal affairs of all offices/functions, as well as their interactions will all agencies, and in their relations with the public. Each department within the University, in discharging its statutory responsibilities, shall consider the likely effects, which its decisions, programs, and activities shall have in meeting the goals of equality or opportunity.

**Diversity Statement**

Eastern Connecticut State University values the diversity of its students, faculty, and staff. Differences in race, ethnicity, national origin, class, religion, learning styles, gender, gender identity and expression, sexual orientation, age, ideology, and other aspects of human variation and characterization, including but not limited to those protected by law and CSU and Eastern policies, enrich the educational experiences and social and intellectual development of students and create a rich cultural environment. Eastern is committed to ensuring that regardless of their differences, all members of the Eastern community are challenged to achieve their full potential and are supported in their pursuit of that goal.

**Child and Family Development Resource Center Diversity Statement**

The Child and Family Development Resource Center (CFDRC) embraces Eastern Connecticut State University’s Diversity Statement. Children and families are unique and therefore we believe building strong relationships with them is paramount to insuring a true multicultural, all-inclusive environment. In order to actualize this diversity statement, we embrace a full commitment to open communication and respect with all children and families. We believe this ongoing and open communication will allow us to develop a cultural awareness and competence that can and will be integrated into our daily practice at the CFDRC. We recognize that it is only through this culturally responsive teaching that all children can have equitable access to learning and reach their full potential. We believe that all children and families should see themselves represented in classrooms through curriculum, materials, resources, and practices. This translates into daily practice in a variety of ways such as, but not limited to:

- **Environment:** Creating a physical environment reflective of the cultures, languages, ethnicities, and lifestyle of the families within the CFDRC community.
- **Curriculum:** Implementing a multicultural curriculum reflecting the diversity within the CFDRC community.
- **Practices:** Teaching the curriculum in a multicultural and culturally responsive fashion that is anti-bias and all inclusive.
- **Communication:** Using family’s native language to communicate and/or provide support to assist with comprehension of information shared. Learning the varied communication styles and needs of the families.
- **Relationships:** Connecting with University students, faculty, academic departments, clubs, organizations, and the Windham community at large in order to expand our mission and devotion to diversity.
- **Continued Growth:** Participating in ongoing professional development sessions for staff,
student workers, and the CFDRC community, in an effort to expand our cultural awareness, develop cultural competence, and reflect on our own beliefs and experiences.
- Staffing: It is the mission of the CFDRC to have diverse teachers, students, and staff.

Ethics

The Child and Family Development Resource Center is committed to offering high quality early childhood education predicated on the NAEYC Code of Ethical Conduct and Statement of Commitment. This organization recognizes that any daily decisions required of those who work with young children are of a moral and ethical nature, thus the guidelines identify responsible behavior and provide a common basis for resolving dilemmas encountered in early childhood program. Because of our philosophy and beliefs, the center is committed to:

- Appreciating childhood as a unique and valuable stage of the human life cycle
- Basing our work with children on a knowledge of a child development
- Appreciating and supporting close ties between the child and family
- Recognizing that children are best understood in the context of family, culture, and society
- Respecting the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
- Helping children and adults achieve their full potential in the context of relationships that are based on trust, respect, and positive regard.

A statement from the National Association for the Education of Young Children, 2005, summarizes the intent and outcome of employee conduct:

Above all, we shall not harm children. We shall not participate in practices that are disrespectful, degrading, dangerous, exploitative, intimidating, emotionally damaging, or physically harmful to children.

Licensing and Accreditation

The Child and Family Development Resource Center is in compliance with the building, fire, and health regulation codes for the State of Connecticut Department of Public Health. The license is posted in the entry way of the Child and Family Center and both the licensing rules and regulations are available for those who wish to review them.

The Child and Family Development Resource Center also holds a National Association for the Education of Young Children (NAEYC) accreditation. This self-selected process assures highest quality and best practices for children.

Participation in Center Research at the CFDRC

The Child and Family Development Resource center is a site for conducting important research in early childhood education. Faculty of the university regularly conduct studies that contribute to our knowledge of children and how they learn and develop. Conducting such research is, in fact, a fundamental part of the mission of the center. For this reason, children who attend the
CFDRC serve regularly as participants in these investigations. Often these studies involve the video-recording of children as they go about their daily activities. Parent/guardian permission will be sought to include each child whenever a new study is conducted. However, it is an expectation that CFDRC families will, in most cases, be willing to include their children in this research. Families should give careful consideration to this expectation for participation in research prior to enrolling their child in the program. Concerns or questions about this research mission should be discussed with the director of the program.

**Research and Observation**

Due to the nature of our mission as a model of an early childhood professional development center, the children and the teachers participate in a variety of projects organized by the director and the university faculty. Students from the education, psychology, sociology, and other department areas will be working with the children, supporting the classroom teachers, and providing professional resources to all areas of the center, children, and families. Parents/guardians will be informed of all projects and will be asked to sign a permission request form upon entry into the program. All research programs must go before a research committee and must be approved by the director of the CFDRC.

**Operating Procedures**

**Enrollment**

A child must be 18 months old in order to be enrolled in the toddler program or at least three years old by December 31st in order to be enrolled in the preschool program. When a family enrolls, the following must be on file for each child prior to starting the program:

- Waitlist initial application
- Completed current health and immunization records
- Birth Certificate
- Enrollment application
- Signed tuition contract with schedule and rate
- Identification of designated adults who can pick-up child and emergency contacts

We value diversity and want our classrooms to be representative of the global world we live in and therefore we strive to achieve economic and cultural diversity at the Center. The household income information provided is used strategically when creating classroom lists to assure diversity within classrooms.

**Operating Hours**

The Child and Family Development Resource Center is open year-round, Monday through Friday, from 7:30am until 5:20pm. The center is closed one week in August, for staff development, and on all holidays observed by Eastern Connecticut State University. The center closes at 12:30 on the last Friday of every month for staff trainings and professional development. The center currently enrolls children from 18 months old in the toddler room to five years old in the preschool rooms. A current schedule reflecting the holidays is included with...
each registration packet. Should the center make changes to the schedule, we will provide a minimum 20-day notice to families in writing when possible. Closings beyond our control (such as weather-related, power-related, pandemic/epidemic) are excluded from this.

**Part-Time Enrollment:** 8:30-12:30

**Full-Time Enrollment:** 7:30-5:30

**Transition into the CFDRC**

During the first few days of school, particularly in a new appointment, we believe that a phase-in approach is preferable in helping children during the adjustment process. Parents/guardians are requested to shorten their child’s first few days and arrive at the center by 12:20pm for pick-up. Some children may require less shortened days and others may take just a bit longer. We work together with you to develop a phase-in plan designed specifically to meet the needs of your family.

Upon entry into the program, all families receive written information on how to ease the separation process for both you and your child. A teacher will always be there to help your child get settled. When you depart, your child may cry and protest. This is a part of the normal developmental process of establishing an independent and autonomous existence, separate and apart from parents/guardians. The intensity of a child’s distress seems to depend mainly on the child’s personality and temperament. We always encourage families to say goodbye and then follow through and leave. Continually returning makes it more difficult for the child and the parent/guardian to separate. Parents/Guardians may call at any time during the day to check and see how their child’s day is going.

**Fee Determination**

The Director meets with each family upon enrollment to determine tuition based on a sliding fee scale and gross household income. Determination of household income is completed using a copy of the previous year’s tax return or current payroll documentation. If the household income changes significantly during the year, families need to provide documentation to verify the change. Each contract is reviewed with the family and signed prior to enrollment start date. Upon signing, each family receives a copy of the contract. When a family enrolls two or more children, a 10% discount is awarded against the weekly family tuition rate. Tuition is due on a monthly basis. When tuition payments are past due, families are subject to dismissal from the program. Sample Tuition Contract is included in Appendix A.

**Tuition Payment Policy**

Tuition bills are distributed on a monthly basis. Payments for the month are expected to be paid in full upon receipt of the bill. Families are required to be current in their child care payments at all times. If payment for the month has not been received within 30 days, a Notice of Failure to Pay will be mailed to the party responsible for payment advising them that their child may not be able to attend school and may lose their slot at the CFDRC. The CFDRC Center reserves the right to terminate enrollment of a child based on non-payment of fees.
Families are legally obligated to pay in accordance with the CFRDC’s payment policies and deadlines. Any unpaid financial obligation may be referred to the CFRDC’s contracted collection agency through Eastern Connecticut State University and families will be responsible for any related collection costs in addition to the amounts due.

Dismissal Policy

The Child and Family Development Resource Center reserves the right to cancel the enrollment of a child for non-payment of fees, frequent tardiness, or in special circumstances where it is not possible for the program to meet a particular child’s or parent’s/guardian’s individual needs. We will make every effort to work with families to find mutually agreeable solutions and dismissal will be used as a last resort.

School Readiness

School Readiness fee determination is generated by the liaison using a current Office of Early Childhood (OEC) School Readiness sliding fee scale. Each contract is reviewed by the family and the Director/Program Coordinator and signed by the family prior to start of enrollment.

Care4Kids

Care4Kids is a partnership program for moderate income families in Connecticut to make child care affordable. The program is administered through the State of Connecticut. Families and children must live in Connecticut and families must be working or attending a temporary approved education or training activity and meet the program’s income requirements. A complete package of information is available at the reception area and assistance is available in completing the application. All families eligible for Care4Kids must apply.

The Director and Program Associate assist families with acquiring Care4Kids applications. Upon completion and determination of Care4Kids contribution, a contract will be generated based on family income and sliding fee scale. The contract will be reviewed with the family and signed prior to enrollment.

In the event any third-party funding source ceases, a new tuition contract may be generated to reflect the default rate. The family is responsible for payment based on their income and our sliding fee scale.

Absences

There are no discounts for absences from the program. If an extenuating health or family issue necessitates a long-term absence, a meeting and review with the Director will be necessary.

The Center expects that children will be in attendance a minimum of 80% of the time.

Unexpected Closings/Delays/Early Dismissals

In the event of a closing, delayed opening, or early dismissal, the center follows the Eastern
Connecticut State University closing schedule. Please call the Eastern weather hotline at either 860-465-4444 or 1-800-578-1449 for any information relating to weather closings. You can also find this information by tuning in to WCTY FM 97.7, WDRC AM 1360, WDRC FM 102.9, and WHCN FM 105.9 or by watching WVIT channel 30, WFSB channel 3, or WTNH channel 8.

- **Delayed openings:** During delayed openings, we will offer a 30 minute window for arrival. For example, if the University is set to open at 10:00 a.m., you must arrive no later than 10:30. Arrival beyond the 30 minute window will result as late attendance and we will follow late arrival protocol.

- **Early dismissals:** You are on the Eastern Alert however; please listen to the reports to find out if the University has an early dismissal in order to pick up your child on time. You can also call the weather hotline at 860-465-5225 and press 1 to hear delays and closings.

- **The safety of you, your child, and our staff is of upmost importance.** Please arrive to pick up your child, or arrange for a person on your emergency list to do so, promptly.

- **Pertaining to Tuition/Billing**
  Closings, delayed openings, or early dismissals due to inclement weather are not subject to reimbursements. Examples of inclement weather may include, but are not limited to, snowstorms, hurricanes, and elements beyond our control. However, unexpected closings due to Center malfunctions (i.e. loss of heat in the winter) may be subject to reimbursement if it is a typical day of attendance for your child.

**Programs Provided**

**Toddler**

The Toddler program at the CFDRC provides children ages 18 months to three years with a safe and nurturing environment where they can explore the world using their newly developing skills and abilities. The Center enrolls eight toddlers every year who are cared for by an experienced and well-trained staff that includes a Lead Teacher, Teacher Associate, University Assistant, student workers from early childhood education and a wide variety of diverse fields. The spacious, engaging classroom is full of natural sunlight, with windows that are the right height for toddlers to look out and wave hello and goodbye. Every detail is designed to help children feel secure and content, with attractive wood cabinets, rounded counters and soothing colors that both comfort and inspire them. All spaces are built on a child level, so even the youngest members of our program can learn to find and put away their own toys, care for their toileting and hand washing needs, pour their own juice, and feed themselves during meal times. The curriculum for toddlers emphasizes building relationships with peers as well as the warm, responsive caregivers who teach them. There are daily opportunities for large motor activities — indoors and outdoors — that include running, climbing, riding toys and more.

Toddlers have their own playground and can be found exploring the University campus in their very own toddler buggy. There are indoor areas for dramatic play, reading, blocks, manipulatives, creative art and cozy private spaces. A focus of the curriculum is on providing
rich, sensory experiences that promote the development of the senses and intellectual growth along with emphasis on building relationships and social-emotional development.

**Preschool**
The four preschool classrooms at the CFDRC provide a rich and engaging educational experience for three-, four- and five-year-old children from the local community. Children must be three on or before December 31st in order to enroll in the multi-age preschool classrooms. Careful attention to every detail is evidenced by the soft paint colors, natural wood floors and large windows. Classrooms open directly onto a back patio for outdoor projects and raised garden beds for planting. Each preschool classroom enrolls a maximum of 15 children. The center is open from 7:30 a.m. to 5:30 p.m. and runs year-round. All classrooms are staffed with well-trained professionals, including a head teacher, teacher associate and university assistant. The center also employs Eastern students and collaborates with Eastern’s faculty to provide early childhood education students with opportunities for field placements, research opportunities and classroom observations. Children’s progress toward achieving the most current Connecticut State-driven early learning standards competencies is assessed through anecdotal records, sampling of children’s work and play, photos and video, and interviews with parents/guardians.

**Diversity: Holidays and Celebrations**

The staff and faculty at the Child and Family Development Resource Center is dedicated to providing an atmosphere where all families regardless of family structure, socioeconomic, racial, religious and cultural backgrounds, gender, abilities, preferred language, and age are included in all aspects of the program. The program staff actively uses information about families to adapt the program environment, teaching methods, and curriculum to the families we serve. The school is committed to providing a culturally relevant and anti-bias environment. In keeping with this commitment, holidays are acknowledged and treated respectfully as each child shares his or her family traditions; however, holidays are not celebrated in our program. We do appreciate hearing about how each family creates rituals in their homes, and we are welcoming of this dialogue in our classroom. This sharing provides opportunities for children to learn that not every family functions in the same way, and that there are many differences and commonalities among us.

**Toilet Training**

Children do not need to be fully potty trained prior to enrolling in our toddler or preschool classroom. When the family and staff feel a child is ready, they can work together to create a supportive, positive approach to toileting. Teachers will change children’s soiled diapers/clothing (following guidelines posted in the changing areas). They will ask each child if he/she would like to use the toilet daily. Daily logs will be kept and shared with families keeping them informed of the progress.

**Bathrooms**

The bathrooms are located in each preschool classroom and are partitioned by a half wall allowing for privacy. Additionally, the doors to the bathrooms are half doors allowing for
supervision. Teachers supervise by sight and sound and utilize best practice which allows children the ability to grow independent and foster self-help skills. Based on an individual child’s age and stage, teachers provide support as needed. Teachers supervise by sight and sound as part of best practice set forth by the National Association for the Education of Young Children (NAEYC).

**Class Ratio**

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<thead>
<tr>
<th>Class Size and Child Teacher Ratios</th>
<th>State of Connecticut</th>
<th>Office of Early Childhood</th>
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</thead>
<tbody>
<tr>
<td>Infant/Toddler: One program staff for every four children*</td>
<td>Preschool: One program staff for every ten children*</td>
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**Class Size and Child Teacher Ratios:**

- Does not exceed twelve children (Preschool)
- Does not exceed eight children (Toddler)

**The Child and Family Development Resource Center:**

- Infant/Toddler: One teacher at all times for every 4 children
- Preschool: One teacher for 10 children

**Curriculum/Program Effectiveness**

Our Investigations Curriculum is assessed for effectiveness annually. Through the use of a fidelity rubric which aligns with our curriculum, the director and staff rate their effectiveness on each component and use the results to set personal, team, and center-wide professional development goals. The Investigations Curriculum is reviewed annually by the Director and Education Consultant.

We welcome family feedback on our curriculum and overall operations at any time. More formally, we use the Family Survey from The National Association for the Education of Young Children to obtain feedback to improve program quality. Also, there is a family suggestion and idea box located in the lobby area for comments.

Twice a year, families are invited to fill out a survey regarding their experience at the Child and Family Development Resource Center. The information is then reviewed and results of the survey are distributed to all families. Information is further used to determine areas of program improvement.

**Assessment Policy/Procedure and Documentation**

At the Child and Family Development Resource Center, we value the learning process children engage in during project work, center time, and throughout the day. We recognize that each child develops at their own pace. A variety of authentic assessment strategies, such as the use of developmental screening tools, checklists, anecdotal observations, and portfolio collections assist teachers in reflecting on their teaching practices and the learning environment. We implement the most current Connecticut State driven early learning standards to assess development and
inform planning and teaching. The assessment and documentation are shared with families through an electronic portfolio at conference times. The assessment process leads to curriculum planning with the children’s interests and individual needs in mind.

Formal assessment methods include using the most current Connecticut state-driven early learning standards, PPVT, and other tools as needed by the individual. Initial child assessment is conducted within 90 days of enrollment using Ages & Stages Questionnaire (ASQ). Other forms of authentic assessments include documentation through photographs, anecdotal records, observations, checklists, occasional video clips, daily notes, and work samples. Classroom teachers conduct assessments in children’s natural setting both individually and during small cooperative group activity (3-4 children). In cases where auxiliary support staff must administer an assessment, they will spend time in the classroom prior in an effort to connect with the child(ren). The variety of assessment tools mentioned above are saved in the child’s file, which is kept in a locked and password-protected to ensure complete confidentiality.

The curricular areas assessed are linked to the most current Connecticut early learning standards. Assessment data are used to inform the ongoing cycle of intentional teaching which includes planning and implementing, observing, and assessing. Weekly, teachers select three Early Learning and Development Standards (ELDS) and plan experiences to support them. Based on observation and assessment, teachers plan intentionally for all and use tiered intervention strategies as needed (individualized planning sheets). They utilize the CTPAF as their formal assessment tool.

Individual child data as well as whole class data is used to inform instruction for children and whole groups. The data is also used to determine areas of strength and professional development for staff.

When there are behavioral, developmental, or health concerns that may require further a developmental screening or a diagnostic assessment, a Child Study Team Meeting may be arranged. Members of the team include the child’s parents/guardians, the director, the family advocate, the classroom teachers, the health consultant (when necessary), and the educational consultant. The child’s needs are addressed and the appropriate referral options are made available to the families. Sharing additional information with others will strictly involve family written consent.

**Parent/Guardian Conferences**

Parent/Guardian conferences are scheduled two to three times a year. Parents/guardians and teachers may also request a conference at any time to discuss their child’s progress. At conferences, parents/guardians have the opportunity to view their child’s electronic portfolio with teachers, ask questions, and set goals together for the future. Families can also request follow-up visits at any time.

**Transition to Kindergarten**

Entering kindergarten is a milestone for children and families. It is our goal to assist families in
making this transition positive and smooth. Meetings are conducted to assist families in understanding the process of registration and screening in the public-school system, and their responsibilities in this process. It is our goal to support families, foster links between the center and the kindergarten teachers, and promote continuity from preschool to kindergarten. During early spring, the director and the classroom teachers are also available to assist families with registration procedures and specific steps they can take to become involved in their child’s new school setting. For children attending Windham Public Schools only, the teachers from the CFDRC accompany the children on a bus ride to their new school in the late spring. Parents/guardians are informed prior to the outing and may meet their child and visit the school. Child’s preschool records will be transferred to the child’s kindergarten teacher prior to the start of the school year.

Some activities the CFDRC has conducted to support kindergarten transition include:

- Teachers completed and shared a form with Kindergartens sharing information about the child’s strengths, areas of support, first language, and other pertinent data.
- Teachers shared and disseminated information surrounding kindergartens including information about lotteries, open houses, etc.
- Teachers conferenced with families of children entering kindergarten to address concern and questions they may have and provide resources and support.
- Teachers visited the kindergartens with preschoolers to facilitate transition
- Teachers attended a Kindergarten session to talk about each child one on one with receiving school/teacher.  
- Kindergartens have shared scrapbooks with the Center which teachers share with children and families
- A bus trip visit to the kindergarten whereby teachers accompanied students (parents are welcome to attend as well)
- Kindergarten registration was conducted at the Center with English and Spanish speaking staff.
- Many books are selected for reading to offer transition support to children and families.

Professional Development

We believe that teachers who continue to grow in the areas of teaching strategies, lesson planning, documentation, curriculum, and assessment, provide children with learning environments where curiosity and thinking are encouraged and supported. The center is committed to providing professional development opportunities for all employees at the center. Please note that the CFDRC closes at 12:30pm the last Friday of every month for professional development and staff meetings. In addition, the Center closes the last week in August for a week of staff development and required annual trainings.

Family Involvement

Parent/Guardian Communication / Home School Partnerships
Communication with parents/guardians is one of our most important goals at the Child and Family Development Resource Center. The home/school partnership is one of the pillars of excellence that the CFDRC staff and faculty believe is an essential component to a child’s success in school. We achieve this in several ways; upon entry into the program, the child’s assigned teacher may make a home visit prior to the start of school and more frequently if requested by the family. Also upon entry into the program, children are issued an Ella’s Nook library card. The CFDRC has its own library complete with parenting resources and a librarian that is available weekly. Surveys are distributed to families on a yearly basis. This is an additional opportunity for parents/guardians to communicate with us and let us know how we are doing. The results are tabulated electronically and a summary of results are provided to the parents/guardian and to the Advisory Committee.

**Family Participation**

Families are encouraged to participate in the center and classroom activities whenever possible. We believe that parents/guardians play an integral role in their child’s life at the center. Parents/guardians, teachers, and support service professionals join together in a reciprocal relationship on the child’s behalf. Regular meetings with teachers are another opportunity to assist in planning and learning more about the curriculum of the center. In addition, consider some of these suggestions for your participation your child’s experience at the center:

- Provide your child with proper food and rest
- Choose comfortable clothes for your child and encourage responsibility for dressing himself or herself
- Encourage your child to talk about the day’s events
- Get to know the teachers and staff
- Maintain similar discipline techniques at home
- Read and talk with your child; provide opportunities for learning about the world

**Family Workshops**

The mission of the center includes providing families with resources and support. One of the advantages as a center located within a University setting is that we have opportunities to offer family events and workshops in a variety of areas. Literacy workshops are conducted annually to support families in promoting literacy activities at home. Library lending kits as well as Ella’s Nook offer books, materials, and additional resources on supporting literacy.

Throughout the year, families may be asked to provide feedback on areas of support they may like. Topics such as, “Getting your child to go to bed!” or “How to survive a trip to the grocery store,” as well as curriculum topics such as, “understanding numbers and letters” are offered to parents/guardians and interested family members. Child and parent/guardian workshops are also periodically offered for children and family members to work together on projects, play games, or hear a storyteller.

The Center will take the feedback into consideration when planning family events

**Family Involvement**
In addition to participating in your child’s classroom, parents/guardians may also consider volunteering on the CFDRC Advisory Committee. This committee provides an opportunity for families, administration, and teachers to discuss the curriculum activities and long-term planning around center and family goals.

The CFDRC also has an active PTO (Parent/Teacher Organization) which provides another vehicle for parents/guardians and staff to work together to create the best possible environment for children, their families, and the staff who work at the CFDRC. This committee plans family events, fundraising activities, parenting education opportunities, and coordinates parent/guardian volunteers to assist teachers in the classroom.

The CFDRC will recruit new members annually to join the PTO as well as the Advisory Council.

**Leadership and Advocacy**

There are opportunities for family leadership and advocacy as well. For example, families can join the School Readiness Council of which the Center is a part to further learn about such opportunities. The Director will communicate dates and events regularly as well as post flyers on the Family Board located in the facility.

**Family to Family Communication**

The family / parent resource room offers families the opportunity to meet, share information, and exchange names and addresses with other families. This setting provides parents/guardians a place where relationships with other parents/guardians can develop. Often this family to family sharing allows for the development of relationships that extend beyond the center setting.

**Clothing**

**Daily Dress**

The children are busy each day working with blocks, paint, sand, water, and other materials. It is important that they are able to “work and play hard” and not worry if their clothes get dirty. Children also utilize the playground and other areas on campus even in the cold and snowy weather. Shoes, boots, and sneakers that are comfortable and easy to run and climb with are essential. Clothes should be comfortable and promote independence (i.e. pull on pants as opposed to overalls).

**Personal Belongings**

All clothes, backpacks, books, and any other items must be labeled with the child’s first and last name. There is limited room for storage so children and parents/guardians must plan carefully. Children should have at least one complete labeled change of clothes available at all times.

**Toy Policy**
Toys from Home

Generally, toys from home are discouraged. There will be specific times when the class is working on a particular study or project where items from home will be requested. Security blankets are allowed and are just used during nap time.

Visitation Guidelines

Family Visits/Open Door Policy

The CFDRC has an open-door policy. We encourage families to be involved in their child’s school experience and that includes spending time in the classroom during the program’s regular hours of operation by volunteering, participating in a wide range of organized events, and serving on the Parent Teacher Organization and the Advisory Committee. Families are required to sign in and out at the front desk when visiting. It is required for us to know who is in the building at all times in the event of an emergency. Teachers may ask parents/guardians to refrain from visiting during their child’s initial adjustment to school and during nap time during the first weeks of school in order to support transition.

Visitors

Due to the nature of our purpose and mission as a professional development site, many visitors will be touring the center accompanied by the director or other staff. University students and faculty, educators, and other professionals will be provided with an opportunity to witness the teaching and learning environments through tours, observation sessions, research projects, and video conferencing. All visitors are required to sign in at the front desk.

Policies and Procedures

Family Services

The mission of the center is to provide comprehensive services, resources, and support to families and children. These include, but are not limited to, resources and information on housing, food stamps, continuing education, child rearing, conflicts in the family, abuse or neglect, nutrition, health screenings, parenting children with special needs, behavioral concerns, and other questions or concerns that may arise.

Annually, the CFDRC participates in a dental hygiene program on site at the CFDRC. Additionally, the school health consultant conducts yearly vision and hearing screenings for all children enrolled at the CFDRC.

Referral Policy

There are times when teachers may have concerns about a child’s development. Sometimes the
child’s parents/legal guardian may raise a concern as well. We take these concerns seriously and encourage open and confidential communication between staff and families. Such concerns are addressed in the following manner:

- Concerns are brought to the attention of the parents/guardians and the director. The program teaching team discusses concerns and develops strategies for observation and additional support for the child.
- The child is observed and behaviors are documented daily for a minimum of two weeks by the teachers and/or director. Information is discussed by the team, including the parents/guardians, and a plan of action is considered or implemented with parental consent.
- The director will work with children and teachers in the classroom when appropriate.
- After the observational period and strategies have been implemented, the team (including parents/guardians) meets for a follow-up discussion. Next steps including a possible referral may be discussed. Supports will be integrated in the child’s classroom barring special circumstances.
- If referral is determined to be necessary by members of the team, the director shall follow appropriate routes for referral with written permission from the parents/guardians. The director will work with the teaching team and parents/guardians to organize and schedule appointments/outside observations.
- No information will be shared with any outside agency or individual without the signed written consent of the parent/guardian.

Bilingual Support

In addition to providing children with opportunities to become comfortable with a language other than their native or home language, we strive to support parents/guardians whose primary language may not be English. An interpreter will be provided for any parent/guardian in their primary language to assist in understanding policies and procedures at the center.

Children with Special Needs

The CFDRC will provide programs appropriate for children with special needs within the main stream of their existing programs whenever possible. Referrals to outside agencies will be made only with permission from parents/guardians. In conjunction with the public-school system and/or state agency, an individualized educational plan will be designed and implemented with an interdisciplinary approach. Placement and/or programming will be determined at the Planning and Placement Team meeting (PPT).

Guardianship and Family Changes

Often times, a child’s behavior is the result of events occurring at home. Communication between the center and home is a key factor in understanding children’s behaviors. If there is anything unusual occurring in your home, please let us know. This might be a severe illness, a relative in the hospital, a parent/guardian going away, a change in residence, the death of a pet, or a child witnessing an accident. Even though the child may not seem to be affected, we may
see that he/she is upset. If a family situation requires a court order stating a legal parent/guardian is restricted from picking up a child or other restrictions, this order must be placed on file in the center. No child will be allowed to leave the center with anyone other than authorized persons listed on the enrollment application.

Confidentiality

Information regarding children, families, or employees of the Child and Family Development Resource Center is confidential and only provided to persons authorized to receive such information. All files are locked in the administrative office areas and access is limited to the director, administrative assistant to the director, health consultant, and classroom lead teachers. All requests for information must be provided in writing to the office of the director.

Attendance Policy

As part of our program, your children are immersed in a very deliberate, purposeful, and research-based curriculum. We all work very hard to meet the high standards put forth by our curriculum in order to ensure the best outcomes for your children. A vital part of our program is the daily schedule. Much thought and planning goes into scheduling the day so that children are successful. This begins with a prompt arrival time to your child’s classroom. We would also like children to end their day positively, which includes prompt pick-ups.

Regular attendance is important for school success. It promotes a sense of belonging to the school community, fosters positive relationships with peers and teachers, promotes social, physical, cognitive, and creative development, and underscores the value of education. To this point, the Center expects that children will be in attendance a minimum of 80% of the time.

In situations where, unexcused absences (i.e. health) are excessive, the Director will meet with the family to address attendance. If poor attendance continues, the Center reserves the right to modify a child’s schedule in order to accommodate another child enrolling in the program.

Often, during summer and holidays, families take time off and we encourage and support this family time and value the importance of family time. Should you have a planned vacation in excess of two weeks, please let us know in advance.

Drop Off and Late Pick-Up Policy and Procedure

Regular attendance is important in order for children to receive the maximum benefit from the program, to reduce separation anxieties, and to ensure program continuity for students and staff. All children must arrive at school by 8:45 AM. Having your children arrive on time helps them learn consistency and establishes important routines. A group meeting occurs each morning at arrival time where children and teachers discuss the plans for the day, share new ideas, and provide an opportunity for children to be involved in making choices as to how they will spend their morning. We ask that adults accompany their child into the classroom each morning. This encourages opportunities for daily family/teacher communication. Please sign in at the reception desk and then again in the sign-in log located in or near your child’s classroom.
Children are also asked to sign-in or make their best attempt as this provides one of many opportunities during their day where they are exposed to “writing for meaning.” A cubby will be assigned to your child for coats, hats, etc. We encourage you to allow your child to be as independent as possible.

**If you have a scheduled appointment and are unable to arrive by 9:00 a.m., a doctor’s note is required and will allow you admittance into the program on or before 10:30 a.m. No child will be permitted in after 10:30 a.m.**

If you are unable to arrive by 9:00 a.m. daily, you must provide documentation prior to enrollment and meet with the director to discuss alternatives.

We recognize that there are times when it is not possible to get your child to school by 9:00 am. Acceptable reasons are doctor appointments, other agency appointments, and school appointments for the child enrolled at CFDRC. Please call the center in advance to notify us that your child will be arriving late. We ask that you bring in a note verifying the appointment on the day the child is late.

Any arrival after 9 a.m. may result in late arrival policy noted below.

**Late Arrival Action Steps:**

- The first unexcused arrival (after 9:00 a.m.) you will receive a verbal warning.
- The second late arrival, you will receive a written warning reminding you of the policy.
- After the third late arrival you will be required to either keep your child home for five consecutive days or make alternative arrangements. You will be charged for these days.
- If your child continues to arrive later after the three days, we will ask that you find a different program option that better suits your scheduling needs.

This policy is in conjunction with the Windham School Readiness Council and aligns with the attendance policies outlined by the Council.

**Late Pick-Up Policy and Procedures**

It is very important for children to have transition time at the end of their day the day. Therefore, we ask that families arrive by 12:20 for half day children or 5:20 p.m for full time children to allow for this transition time and to briefly communicate with the teacher. If there are any significant issues to discuss, it is best to arrange a conference or phone call at a time that is not as busy as pick up time. All families and children must exit the building by 5:30 p.m or 12:30 on scheduled half days.

If families are unable to pick up his or her child by 12:30 or 5:30 p.m. for whatever reason, it is the parent/guardian’s responsibility to call their emergency person listed on the emergency contract form who will pick up the child before 12:30 or 5:30 p.m. If someone other than the person you have authorized is going to pick up your child, you must inform your child’s classroom teacher and complete a release form. We will not release your child to anyone for whom we do not have written authorization. If the teacher does not know the person picking up...
your child, they will ask for identification. If a child has not been picked up by 6:00 p.m., the CFDRC staff will call the police department for help in locating the parents and advise on further action. Late pick up is emotionally difficult for the children and staff. Non-emergency late pick up may result in dismissal from the program. If a child is at the center beyond dismissal time, 12:30 or 5:30 we will follow the policy listed below:

- Fifteen minutes after the center’s closing time, if the parent/guardian has not arrived, emergency contact(s) will be called.
- If after a total of thirty minutes, we have been unable to contact parent/guardian or emergency contact, the staffing of at least two staff 18 years or older, will notify local Police Department.
- Closing and pick-up times are strictly enforced as a courtesy to everyone. Late pick-up fees are imposed for anyone not arriving by closing time. They are automatically added to your account the next business day **and must be paid immediately.** Charges are:

<table>
<thead>
<tr>
<th>Occurrence</th>
<th>Late Fee Assessed</th>
<th>Minutes Late</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Time Late</td>
<td>$10 per child first 15-minutes or any part thereof; plus an additional $20 per child each extra 15-minute period or any part thereof</td>
<td></td>
</tr>
<tr>
<td>Second Time Late</td>
<td>$20 per child first 15-minutes or any part thereof; plus an additional $30 per child each extra 15-minute period or any part thereof</td>
<td></td>
</tr>
<tr>
<td>Third Time Late</td>
<td>The Center reserves the right to terminate attendance.</td>
<td></td>
</tr>
</tbody>
</table>

Fees will be assessed by next business day and must be paid in full. The fees must be paid in full no later than the end of the billing cycle.

*** Please note: Fees will be assessed based on pick up time using front desk clock. ***

Nap Time Policy

Nap is an integral part of program routine and all children are required to nap or rest. Each child is provided with his/her own mat or cot and a sheet for rest each day. Children are encouraged to bring a blanket, pillow, and soft toy from home. Books are provided for children who rest. Bottles are not allowed at nap time however, a drink of water out of cups is always available to children. Nap time for the toddlers and preschoolers is approximately two hours. No child is awakened before this time. Children may get up after one hour if they awaken on their own. Children who have been ill will not be awakened. An adult is present in the nap room at all times. After a period of time, children who do not fall asleep will be provided with an opportunity for quiet activities until rest time is over.

“Scheduling adequate rest for children in the day care setting is important in teaching them to make a smooth transition from one activity to another. A quiet time between periods of strenuous play may make all the difference in the child’s ability to keep up.” American Academy of Pediatrics, Health in Day Care: A Manual for Health Professionals

Behavior and Guidance Approach
The Child and Family Development Resource Center believes that a challenging curriculum and warm, responsive teaching helps to create an atmosphere that reduces opportunities for negative interaction. Anticipation and preventative intervention are teaching strategies used to help children manage their impulses and develop communication skills. Staff is trained to use positive behavior guidance techniques to support positive behavior.

Through positive guidance, teachers:

- Help children respect the rights and feelings of others
- Help children develop empathy for others through example
- Praise children’s efforts to cooperate and compromise
- Give children specific feedback regarding their behaviors

The ultimate aim of the discipline/behavior management policy of the Child and Family Development Resource Center is to support children as they develop self-control, self-esteem, and respect for the rights of others within a trusting, secure, and nurturing environment. Teachers refrain from using any methods of discipline that would embarrass, humiliate, or harm the self-esteem of a child. Teacher/parent/guardian strategy sessions are held to develop behavioral plans to meet the needs of more challenging situations. *Punitive methods are never employed by any staff at the CFDRC. No physical, emotional, or psychological punishment will be used when guiding children’s behavior. Physical restraint is prohibited unless such restraint is necessary to protect the health and safety of the child or other people.*

In addition, teachers provide the following guidelines and limits within the classroom and outdoor environments:

- Children are encouraged to problem solve and express their feelings in acceptable ways
- Children are expected to respect all members of the center and to follow the directions of the teachers and staff

The teachers and staff do not use physical methods for managing children’s behaviors.

**Behavior Guidelines**

At the CFDRC, our behavior expectations are designed to help children learn to manage their behavior for effective interaction, learning, and cooperation. Staff guide and support children by clearly communicating in a positive manner and tone. Typically, children are eager to act appropriately and are recognized for doing so. We design experiences that are age-appropriate in both task and duration to maximize successful interactions. Our teachers carefully monitor the children's activities and diffuse problems before they begin. A child who is losing interest in one activity may be redirected to another area that can lead to renewed engagement and positive behavior.

**Basic Behavior Expectations at the CFDRC**

As an early learning center, we value ongoing communication and building strong relationships
with families. Parents and guardians are encouraged to initiate conversations with staff about their child’s experience and to consult with staff about their child’s needs. Also, staff will communicate with families if the program is having challenges meeting their child’s needs. Our goal is to promote the child's self-esteem through practicing positive non-evaluative guidance, providing experience that matches their developmental level and meeting their needs responsively. All CFDRC staff will support children's play:

- Give guidance as needed, but try not to interfere in a child's activity.
- Action is necessary if such activity is endangering him/her or some other child.
- Be positive in word and attitude when you must maintain limits. Be kind, matter of fact and composed at all times.
- Offer choices when possible.
- Refrain from discussing a child in his or her presence.
- Avoid labeling (positive and negative) so shaming a child.

**No physical, emotional, or psychological punishment will be used when guiding children’s behavior. Boundaries for children are established in each classroom according to their age. Physical restraint is prohibited unless such restraint is necessary to protect the health and safety of the child or other people.**

**CFDRC Resolution Procedure**

If for any reason you are dissatisfied with the center’s policies and procedures you have the right to share your thoughts and concerns. We would like to suggest the following process:

- Discuss your concern or question with your child’s teacher.
- If that conversation does not resolve your concern, make an appointment to meet with the director.
- If the concern remains unresolved, you may contact the Vice President of Academic Affairs.
- In the event of abuse or neglect and/or life-threatening situations, contact the Department of Children and Families at 1-800-842-2288.

If a difficult situation arises with another child or family, we suggest that parents/guardians discuss the situation with the director. All complaints are considered confidential.

**Complaint Procedure**

All complaints are considered confidential. Most problems within a Child Day Care Center are non-life threatening and can be resolved by:

1. Discussing the problem with the classroom teacher.
2. Discussing the problem with the program director.
3. If the problem is not resolved, you may contact the Office of Early Childhood.

This procedure is for Child Day Care programs which are licensed under the authority of Connecticut General Statutes 19a-79-1a through 19a-79-13.
Health and Safety Policies and Procedures

Safety Precautions

- Be sure to say hello and goodbye to a teacher so your child can begin to model this behavior.
- Be certain that a teacher or assistant, who knows you, has seen you arrive and depart.
- Spend the time to introduce yourself to the staff and get to know them. This shows your child that you are interested and gives you something to talk about with them when at home or in the car.
- Please provide a written note if a different person is going to pick up your child (must be over age 18). They will be required to provide valid photo identification in order to pick up. Under no circumstances will we release a child to anyone without prior parental consent and a phot identification.
- If you have a court restraining order or other official documentation limiting someone from picking up your child, please make sure that we have that document on file at the center.
- The center will not release a child at any time to a parent/guardian or designated individual who is visibly impaired due to alcohol consumption, substance abuse, prescription drugs, or other substances. In the event that a parent/guardian or designated individual is impaired, the center’s administrative staff will telephone Campus Police and contact individuals on the emergency contact list to arrange for the child to be released.

Handwashing Policy

The program follows these practices regarding hand washing:

- Staff members and children who are developmentally able to learn personal hygiene are taught hand washing procedures and are periodically monitored.
- Hand washing is required by all staff, volunteers, and children when hand washing would reduce the risk of transmission if infectious diseases to themselves and to others.
- Staff assists children with hand washing as needed to successfully complete the task. Children either wash independently or with staff assistance.

Adults also wash their hands:

- Before and after feeding a child
- Before and after administering medication
- After assisting a child with toileting
- After handling garbage or cleaning
Sun-block and Insect Repellent

Though our playgrounds and porch provide shady spots for play during warm months, parents/guardians may wish to provide sunscreen or sun-block with UVK protection of SPF 15 or higher to be applied only to exposed skin. When public health authorities recommend the use of insect repellents due to high risk of insect-borne disease, parents/guardians may provide the repellent for application. Please note, appropriate medication administration form must be completed by parent/guardian and/or physician.

Diapering Procedure

Diapers are checked at least every two hours and when children awaken from rest and changed whenever soiled or wet. The time, number, and nature of changes are recorded. Parents/guardians must provide disposable diapers. Children are washed and dried with individual washing materials, such as a single-use disposable wipes (also supplied by parents/guardians) during each diaper change.

Diaper changes are recorded for parent(s)/guardian(s), including information on the number of changes, BM’s and/or diarrhea. The hands of staff and all children, including infants, are washed thoroughly with soap and running water after each changing. Individual towels are used to dry hands. The changing table or diapering surface is intact, impervious to water, and used for no other purpose. It is adequately covered by a disposable covering after each use.

Accident and Illness Forms

Accident and illness forms are filled out when an injury or illness occurs at the center. Parents/guardians are requested to read and sign a copy, which will be kept in the child’s file. In the event of an emergency, the teacher/staff present will call 911, the parent/guardian, and the University Police. If an ambulance is called to transport a child, a teacher/staff will remain with the child until the parent/guardian arrives. Medical forms, emergency cards, and permission to treat forms will accompany the child to the hospital. If a child has a noticeable injury as a result of an accident outside of the school, parents/guardians are requested to inform the staff.

Emergency Procedures

Early Closing Due to Inclement Weather

When inclement weather is creating hazardous travel conditions, the center will make a decision regarding an early closing in conjunction with University Administration. The center will notify all parents/guardians and request that children are picked up as close as possible to the early closing time. Two teachers/staff will remain with the children until all children have been picked up.

Fire Emergency

Under the supervision of the Eastern Connecticut State University Police, fire drills are practiced monthly. While responsibility for smooth evacuation lies with the teachers, children are taught
to respond to the alarm quietly and quickly. Parents/guardians and families in the building during an alarm signal should proceed to the nearest exit.

**Lockdown Plan**
If there is a reason to lockdown the center, teachers will be provided with code words identifying that the center is in a lockdown phase. One code will identity that teachers and children are to remain in their classrooms, pull the shades, and make sure the classroom exit doors to the great room are locked. A different code word will alert teachers to escort all children and staff to the market place by the tree area.

**Evacuation**
In the case of an emergency, children will be evacuated to Hurley Hall. Children will be evacuated according to the diagrams set forth in each classroom designation the closest means of egress. Children will wait with their classroom teachers. Teachers carry the class list with emergency contact information for each child. During the emergency or drill, children will be instructed to stand quietly and listen for directions from their teacher. The director/designated teacher will check with each group to determine that all children in attendance are present, and consult with campus Police prior to re-entering the building. Once there, telephones will be used to contact parent(s)/guardian(s) or the children’s emergency contact numbers. Beverages, lavatories, and space for small group activities are available to make children comfortable while waiting for their parent(s)/guardian(s) or emergency contact person. Two teachers will remain until all children have been picked up.

**Weather Evacuation**
In the event of a weather emergency that necessitates keeping children in the center:

- The director or designee will contact Eastern Connecticut State University Police.
- Teachers/staff will farther children away from window areas and await instructions.

In the event of weather emergency that necessitates leaving the center, children and teachers will use the same egress as in a fire drill. The director/administrative assistant will contact University Police/911 and move to Hurley Hall. Once there, telephones will be used to contact parent(s)/guardian(s) or the children’s emergency contact numbers. Beverages and lavatories are available on site to ensure that children will be comfortable while waiting for their parent(s)/guardians(s) or emergency contact person. Two staff members will remain until all children have been picked up.

**Medical Emergency**
The Child and Family Development Center staff strives to prevent accidents, but in the event of a minor accident at the center, first aid supplies are available in classrooms, playground, bathrooms, and the main office in accordance with state requirements.

**Child Abuse and Neglect Reporting Policy**

In accordance with state law and regulations, as well as early childhood education practices, it is the policy of the CFDRC to report all instances of child abuse and/or neglect as soon as there is
reasonable cause to believe that abuse or neglect may have occurred.

Once a staff person believes that abuse/neglect may have occurred, this staff person conveys this belief immediately to the director and reports this belief in the following manner as prescribed by the State of Connecticut Department of Children and Families (DCF):

1. An oral report must be made within twelve hours to the commissioner of DCF or his representative or to the local police or state police. [17-38a] [The phone number for the Willimantic office is 450-2000; Hot Line: 1-800-842-2288]
2. A written report must follow within twelve hours. It can be submitted to a DCF regional office [Tyler Square, 1320 Main Street, Willimantic, CT 06226] or directly to the Commissioner at the Central Office. [17-38a]
3. If a person is making the report as a member of the staff of a hospital, school, social agent, or other institution, the reporter must also notify the head of the institution or his designee that such a report has been made. [17-38a (b)]
4. All information as noted on the DCF reporting form, if known by the reporter, must be reported. [17-38a]
5. Agencies or institutions receiving reports must transfer such information to the Commissioner of DCF or his agent within twenty-four hours. [17-38a(e)]

It is also the CFDRC’s policy to:

1. Ensure that all staff are informed of this policy and of their duty, as mandated reporters, to report abuse or neglect, as well as the fact that failure to report can result in a fine between $500-$2,500.
2. Report names, addresses, date of birth, and social security numbers of all staff at time of initial employment to the state Police Bureau of Identification for investigation.
3. Provide staff with training as to the prevention and identification of abuse or neglect.
4. Cooperate with the Department of Children and Families and the State Police in any investigation involving the center’s families and/or its personnel.
5. Take immediate action to safeguard children, up to and including suspension from duty, should an allegation of abuse or neglect be made against a staff person.
6. Take immediate action to safeguard children, up to and including dismissed from duty, should a staff person be found to have perpetrated abuse or neglect.
7. Adhere to the Confidentiality Policy adopted by the Center

Health Forms and Immunization

Children cannot attend the center unless a yearly physical examination form (ED119) is on file and all immunizations are up-to-date. Medical forms are kept in the nurse’s office in a locked cabinet and are available only to those teaching and administrative staff as needed with signed authorization from parents/legal guardians.

CFDRC Medication Administration Policy

This policy addresses medication administration at the CFDRC and will detail those practices
This policy addresses medication administration at the CFDRC and will detail those practices necessary to ensure the safety and health of children and staff. While many medications are best administered at home by the child’s parent/guardian, CFDRC recognizes that some medications must be administered during the school day in order for the child to participate fully and not be unnecessarily excluded from program activities. Over the counter and prescription medication will require medication authorization forms prior to their administration.

**Instructions for Special Health Care Needs**

Children with special health care needs have an updated care plan that is written in conjunction with the child's parents/guardian, physician, and child care center staff. It is individualized and based on the specific health care issue and needs of the child. The care plan is authorized with the signatures of the physician and often includes prescription or non-prescription medication. The medication authorization form would accompany the care plan in this case. Our model includes constant evaluation and updates as needed.

**Families Choosing Medical or Religious Exemption**

Immunization exemptions are permitted under certain circumstances. According to state law, a child can be exempt from receiving a vaccine for medical conditions which are contraindicated or for religious reasons. If one of these circumstances is true for your child please ask for a form to be completed and signed by the parent/guardian.

*Please note: Children with religious or medical exemptions shall be permitted to attend a licensed child care program or school except in the case of an outbreak of vaccine-preventable disease. In the event of an outbreak of vaccine preventable disease, all susceptible children will be excluded from child care or school settings based on public health officials’ determination that the child care facility or school is a significant site for disease exposure, transmission and spread into the community. Children without proof of immunity, including children with religious and medical exemptions shall be excluded from these settings for this reason and will not be able to return until (1) the danger of the outbreak has passed as determined by public officials, (2) the child becomes ill with the disease and completely recovers, or (3) the child is immunized.*

**Support Securing Medical Assistance**

The CFDRC Health Consultant/Nurse and/or the Director will provide resources to families in need of medical care for their child enrolled at the CFDRC. The staff will assist in providing information and resources to uninsured families on programs such as ACCESS HEALTH/HUSKY in an effort to promote health through well child visits, immunizations, dental, and nutritional screenings as needed.

**Oral Health Policy**

Annually, we offer a dental hygiene program for children. We encourage and promote healthy eating and low sugar snacks.
Outdoor Gross Motor Play

Outdoor/gross motor play is an important aspect to include in every child’s daily range of activities. Children need fresh air and sunlight in all seasons. Children in all programs will play outside daily unless there is rain or extreme cold (below 25° for toddlers and preschoolers and below 32° for infants). Parents/guardians are responsible for sending appropriate clothing for their children. A child who is too sick to go outside is considered to be too sick to go to school. Even in the winter months, when children are recovering from colds, coughs, the flu, etc. short periods of outdoor time are vital to restoring health. Illnesses are most often contracted in the close, stuffy, germ-prevalent classroom- not in the cold fresh air.

We are fortunate to have an indoor space to allow for gross motor play when we are unable to go outside. Classrooms will take turns using this space in order to promote physical activity.

Physical Activity

Teachers are as planful and involved in gross motor play as they are for indoor center time. Beyond supervision and safety, they have as a primary goal to facilitate active play among all children on the playground. They will carefully monitor each child’s activities and engage those who are passive or uninvolved in order to achieve this goal.

Sick Child Exclusion Policy

Please Note:

Epidemic/Pandemic and Other Emergency Protocol:

During times of epidemics and or pandemics as well as other emergencies which may arise, the Center reserves the right to modify policy pertaining to Health and Safety including but not limited to Sick/Exclusion Policy noted below. Modifications will be considered with guidance from the school nurse and/or local and state agencies. Families will receive a memo with immediate changes.

When a child becomes ill at the center, parents/guardians are contacted immediately. Families must pick up their sick child within 30 minutes of contact by the Center. In the event you do not pick up within the 30 minutes frame, the Center will notify you r emergency contacts as an alternate to pick up your child.

When a child has an illness that requires medication and/or is contagious, parents/guardians are required to notify the center. A note from the physician stating that the child is free of contagious illness is required upon the child’s re-entry into the center. One of the best signs of whether or not a child is ill is how he or she looks and acts. Here are some quick signs of illness which require children to remain home:

- Difficulty breathing
- Skin rash or sores
- Eyes swollen, crusty, or goopy
- Ears draining
- Difficulty swallowing
- Fever of 100 degrees or higher
- Vomiting
- Diarrhea (three or more soft, loose stools)
- Listless, lethargic, or unresponsive
- Doubled over in pain, unable to move
- Wheezing
Children may only return to the program when they have been symptom-free for 24 hours and/or with a physician’s note, depending on type of illness.

Food Policies

CFDRC Food and Nutrition Policy

The Child and Family Development Resource Center utilizes the dining services on the Eastern campus to provide and serve a nutritious well-balanced hot lunch daily. In addition, the Center utilizes a Nutritional Consultant to assure healthy well-balanced meals and snacks. Meals will consist of protein, whole grains, fruits and vegetables. Meals are low in saturated fat.

Food Safety Policy

The program follows the food safety procedures outlined by the Department of Public Health. The most recent inspection report is included. All foods are dated and staff discards any foods with expired dates on a daily basis. Liquids and foods that are hotter than 110 degrees Fahrenheit are kept out of children’s reach at all times.

The health and safety of ALL children is integral to the teachers and staff at the CFDRC. As a result, below you will find our policy regarding food brought into the facility.

Snacks and Lunch

Snacks may not be permitted in the Morning Room. Please feed your child prior to 7:30. The center serves a morning snack (between 9:15-9:30 daily). This is followed by lunch at noon and an afternoon snack at 3pm. We work closely with our food service and chef to ensure healthy and well-balanced nutritious options.

Birthday Celebrations

Birthdays are very special to young children and we want to recognize them and make them feel special! We will provide a special healthy birthday snack for them on their special day! No food from outside is permitted. They can choose from a 100% fruit popsicle, lemon icy, fruit salad, or other healthy allergy-safe alternatives. The most important part is that children feel special (friends making them cards, pictures, signing to them, etc.). Families may bring paper goods (i.e. special napkins, plates, cups) although it is not necessary. If you are planning a birthday party for your child, invitations to the event should distributed outside of the Center.

Should your child have a significant food allergy (as opposed to a preference), please contact the director.

Allergies and Special Diets

When a child’s diet requires special considerations due to a food allergy, cultural preference, or a medical reason, parents/guardians need to provide a written description highlighting the changes requested and/or a statement from their physician (if medical). The center will attempt to substitute with food modifications, however, at times parents/guardians may be asked to supply...
food items from home in an original container, labeled with the child’s name and the date. Due to life threatening allergies to peanuts, the center is a peanut-free environment.

**Field Trips**

**Field Trips**

Children participate in walking field trips on-campus. Teachers carry cell phones and first aid supplies in case of emergency. The Center provides enrichment opportunities on site by inviting special guests/experts in areas such as: music appreciation, science, yoga, etc.

**Calendar**

**Center Closed in August**

The Center closes on the last week of August for Professional Development Week.

**Observed Holidays**

- New Year’s Day
- Martin Luther King’s Day
- Lincoln’s Birthday
- President’s Day
- Day of Reflection
- Memorial Day
- Independence Day
- Labor Day
- Columbus Day
- Thanksgiving Day
- Day After Thanksgiving
- Christmas Day

**Sample Daily Classroom Schedule**

*Part-time children arrive at 8:30*

7:30-8:25 Arrival (Early Morning Room) – Children sign in with assistance, transition from their parents/guardians, with the help of a teacher and begin making choices from several open interest centers such as creative arts, writing, library, and small muscle manipulatives.

8:30-9:00 Transition to home classrooms. Children of this age benefit from transitions that are announced 1-2 minutes prior to beginning and include specific ways they can be contributing members of a group. Often teachers will suggest certain items or number of items for each child to pick up while singing a “clean-up” song to keep everyone on task.

9:00-9:15 Group Meeting – This is an opportunity for all to come together to share a good morning song, or handshake, to hear about the events at home last night and to begin to about the new day.

9:15-9:30 Snack – Often while one teacher is conducting group meeting, another is assisting children in preparing for snack. This is an excellent opportunity for children to count out items, work on 1:1 correspondence (put napkin wherever you find a chair). When snack is ready and
meeting has concluded the children are called individually to wash hands and find a spot at the table for snack. As children progress, group snack may become another interest center that children can choose during activity time.

9:30-9:50  Group Meeting – A short story is offered; new concepts or questions related to the current theme are introduced and descriptions of available experiences in each of the centers are provided. Children choose a center and begin work.

9:50-10:50  Centers and Investigations – Children often move from one center to another at approximately 15-20 minute intervals. These intervals grow with the age of the child and their ability to invest in an experience, plan and stay with an idea to completion. This is also a time when a teacher pursues project work with a small group and questions related to the theme are investigated.

10:50-11:00  Clean-up – This can take more time, especially at the beginning of the year when children are easily distracted, however it is important to provide children with the opportunity to become invested in their classroom, and participate with other in work of cleaning their classroom. The skill of putting blocks away by size or sweeping rice from the floor are good examples of children using thinking skills and engaging muscle development. (Clearly, all parts of a day are useful for learning!)

11:00-11:15  Group Meeting – This meeting time is an excellent opportunity for “de-briefing” what has just transpired in the various centers and the work of individual children. It is an occasion to celebrate a beautiful painting, explore the intricacies of a block structure or review how to handle conflicts with others and the use of our words.

11:15-11:50  Large Motor Experiences – These can happen in the great room or on the playground. Children have an opportunity to run, ride bikes, swing, climb, and a variety of other activities such as sand, water, and paint are occasionally offered.

11:50-12:10  Lunch Preparation with helpers, washing of hands, and settling in from the busy play of the morning.

12:10-12:40  Lunch – Children eat lunch family-style with friends and teachers. Teachers use this opportunity to encourage good manners and language development. Conversations amongst children and adults occur in warm, supportive setting. Children learn about good foods and proper eating habits and begin to develop self-help skills.

12:30-1:00  Transition after lunch occurs on a gradual basis. Two children at a time clean up their place at the table, use the bathroom, wash hands, and find a book for rest, locate their favorite blanket, remove sneakers and socks (if they wish), and finally settle in on their respective cots.

1:00-3:00  Quiet Rest Time - Although some children may not sleep, all are required to remain on their cots in a quiet manner, reading books and relaxing. Teachers make every effort to visit with each child individually for a few minutes sharing a story or quick conversation.
 Those children who require some assistance in calming down are also provided with back rubbing or gentle encouragement to quiet their bodies.

2:00-2:30  Creative Arts exploration – During this time some children are asleep, however those who are awake are invited to join others engaged in media such as clay, markers, and collage. The media are varied depending on the day and number of children at the table. This may also be a time when children can participate in preparing a special snack for all such as muffins, pizza etc.

2:30-3:00  Lights on – Children are encouraged to awake, and invited to assist with blanket and cot storage, and re-dress with their socks and sneakers. As children are gradually awaking this is a wonderful time to share favorite stories and play game with language and poetry.

3:00-3:20  Snack – All children are invited to participate in an afternoon snack including preparation and clean-up.
3:20-4:00  Large Motor/outdoor Activities - Children can once again choose from swings, bikes and climbing and, at least 2-3 times a week, teachers have a prepared activity for children to join. (Huila hoops, scarves, musical instruments)

4:00-4:30  Group Journaling – This is a time for reviewing the many experiences of the day and begin to plan for tomorrow. Teachers take dictation from the children and create a daily log which serves as an excellent opportunity to model writing and reflection.

4:30-5:30  Free Choice – Puzzles, use of the computer, creative arts, writing area, and the library are some of the choices offered while the children are gradually dismissed. This is also an important time filled with opportunities to share with families some of the events of the day and to say good bye to peers.

Please note: The schedule is subject to change based on the needs of the children and individual classrooms.