



Passaic County Community College
Child Development Center
Parent Handbook
2009-2010

(NAEYC Standard 8.A.04/10.B.08)

Philosophy

(NAEYC Standard 2.A.01; 10.A.01)

“If a child lives with approval, he learns to live with himself.”

(Dorothy Law Nolte)

At PCCC Child Development Center, we approach each child as an individual, by using this approach we hope to establish feelings of trust and respect.

Each child, no matter how young, realizes he is important and unique; this is the dawning of a healthy self concept. When a child feels happy and secure, he is ready to explore the world around him.

Through our Curriculum, we encourage the children to develop fully, recognizing the interplay between cognitive, socio-emotional and physical growth; we promote the development of the whole. Through love and dedication our teachers strive to reach this goal. Each child is encouraged to get the most out of our program and from life itself.

We emphasize a bright and cheery atmosphere. This makes it more exciting for a child as he begins to take every opportunity to approach and enjoy his first educational experience.

Our priority is to build a foundation based upon a naturally developed love of learning.

Mission

(NAEYC Standard 10.A.01)

At Passaic County Community College, it is our mission to continue to offer programs of high quality Early Childhood Education with an emphasis on the family and community. The College Campus location has offered an ideal opportunity to coordinate various community resources from the College as well as the local community for the purpose of enriching our environment. It has been a priority to serve as a laboratory for the College’s education students. The community-based philosophy has enabled us to provide a unique and diverse setting for our student, staff, college students, families, and community.

Goals

1. Reflect the values of the community that we serve
2. Provide a high quality early education experience for the children that we serve
3. Create an environment that promotes the development of social skills and a healthy self-concept for children.
4. Identify and meet the individual needs of children and families
5. Provide children with the skills and knowledge necessary for success in Kindergarten
6. Provide an environment that encourages and promotes family participation and involvement.
7. Identify and meet the needs of each family and provide a link to necessary resources.
8. Serve as a lab school for Passaic County Community College

Entry Requirements for Children

The following documents must be provided prior to admission:

- Child's Birth Certificate
- Immunization Record(*NAEYC Standard 5.A.05; 10.D.05*)
- Current Physical (*NAEYC Standard 5.A.05; 10.D.05*)
- Proof of Residency (For State Mandated Preschool Program Children only)
- Registration Fee and First Months Tuition (for Tuition Based Children only)

Center Hours

7:00 AM to 5:00 PM

Programs Offered

State Mandated Preschool Program: Only for Paterson Residents who turn 3 or 4 by October 31st

Those who participate in the State Mandated Preschool Program must attend from **8:30AM to 3:00PM**, Monday to Friday. The program is free during the above hours. Families who need Wrap Around (extended hours) must apply for the Wrap around Program with the Family Worker.

Tuition Based Preschool Program (for 3 and 4 year-olds): Children must be at least 3 by their start date. Parents chose the schedule and are responsible for tuition. 4C's funding is accepted. Two (Full) Day or Five (Full) Day schedules are available. Additional days may be added with approval from school administration.

Lateness

If a child arrives at the center after **8:30 A.M.** the child is considered late. Excessive lateness or absences will result in a meeting with the Family Worker or Center Director to assess the problem.

Absences

Children enrolled in the State Mandated Preschool Program and/or receiving 4C's funding must submit a doctor's note for an absence to be excused. Ten unexcused absences in one calendar month will result in immediate termination of your child from the program

For children enrolled in the Tuition Based Preschool Program, credits will not be given for absences under any circumstances.

Late Pick-up

\$1 per minute, per child, will be charged for any child that remains at the Center after closing (5pm). The maximum daily time your child may remain at the Center may not exceed 12 hours.

Parking Passes

Parents of children enrolled at PCCC Child Development Center will receive a parking pass to use in the center’s loading zone. Two passes per family are allotted. Please contact the Secretary if your parking pass has expired.

Emergency Cards

At enrollment parents must fill out two emergency cards which list emergency contact numbers for parents and individuals authorized to pick up children. So that we can reach you in an emergency, please be sure to update your child’s emergency card any time a phone number or address changes.

2009-2010 Tuition Schedule

Registration Fee: \$55 for school year / \$35 per semester

PRE-KINDERGARTEN RATE (3 & 4 year-old Non-Paterson Residents)

5 Full Days \$155.00 per week \$620.00 per month

2 Full Days \$72.50 per week \$250.00 per month

Additional days may be added with approval from School Administration

Daily Rate \$31 per day

WRAP-AROUND TUITION RATE (For those not eligible for State Funded Wrap-Around)

Part Time (185 days/1.5 hours per day & 18 days/Full Day) \$300 per Month

Summer- Full Time (4 Days) \$1100 for the summer (9 weeks)

Summer- Part Time (2 Days) \$550 for the summer (9 weeks)

WRAP-AROUND SUPPLEMENT RATE (For those receiving State Wrap-Around Funding wishing to attend on Non-educational Days)

18 Half Days \$200 per year

PAYMENT POLICY

LATE/MISSED PAYMENT INFORMATION

A late fee of \$45.00 will be applied to tuition arrearages.

Arrearages that extend beyond two weeks of the stated due date will be subject to suspension until full payment is made. Your child’s spot will be contingent upon availability when balance is paid in full.

All 4C’s co-pays must be paid within one week of receipt to avoid the above late charge. Arrearages that extend beyond two weeks will result in suspension until payment is made. Any arrearages will be reported to 4C’s and may result in termination of your contract.

Any late fee arrearages (After School payments or after 5pm late charges) will result in inability to enroll your child for the upcoming school year until the entire balance is paid in full, regardless of the program your child is enrolled in (State Mandated Preschool Program/ Tuition Based).

UNPAID BALANCE

If your balance goes unpaid for more than 45 days past due your child will be dis-enrolled due to non payment and only after payment in made in full can you reregister your child. You will be charged another registration fee and the child can re-enter.

Any balance left unpaid, at the close of the fiscal year or upon withdrawal of your child from the center, will be sent to a collection agency. You are responsible for all fees incurred through this process.

MULTI-CHILD DISCOUNT

A multi-child discount of 20% will be applied for each additional child.

COLLEGE EMPLOYEE POLICY

Employees of Passaic County Community College will be grandfathered at the original registration rate reflected in the fee schedule at the date of registration. This fee will remain consistent for the duration of enrollment.

TERMINATION POLICY

A courtesy of two weeks is requested upon contract termination. This courtesy will ensure the appropriate processing of your child's account. If you child is absent for more than 2 weeks (10 days) without written notification to the center, the center has the right to fill your child's spot and you will be responsible for your child's tuition during that two-week period.

CHANGES TO SCHEDULE

Any schedule changes need must be done in writing and be approved by the Family Workers or Director in advance. Failure to do so will result in full tuition payment.

TUITION CREDIT

Credits to your child's tuition will be applied as follows:

Every child will be credited one week's tuition in December for winter break (Christmas week).

You are entitled to a credit of an additional week's tuition for the following reasons only:

- Hospitalization of child or parent
- Family emergency

All requests for credits must be done so in writing and approved by the center director. If a child is absent due to hospitalization of parent or child, a doctor's note and hospital discharge papers must be provided to the center.

In the case of a family emergency, the child’s parent or guardian must call the center to inform that the child will be absent due to an emergency and a letter must be provided requesting that the child’s credit be used.

The center will NOT credit for SICK DAYS or HALF DAYS under any circumstances. As well as, for any of the above reasons once the initial credit of one week is used.

Curriculum

(NAEYC Standard 2.A.02/03/04; 2.D.01; 3.F.01)

- Our center is a planned environment for young children to learn in a way that is developmentally appropriate.
- It is designed to foster independence and allow the children to choose from a number of activities in learning centers.
- The materials are placed where the children can reach them and return them without help within a learning center.
- The children are encouraged to be responsible. After enjoying an activity they learn to return materials to their proper location before beginning a new activity.
- Because we know that young children learn best by using their senses and having first hand experiences, many hands-on activities are available to the children.
- The daily schedule allows large blocks of time so a child may fully experience an activity in a learning center.
- Staff members are child-centered and strive to help the children develop intellectually, physically, socially and emotionally.

THE CREATIVE CURRICULUM

The Child Development Center is presently implementing Diane Trister Dodge’s (2002) “Creative Curriculum”. Developmentally appropriated practice is the term that best describes the application of the curriculum. The Creative Curriculum derives from the educational theory and philosophy of Jean Piaget, on how children learn, Eric Erickson’s stages of socio-emotional development as well as basic principles of child development.

According to current research, young children learn best by doing. The Creative Curriculum is a plan for learning that focuses on using the environment as a tool for active involvement, providing opportunities for children to learn and explore. Primarily the curriculum provides children with resources to practice newly developing insights and skills. The application of the curriculum includes the active role of the teacher, the involvement of the family, and a respect for diversity, literacy, math, science, social studies, the arts, and the importance of technology. The curriculum focuses on each of these areas in ways that support and enhance children’s academic success while maintaining a respect for the individual and unique ways in which children learn and grow (Trister-Dodge, 2002).

The Child Development Center dedicates itself to creating a learning structure that serves as a preventive adaptation to children’s needs, offering an enriched curriculum that identifies and addresses symptoms before they become behavioral or learning issues. The classroom is an observational

laboratory that provides solutions to potential disabilities. The Center’s goal is to continue to expand upon methods of adaptation that modify the curriculum in order to maximize the child’s involvement and participation. The underlying notion is that through an increase in the student’s participation as an active learner, and more opportunities to interact socially with peers, the enhancement of development will occur naturally.

Modification of curriculum is an easy form of intervention that requires the teacher’s active involvement in observation, planning and implementing changes that encourage more participation. Accomplishing this process involves modifying materials to allow the child to participate more independently in activities. Each step forward offers the success that provides the motivation and confidence necessary for growth.

The following is an outline of the Creative Curriculum (2002):

- ❑ The goal is to help children acquire social competence and skills needed to succeed in school life.
- ❑ There are 50 goals and objectives that enhance the development of social-emotional skills, physical growth, cognitive development, language and literacy.
- ❑ Classrooms set up include interest areas such as blocks, dramatic play, games, art, library, discovery, sand and water, music, movement, cooking, computers, and outdoor play.
- ❑ There is a respect and celebration for individual differences, which include; gender, behavioral styles, special interests, learning styles, life experiences, culture, and special needs.
- ❑ The focus is on fostering positive respectful interactions with peers, creating a partnership with families, and working together to support optimal development and learning.
- ❑ The curriculum consists of regular observation, guidance and assessment of the children.

Assessment includes: observations, individual child profiles, child progress, planning reports and class summaries

The Classroom
(NAEYC Standard 9.A.13)

Each classroom is designed to invite the children to learn. There are learning centers. The children can move freely from one center to another. Each day the children meet other children and learn with them. The children can explore their classroom. They develop their skills through hands-on experiences. They organize their learning. They learn to work with others. They converse with their peers and teachers. They think of themselves as capable people.

Creative Arts

Through art media, the children are able to explore the various materials and be creative. The children learn that there are a variety of ways to use the materials, and that the end results of their efforts can be very different. With young children the process and not the product of their art is what is important. The children enjoy art at school because they learn that their ideas and thoughts as they create are important and accepted.

Art Center Contents: paints at the easel, large paper, brushes, aprons, crayons, markers, pencils, scissors, paper punches, glue, paste, collage materials (pieces of cloth, nature items, paper varying in texture, size and composition, etc.), construction paper, sponges, clay, play dough and a table and chairs at which to sit and be creative.

Music

The children learn to express themselves through music. They learn to hear and produce different tones, pitches and rhythms. As they listen they also learn to match tones and rhythms. They increase their vocabulary as they learn the words to new songs. They gain an appreciation of different kinds of music. They are introduced to a variety of different musical instruments through visiting musicians. Music Center Contents: tape recorders, tapes, piano or keyboard, rhythm instruments, space to move to music, movement scarves or streamers.

Language Arts

- Children are encouraged to use language and develop communication skills needed for life. As you enter the center you are aware of children and staff interacting and conversing. Teachers model correct speech and are alert to assess individual needs. Teachers listen to the children and value their ideas. A rich environment of tape recorders, printed matter, visual aids, puppets, writing materials and other resources is provided to stimulate language development.
- Children use language as they play and interact with one another. In dramatic play, the children develop language competence as they role-play. Children are encouraged to listen to one another.
- Reading is an important part of the program. Both morning and afternoon group times are planned into the daily program which includes a literature experience. In addition, teachers read to children individually during the day. Teachers focus on skills needed for reading, such as auditory and visual discrimination, recognition of the sequential order of events, speech, attention span and interest in reading.
- Written language is also encouraged. Teachers take dictation and help the children write stories. Language experience charts are written about classroom experiences and events. Pens, pencils, markers and paper are provided to encourage the children to write
- Books related to each area and writing materials are available into each learning area.

Library and Literacy

The children learn the value of reading through experiences with people and books. The children learn about books. They learn that pages are read from left to right and stories progress from the front to the back of the book. They begin reading the pictures and they discover that books are enjoyable and informative. Their language skills grow as they increase their vocabularies and learn correct language patterns. They begin to create their own stories and tell them. They also use flannel graph and puppets for storytelling.

Library Center Contents: children's books, display rack, couches or beanbags to sit on, flannel board with figures, puppets, and adults to read to children and talk about books.

Blocks

Through building, the children learn to think, plan and solve problems as they work with their hands exploring and creating with the various shapes and sizes of blocks. They learn about relationships and quantities as they build. The children work, share, cooperate and converse while they play and learn with one another.

Block Center Contents: A large quantity of unit blocks on child size shelves, cardboard of foam blocks, accessories (cars, trucks, boats, animals, people, etc.), hollow blocks, boards, construction hats.

Mathematics & Science

Through science experiences, the children learn more about the world. They are encouraged to explore materials, ask questions, look for answers and make predictions. Experiments, pets, cooking and growing plants give the children experiences to think about and new words to try out.

Science Materials: Animals, cages, fish, aquariums, scales, magnets, magnifying tools, plants, soil, nature materials (nests, stones, leaves, feathers etc.), water play (table, sponges, sieves, buckets, droppers, etc.), materials for experiments (snow, seeds, etc.).

Mathematics learning is provided through activities in the daily program. Practical experiences are offered in classifying, comparing, counting, and simple measuring. Most mathematics experiences are done individually, recognizing each child's level of understanding. Using Piaget's theories as a basis for experiences offered, a child will be encouraged to think about number and quantities of objects in ways that are personally meaningful. Many direct experiences for the child to work with objects will be provided.

Math Materials: Unifix cubes, items for sorting and measuring, calculators, rulers for measuring, measuring cups, number peg boards, simple math games, materials for graphing.

Sand or Water Play

Young children enjoy and learn from both of these hands-on experiences. Through water-play the children experience the properties of wetness, fluidity, floating and sinking, volume, etc. Through sand-play the children discover how properties of a material can change when used in a dry or wet state. Both media provide valuable experiences for science, mathematics, socialization, and relaxation.

Sand or Water Play Center contents: plastic smocks, dish pans, water table, buckets, sieves, plastic containers, objects that sink or float, tubing, funnels, measuring cups, sponges, basters, spoons, shovels, boats, cars, trucks, dolls, etc.

Home and Community

The children have an opportunity to try out a variety of family and community roles and experiences familiar to them. They imitate things they see and hear (e.g., work, words, emotions, events). Through dramatic play the children are gaining social skills as they relate to their peers. They are better able to understand the feelings of others and they gain insights into their own abilities to relate to others.

Dramatic Play Area Contents: Furniture (chairs, table, storage cupboards, stove, sink, refrigerator, ironing board, mirror, carriage, bed), dress up materials (clothes, hats, shoes, jewelry, keys), dolls, pots and pans, pretend food, cash register, tools, paper, pencils, etc., magazines, and cook books. Multicultural clothing, dolls, and materials are incorporated into the dramatic play area.

Toys and Games

Table activities offer the children an opportunity to develop thinking skills as they plan and solve problems working with materials. Puzzles offer the children experiences with hand-eye coordination and

they help the children to see relationships between the parts and a whole picture. Children develop strategies of using color, shape or lines to fit pieces in the correct position. Matching games help the children to see relationships between things and to learn that things go together. Construction materials help develop motor skills, thinking skills and social skills as they often lend themselves to creative projects done in cooperation with other children. Children also engage in sorting, classifying and counting activities with many of the manipulative materials.

Area Contents: Shelves, puzzles, puzzle rack, pegs, peg boards, duplo block, Lego blocks, stacking toys, nesting toys, beads, table blocks, parquetry blocks, etc.

Physical Development

Opportunities are provided to encourage both fine and large motor development. Indoors the majority of experiences provide for fine motor development as the children work with manipulative toys (i.e. art materials, blocks, puzzles, etc.). Materials offered vary in size and complexity to meet individual learners needs. Some indoor space is available for large motor development when the children are unable to use the outdoor play area. In this area more active play and exercise occur. A parachute, tumbling mats, balls, a slide, and other equipment are included.

Outdoors a play area is provided for fresh air and recreation. A sandbox, garden, climbing equipment, and a variety of accessories are available.

The Importance of Play

Through play, the children learn. They exercise and test their bodies. The children handle, taste, smell and observe many materials. They talk and listen to their peers, using language that is meaningful to their own experience. They act things out and try out roles, reflecting on their life experiences. They learn to take turns and share materials with others. They solve problems in their own way. They learn about being accepted for who they are.

Meeting the Needs of Second Language Learners

(NAEYC Standard 2.D.01)

The Creative Curriculum addresses and incorporates the needs of second-language learners. In order to support the needs of second language learners, each classroom is staffed with bilingual teachers and/or teacher assistants. All centers and materials are labeled in the home languages of the children in the classroom, as well as with pictures. Multi-cultural and multi-lingual books are read in the classroom and available in the library area. Songs and music from children's home languages are also played and sung in class. We also encourage families to participate in the classroom to share their linguistic and cultural traditions whenever possible.

Assessment Methods

(NAEYC Standard 2.A.05/06; 4.E.06/07; 7.B.03)

Early Screen Inventory (ESI)- A brief screening instrument intended to identify who may need further evaluation in order to determine if there is a possibility of a learning or handicap conditions that might affect a child's overall performance for success in school. (NAEYC Standard 4.C.01)

- All new 3's and 4's are screened with this system
- Completed by October 15th

Early Learning Assessment System (ELAS)- An on-going authentic system developed by the State of New Jersey to assess a child's language and literacy development. This instrument measures children's emerging language arts/literacy skills, and provides information that informs teaching practices. (NAEYC Standard 4.B.02; 4.C.02/03; 4.D.01; 4.D.04)

- All State Mandated Preschool Program 3's and 4's are assessed using this system

The Creative Curriculum Development Continuum (TCCDC)- An on-going authentic assessment system linked to the curriculum. Teachers observe and record information and collect work samples on a daily basis for each child. The system is a standardized system for recording and reporting a child's progress to parents. (NAEYC Standard 4.B.02; 4.C.02/03; 4.D.01; 4.D.04)

- All 3 and 4 year olds are assessed using this system

The IDEA Proficiency Test (IPT)- This test is administered to students that are identified by the home language survey as having a home language other than English. This test determines the students English language proficiency and is utilized to determine the best practices and services for English language learners.

- All 4 year olds who indicated a home language other than English are tested

Three Year-old Classroom Sample Schedule

7:00- 8:00am	Table Toys
8:00- 8:30am	Breakfast
8:30-9:15am	Outdoor/Gross Motor Play
9:15-9:30am	Morning Meeting
9:30-11:00am	Center Time/Small Group
11:00-11:20am	Music & Movement/Large Group/Story
11:20-11:30am	Lunch Prep/Bathroom Time/Mats Down
11:30-12:00pm	Lunch
12:00-1:20pm	Rest Time
1:20-1:30pm	Wake Up/Bathroom/Snack
1:30-3:00pm	Center Time/Small Group
3:00-3:10pm	Closing Circle

Four Year-old Sample Schedule

7:00- 8:00am	Table Toys
8:00- 8:30am	Breakfast
8:30-9:00am	Center Time
9:00-9:15am	Morning Meeting
9:15-10:15am	Center Time/Small Group
10:15-11:00am	Outdoor/Gross Motor
11:00-11:20	Large Group/Story Time
11:20-11:30am	Lunch Prep/Bathroom Time/Mats Down
11:30-12:00pm	Lunch
12:00-1:20pm	Rest Time
1:20-1:30pm	Wake Up/Bathroom/Snack
1:30-3:00pm	Center Time/Small Group/Math
3:00-3:10pm	Closing Circle

Breakfast

Breakfast is served promptly from 8am to 8:30am. If a child arrives at the center after 8:30am, it is the parents responsibility to ensure that he/she is given breakfast before he/she enters the classroom. Parents are welcome to use the college cafeteria to feed their children after 8:30am. No outside breakfast food will be permitted in the classrooms at any time.

Sheets and Blankets/Extra Clothing

One complete set of labeled clothing should be left in your child’s cubby. The Center is not responsible for lost or stolen items. A small sheet and blanket must be included for naptime. Please no pillows! Your child’s blanket will be sent home on Fridays to be cleaned. Blankets and sheets must be labeled with your child’s name and returned clean on Monday Mornings.

Meet the Staff!

(NAEYC Standard 10.B.01; 10.E.01)

PCCC Child Development Center hopes that every parent takes advantage of the many opportunities that our program offers. As you get to know us, you will realize that our program is made up of many wonderful staff members who all play a valuable role in the functioning of our program. For your child's protection all of our staff undergo extensive background checks and are medically cleared before coming in contact with the children.

Classroom Staff**Teachers**

All of the teachers at PCCC Child Development Center are experienced, caring, and dedicated individuals. All of the Teachers in our State Mandated Preschool Program have earned a Bachelor's Degree or higher with a Preschool through Third Grade Certification! Our Teacher in the Tuition Based Classroom has earned an Associates Degree in Early Childhood Education and has earned many credits towards her Bachelors Degree. They all have extensive training and experience in the field of Early Childhood Education and are very well qualified. Teachers are responsible for planning classroom activities, ensuring that the curriculum is implemented, observing and assessing children, and assuring the safe supervision of your children at all times. Our Teachers are involved in every aspect of the daily routine, making sure that each child's individual needs are met and that their strengths shine through. Teachers welcome parent volunteers in the classroom, and will hold three parent conferences with your family each year.

Teacher Assistants

Each classroom has a Teacher Assistant assigned to it to help the teachers in all the daily activities in the classroom. Like the Teachers, our Teacher Assistants are highly trained and qualified in the field of Early Childhood Education. Teacher Assistants at PCCC Child Development Center have earned at least a CDA (Child Development Associate) Certification or Associates Degree. Some of our Teacher Assistants are only credits away from earning their Bachelors Degree. Teacher's Assistants work closely with the children and work hard to develop a trusting, caring relationship with each child. They assist the teacher with the implementation of the curriculum and all learning activities, and play a vital role in your child's learning experience

Administrative Staff

Executive Director

The Director is responsible for the oversight and implementation of PCCC Child Development Center. The director supervises the center's staff, ensures that the chosen curriculum meets the children's needs, and serves as a leader for everyone involved in the program. The director has many duties including overseeing the agency's budget, curriculum, staff, and scheduling. The Director is also responsible for assuring the center meets all state and local mandates and maintains a high quality at all times. The Director works hand-in-hand with different departments at the College, as well as with other agencies in the community. The Director is always available to meet with families whenever you reach out to her!

Social Worker/Family Worker

PCCC's Social Worker and Family Worker serve as the liaison between the home and school environments. They are responsible for the intake and registration of all families at the center, and for ensuring that the proper documentation for each child is on file. They also provide many services to the families at the center, including conducting personal visits to meet any needs that your family may have, link families to community agencies, and answer any questions or address any concerns that you may have. The Social Worker and Family Worker are also responsible for planning and implementing all parent involvement activities at the center, including monthly workshops, a Parent Support Group, and the Parent Committee. We encourage you to reach out to your Social/Family Worker whenever you need to- that is what they are here for!

Support Staff

Staff Assistant

Whenever you walk into or call PCCC Child Development Center you are greeted by our Staff Assistant. The Staff Assistant is involved in registering families into the program and maintaining children's files. She is also able to direct you to the individual with whom you need to speak, as well as answer questions about our program's services and hours. However, the Staff Assistant can not respond to questions concerning individual children, families, or staff member, but would be happy to direct you to someone who can! In addition, to the duties mentioned, the Staff Assistant is also responsible for assisting the director with staff scheduling, coordinating volunteers and interns, as well as many other clerical duties. The Staff Assistant is a valuable member of our staff and is vital in keeping the center organized!

Kitchen Aide

The Kitchen Aide is responsible for the maintenance and organization of PCCC Child Development Center's Kitchen. The Kitchen Aide works closely with the Kitchen Staff at PCCC and distributes all food and snacks to the classrooms. The Kitchen Aide will also assist in the Classroom's when necessary and may cover the front desk during the lunch hour.

Maintenance Staff

Our Maintenance Staff come to us from the college and are responsible for the clean and orderly appearance of PCCC Child Development Center's classrooms. The Maintenance Staff will also assist with repairs when necessary.

Security

Our Security Guard comes to us from the college and assists in making sure that the child development center is safe and secure at all times. You may see him outside in our loading zone, assuring that only parents' cars are parked there. The Security Guard makes periodic checks of the center on a daily basis and promptly comes whenever we call!

Information to Parents

(NAEYC Standard 7.A.11)

Under provisions of the Manual of Requirements for Child Care Centers (N.J.A.C. 10:22), every licensed child care center in New Jersey must provide to parents of enrolled children written information on parent visitation rights, State licensing requirements, child abuse/neglect reporting requirements and other child care matters. The Child Development Center is complying with this requirement by reproducing and distributing to parents the written statement, prepared by the Bureau of Licensing in the Division of Youth and Family Services (DYFS). In keeping with this requirement, we must secure every parent's signature attesting to his/her receipt of the information.



Our center is required by the State Child Care Center Licensing Law to be licensed by the Bureau of Licensing of the New Jersey Division of Youth and Family Services. A copy of our current license must be posted in a prominent location at our center. Look for it when you're in the center.

To be licensed, our center must comply with the Manual of Requirements for Child Care Centers (the official licensing regulations). The regulations cover such areas as: physical environment/life-safety; staff qualifications, supervision, and staff/child ratios; program activities and equipment; health, food and nutrition; rest and sleep requirements; parent/community participation; administrative and record keeping requirements; and others.

Our center must have on the premises a copy of the Manual of Requirements and make it available to interested parents for review. If you would like to review our copy, just ask any staff member. Parents may secure a copy of the Manual of Requirements for Child Care Centers, for a nominal fee, by writing to the Bureau of Licensing, Division of Youth and Family Services, CN 717, Trenton, New Jersey 08625.

We encourage parents to discuss with us any questions or concerns about the policies and program of the center or the meaning, application or alleged violations of the Manual of Requirements. We will be happy to arrange a convenient opportunity for you to review and discuss these matters with us. If you suspect our center may be in violation of licensing standards, you are entitled to report them to the Bureau of Licensing. Of course, we would appreciate your bringing these concerns to our attention, too.

Our center must have a policy concerning the release of children to parents or people authorized by the parent(s) to be responsible for the child. Please discuss with us your plans for your child's departure from the center.

Our center must have a policy about dispensing medicine and the management of communicable diseases. Please talk to us about these policies so we can work together to keep our children healthy.

Parents are entitled to review the center's copy of the Bureau of Licensing's Inspection/Violation Reports on the center, which are issued after every State licensing inspection of our center. If there is a

licensing complaint investigation, you are entitled to review the Bureau's Complaint Investigation Summary Report, as well as any letters of enforcement or other actions taken against the center during the current licensing period. Let us know if you wish to review them and we will make them available for your review.

Our center must cooperate with all DYFS inspections/investigations. DYFS staff may interview both staff members and children.

Our center must post its written statement of philosophy on child discipline in a prominent location and make a copy of it available to parents upon request. We encourage you to review it and to discuss with us any questions you may have about it.

Our center must post a listing or diagram of those rooms and areas approved by the Bureau for the children's use. Please talk to us if you have any questions about the center's space.

Our center must offer parents of enrolled children ample opportunity to participate in and observe the activities of the center. Parents wishing to participate in the activities or operations of the center should discuss their interest with the center director, who can advise them of what opportunities are available.

Parents of enrolled children may visit our center at any time without having to secure prior approval from the director or any staff member. Please feel free to do so when you can. We welcome visits from our parents.

Our center must inform parents in advance of every field trip, outing, or special event away from the center, and must obtain prior written consent from parents before taking a child on each such trip.

Anyone who has reasonable cause to believe that an enrolled child has been or is being subjected to any form of hitting, corporal punishment, abusive language, ridicule, harsh, humiliating or frightening treatment, or any other kind of child abuse, neglect, or exploitation by any adult, whether working at the center or not, is required by State law to report the concern immediately to the Division of Youth and Family Services' Office of Child Abuse Control, Toll-Free at (800) 792-8610, or to any District Office. Such reports may be made anonymously.

Parents may secure information about child abuse and neglect by contacting: Community Education Office, Division of Youth and Family Services, CN 717, Trenton, NJ 08625.

Discipline Policy

Our philosophy of discipline focuses on helping each child enrolled grow in a healthy, positive way towards developing self discipline, self control, and respect for oneself, others and the environment. In disciplining a child, the aim is education in behavior that will help the child relate to the world in a safe and socially satisfying manner. In all guidance a primary consideration is to respect the child. Staff members sensitively must differentiate between behavior and the child.

Discipline is derived from the word "disciple", which means follower of a teacher. Recognizing this, each staff member sets the example of positive behavior as a role model for the children. At the Child Development Center this includes kindness, showing concern for one another, clear communication to exchange ideas, clarify situations and resolve difficulties. Each staff member positively focuses on behavior that is expected in working with a child, gently guiding the child and explaining expected behavior. Listening to a child is essential in the discipline process. When a child is encountering difficulty, it is important to discern the child's reasons for his/her behavior. Only through doing this can one sensitively guide a child in finding alternative ways in dealing with others or a situation. Fostering the child's desire to change behavior when needed, can only be achieved in a personally satisfying manner for a child in an atmosphere of love and mutual respect.

Specific ways staff members will work with a child include preventive and corrective discipline. Emphasis will be given to praising and recognizing socially desired behavior. When a child is behaving in an unacceptable manner, redirection into a different way of handling the situation or into a new positive activity will be encouraged. Staff members explain behavior that is expected in a brief, clear manner that a child can understand. Basically a child is prevented from hurting himself/herself, others or objects intentionally. Initially explanation and discussion are used to guide a child. A child who continues in unacceptable behavior will be joined by a staff member, who will help the child by focusing on ways he/she may acceptably behave (modeling). If this does not accomplish the desired aims and a child intentionally hurts himself, others or objects, he may be removed from the group by a staff member, who will stay with the child. At this time the child and staff member will discuss what happened, why he/she was removed from the group and what is allowable behavior expected when he/she returns to the group. Throughout this time emphasis is on actions being unacceptable and not the child. The child is guided in a caring and loving manner.

Parents will be informed when a child is encountering repetitive difficulty so that they also may talk about the situation with the child. It should be emphasized that parents are asked to positively focus on what desired behavior is expected. The child has been disciplined at school, so it is important not to punish the child, but emphasize loving guidance. Parents are also requested to inform the Center staff of any situations that may affect the child's behavior at school. This includes over-tiredness, a child's fears, family illness, arrival of a new sibling, unusual home stress, parental separation, or any other occurrence which may have an emotional impact on the child. This is important to help the staff understand any unusual behavior that a child may exhibit due to the stressful situation, and lovingly help the child deal with his/her feelings in an acceptable manner.

10:122-6.6 Discipline

GEN

(a) The methods of guidance and discipline used shall:

1. Be positive;
2. Be consistent with the age and developmental needs of the children; and
3. Lead to the child's ability to maintain self control.

(b) Staff members shall not discipline children for failing to eat or sleep or for soiling themselves.

(c) Children may be removed from a group activity to another area, provided that the child so removed is either under the supervision of another staff member or continuously visible to a staff member.

(d) The center shall maintain on file a written policy on the discipline of children by staff members. The policy shall:

1. Reflect the provisions specified in (a) through (c) above and include the acceptable actions that a staff member may take when disciplining a child (that is, discussion with the child, time-out, etc.);
2. Be distributed to every staff member; and
3. Be posted in a prominent location within the center.

(e) The center shall secure and maintain on file each staff member's signature, attesting to receipt of the policy on the disciplining of children by staff members.

SA

(f) For school-age child care programs, the following shall apply:

1. The center shall permit children to participate in the development of the discipline rules and procedures; or
2. The center shall establish procedures to ensure that children are aware of the rules.

10:122-6.7 Special requirements to prevent child abuse and/or neglect and inappropriate staff behaviors toward children

GEN

(a) Staff members shall not use hitting, shaking or any other form of corporal punishment of children.

(b) Staff members shall not use abusive language, ridicule, harsh, humiliating or frightening treatment or any other form of emotional punishment of children.

(c) Staff members shall not engage in or inflict any form of child abuse and/or neglect.

(d) Staff members shall not withhold from children food, emotional responses, stimulation, or the opportunities for rest or sleep.

(e) Staff members shall not require a child to remain silent or inactive for an inappropriately long period of time for the child's age.

TOILET TRAINING POLICY

At the PCCC Child Development Center we begin toilet training when the child is ready. The average age seems to be somewhere between 2 years 6 months and 3 years old. Of course this varies according to each individual child. If training starts before a child is developmentally ready, this will add an unnecessary strain to both the child and the adults involved. "Physically a child is ready when the appropriate nerve pathways have sufficiently matured. Once sufficiently mature, the process is controlled by the child's will to comply or his determination to defy."

At the PCCC Child Development Center we do not teach a child toilet timing, we help begin the process of toilet training. These are two different concepts. Toilet timing is as follows: "Babies tend to empty their bowels or bladders when their stomachs are full after a feed. This is completely a reflex action. If put on the potty after a meal there is a sporting chance that something will pop out. This is Toilet Timing". Toilet training is completely different: "Here an older toddler uses his brain to decide whether he wishes to go to the toilet and then make a deliberate attempt to oblige. This is a voluntary action, and the child is in full control."

The following are the stages a child goes through before he is ready for toilet training:

SOMEWHERE AROUND 18 MONTHS OLD:

Child is aware that he is wet

SOMEWHERE AROUND 2 YEARS OLD:

Child is able to give warning but only 5 to 10 seconds ahead of time.

SOMEWHERE AROUND 2 ½ YEARS OLD:

The amount of warning has increased and the child will show an interest in training.

THE PROCESS OF TRAINING

1. Does the child know when he is wet?
2. The child will need extra clothing and training pants.
3. Sit with the child regularly - never force a child.
4. When the potty is used – reward the child.

Sit the child regularly on the potty throughout the day: before going out to play, when returning from play, and after meals and snacks. If a child is willing to sit, praise and reward him for his accomplishments.

Quotes taken from TODDLER TAMING by Dr. Christopher Green

MATERIALS NEEDED

When the child seems ready for potty training, cooperation between home and school is imperative. The parents should bring in extra clothing and lots of training pants. This process demands a great deal of patience and love from everyone involved. We need to be consistent with the child and be aware that he is mastering another monumental task in his life. Communication between parent, caregiver and especially the child, is the key to successful toilet training.

EXPLUSION POLICY

Unfortunately, there are sometimes reasons we have to expel a child from our program (*not applicable for State Mandated Preschool Program children during State Mandated Preschool Program portion of the day*), either on a short term or permanent basis. The Center will do everything possible to work with the family of the child in order to prevent this policy from being enforced.

Parental Actions for a Child's Expulsion:

- Failure of parent to pay or habitual lateness in payments.
- Failure to complete required forms or providing copy of child's immunization records.
- Habitual tardiness in picking up child.
- Physical or verbal abuse or inappropriate behavior or language with staff or children.
- Failure to obtain or follow up on recommendations for professional intervention for child.

Child's Actions for Expulsion:

- Uncontrollable tantrums or angry outbursts.
- Ongoing physical or verbal abuse or inappropriate behavior or language with staff or children.
- Behavior or learning disabilities which require professional intervention not provided at the center.
- Excessive biting.

Proactive actions that will be taken in order not to expel a child:

- Staff will follow steps outlined in the PCCC-CDC Special Needs Procedures included in the Parent Handbook.
- Staff will try to redirect child from negative behavior.
- Staff will reassess classroom environment, appropriateness of activities, and supervision.
- Staff will use positive methods and language while disciplining children.
- Staff will praise appropriate behaviors.
- Staff will apply consequences for behavior consistently.
- Child's disruptive behavior will be documented and maintained in confidentiality.
- Child will be given verbal warnings.
- A brief time-out may be given, if appropriate to age, so child can gain control.
- Child may lose some special classroom privileges if appropriate to age.
- Staff will verbally describe to parent or send home notes describing behaviors in detail.
- Literature regarding behavior will be offered to parent if available.
- Parent conference will be required, if judged to be necessary, by teacher or director.
- Written parent and/or center action plan may be developed
- Parent may be required to schedule an evaluation by a professional or local school child study team.
- Parent may be required to immediately pick up child if staff cannot handle child's behavior.

Schedule of Expulsion:

If after remedial actions as described above have not worked, the child's parent/guardian will be advised verbally and/or in writing about the child's or parent's behavior warranting expulsion. An expulsion action is meant to be a period of time so that the parent/guardian may work on the child's behavior or come to an agreement with the center. The parent/guardian will be informed regarding:

- The length of the expulsion period.
- Expected behavioral changes required in order for the child to return to the center.
- A specific expulsion date that allows the parent a reasonable amount of time to seek alternate child care will be given if possible,(approximately one to two weeks), depending on the safety of other children or severity of the problem with the child or parent, as judged by center director.
- Failure of the child/parent to satisfy the terms discussed and/or the severity of the problem as judged by the center director may result in permanent expulsion from the center.

Reasons for which a child will not be expelled:

- A parent made a legitimate complaint to the Office of Licensing regarding the center's alleged violation(s) of licensing requirements.
- A parent made a legitimate report of abuse or neglect occurring at the center.
- A parent questioned the center's policies and/or procedures.

Policy on Supervision of Children

(NAEYC Standard 3.C.02; 3.C.04; 10.B.02)

Children enrolled at Passaic County Community College Child Development Center shall be supervised by a staff member at all times, including during outdoor activities, rest and sleep, toileting procedures and walking through hallways, as appropriate for their ages and developmental needs, the physical setting, and the nature of the activity.

Toddlers (age 2 to 3) will be supervised by sight and sound at all times. Preschool children (ages 3 and up) will be supervised primarily by sight. Supervision by sound is only permissible for short intervals, however staff must frequently check on children who are out of sight (ie. those who can use the toilet independently, are in the library area, or are napping).

It is of utmost importance that all children are accounted for at all times. Staff must keep a head count of all the children in their care at all times. If a shift change occurs the staff member in charge must alert the new staff member of the head count. Staff members must actively update their head count whenever a child leaves or enters the classroom, during transition times, when children move from one area of the building to another and/or in 5 minute intervals.

The following staff/child ratios shall apply:

Age

Toddlers	1:6
2 ½ to 4 years	1:10
4 years	1:12
5 years or older	1:15

The following staff/child ratios shall apply during rest or sleep:

Toddler	1:10
2 1/2 and above	1:20

During rest time, at least one staff member shall be physically present in the room or area in which children are napping and shall be able to summon other staff members without leaving the room or area. Staff must be positioned so that they can hear and see any sleeping children for whom they are responsible at all times.

During outdoor play on the playground, the above ratios shall apply, and the playground is limited to no more than 30 children (2 classrooms) at one time. *(NAEYC Standard 10.D.01)*

Classroom Consistency Policy
(NAEYC Standard 10.B.11/12/13)

Each child is assigned to a classroom at the beginning of the year in order to provide continuity of relationships between teaching staff and children.

The child shall remain in the assigned classroom for the duration of the school year, and shall only be moved for the following reasons:

1. Child ages out of classroom
2. Child has not adjusted to classroom, and space is available in another classroom
3. Parent requests that child be moved (only may occur if space is available in another classroom)
4. Child withdraws mid-year and re-enters program and space is not available in original classroom
- 5.

At the end of the school year, the following transitions will occur:

- The children enrolled in the Pre-K 3 program will move to a Pre-K4 classroom
- The children enrolled in the Prek-K4 classroom will transition to Kindergarten.

Children’s relationships with children in the current classroom, relationship with new teachers, and parental input will be taken into consideration when a decision on their new classroom is made.

Each classroom has a designated Teacher and Assistant. The Teacher and Assistant remain in the same classroom and with the same group of children throughout the school year. This allows a teacher to:

- provide children with consistency
- Ensure that teacher’s understand and meet each child’s individual needs
- Provide meaningful learning experiences
- Implement the curriculum
- Observe and asses children on an on-going basis
-

The following staff/child ratios shall apply at all times during the center’s operations, including outdoor activities and field trips (for more information on ratio’s please see Supervision Policy)

Age	Ratio
2 ½ to 4 years	1:10
4 years	1:12
5 years or older	1:15

The following staff/child ratios shall apply during rest or sleep:

21/2 and above	1:20
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The classroom assignments are as follows:

Three Year Old Room (A001)- 15 children aged 3 before October 31st

Claudia Garcia- Teacher

Thea Gable- Teacher Assistant

Three Year Old Room (A006)- 15 children aged 3 before October 31st

Christine Luftglass- Teacher

Francisca Jorahua- Teacher Assistant

Franchesca Morales- Teacher Aide

Four Year Old Room (A003)- 14 children aged 4 before October 31st

Mirna Del Valle- Teacher

Migdalia Martinez- Teacher Assistant

Four Year Old Room (A010))- 15 children aged 4 before October 31st

Lisa Hill- Teacher

Marina Del La Cruz- Teacher Aide

Jessica Ramirez- Floating Teacher Aide

Four Year Old Room (A011))- 15 children aged 4 before October 31st

Susan Kornicker- Teacher

Ruby Pernet- Teacher Assistant

Tuition Based Pre-k (A005))- 11 children aged 3 or 4 at time of enrollment

Maribel Escudero- Group Teacher

Marlene Orostizaga- Teacher Assistant

Child Development Center Classroom Transition Policy

(NAEYC Standard 10.B.14)

Rationale: A transition from one classroom to another is necessary if a child's needs are better met in a new classroom environment. Having the transition be well planned ensures a smooth transition that allows the child to feel comfortable in the new classroom and continue to have quality education.

Purpose: The purpose of a classroom transition policy is as follows:

- To ensure the child is in the classroom environment that best fits his/her needs.
- To give time to settle into the classroom and be comfortable in the new atmosphere.
- To reduce child's stress of having to transition when s/he is not ready.
- To maintain high quality education.

Guidelines: After meeting with parents to discuss a possible transition to a different classroom, the child care center will take every step to ensure that the child is ready for the change. Parents will conference with center staff, including the current teacher, the new teacher, and a family worker.

- The timeframe for the transition is specific to each individual child's needs.
- New placements are made on a trial basis. If the change is detrimental to the child, the other students, or the classroom environment overall, an alternative will be sought.
- Have the new classroom teacher meet with the child in the child's current classroom so the child can become familiar with the teacher.
- Have the child attend a private tour of the new classroom without other children present.
- Have the child visit the new classroom several days at several different times to become familiar with the other students, the teacher, and the classroom.
- Have the child participate in activities in the new classroom, including circle time, centers, outdoor play, and lunch.
- Have children support the practice of changes in their routines, such as new ways to line up, new daily schedules, new procedures for lunch, etc.
- Have a way for the child to reflect their attitudes toward the change, such as through discussion or play.

Holiday Policy

(NAEYC Standard 7.A.02)

At Passaic County Community College we honor and respect the cultural, linguistic, and religious customs and beliefs of each family. Due to the diverse community that we serve, we realize that certain holiday and celebrations are not recognized by all of our families. In order to respect each families individual needs we the following policy regarding holidays and celebrations is followed:

- Seasons (Winter, Spring, Summer, Fall) are acknowledged in the classroom. Holidays are introduced as part of the season and no one holiday is recognized over another. To learn about diversity, children are taught about the different cultural practices for each holiday through books, pictures, celebrations, music, and movies. Examples of these holidays are as follows:
 - Fall- Ramadan, Halloween, Thanksgiving
 - Winter- Christmas, Hanukah, Kwanza
 - Spring- Easter, Passover
 - Summer- Memorial Day, Fourth of July
- If for any reason, a child's religious or cultural background does not permit a child to take part in a celebration or activity, the following options are available:
 - The child may be removed from the activity or classroom and given the choice of an alternate activity.
 - The child may be issued an excused absence if the parent chooses to keep them home during a celebration.
 - The child can observe the activity/celebration but not actively participate in it.

Every effort will be made to respect the cultural and religious beliefs of each family. We encourage parents and families to share information on their cultural beliefs and celebrations with their child's classroom teacher or family worker, so that it may be incorporated into the curriculum.

Television Policy

Use of the use of television during the day is strictly prohibited unless special permission is granted. Television use is intended to reinforce or introduce appropriate developmental themes, supplement planned lessons, or for special occasions. If a situation arises where the use of television is needed, approval must be granted by the Director, Head Teacher, or Social Worker. Television is not considered curriculum instruction and therefore is not a scheduled part of our program's day.

Procedures:

1. All videos shown at PCCC Child Development Center must be G Rated. No "PG" videos are to be shown
2. Teachers will ensure that parents are aware and respect the "G" rating for any videos they wish to share with the classroom
3. Use of videos must be written into weekly lesson plans and approved by the Head Teacher or Director
4. The Director and/or Head Teacher will monitor the use of videos in all PCCC Child Development Center classrooms.

Arrival and Departure Procedures

Children should always be brought to school by an **adult** and acknowledged by a staff member before leaving. Please enter school via the front door on Broadway.

Sign In /Sign Out Procedures

Parents or authorized adults bringing and/or picking up a child from the Child Development Center are required to sign their child in and out each day. The sign in/out sheets are located beside the reception desk. Each child is listed alphabetically by last name. Please be aware of this and sign in on the correct page and line.

Emergency School Closing

During the year the school occasionally closes in the event of weather conditions. If this occurs parents are notified by phone between 5:00 and 6:30 AM. If for some reason you wish to be notified before 5:00 AM, please let the Child Development Center Director know. Children attending school for afternoon sessions will be called later in the morning.

The Child Development Center is closed whenever Passaic County Community College has an emergency closing.

Policy on the Release of Children

(NAEYC Standard 10.D.06/07)

A child may only be released to the child's custodial parent(s) or those individuals authorized by the parent(s). Authorized person(s) are those individuals you list on your application and emergency cards or person(s) that you have given written authorization via a letter to the Child Development Center. It is wise to bring those individuals to the center prior to the time you wish them to pick up your child so that the Child Development Center staff may become acquainted with them. In case of an emergency when no parent can be contacted, authorized person(s) may assume responsibility for taking a child from the center.

Written details must be given to the Child Development Center in situations where a child shall not be visited by a non-custodial parent, or taken from the center by this parent, unless specifically authorized by the custodial parent. When written authorization is given it must include the name, address, and telephone number of the non-custodial parent(s) and this information must be kept on file at the center. If a non-custodial parent has been denied access, or granted limited access to the child by court order, the Child Development Center must have a copy of the court document on file.

In the event that a parent does not pick up their child at the time of the Center's daily closing the following procedures will be followed:

1. The child will be supervised by a staff member at all times;
2. The staff members will attempt to contact the parent(s) or person(s) authorized by the parents; and
3. An hour or more after closing time, and provided that other

arrangements for releasing the child to his/her parent(s) or authorized person(s) have failed and the staff member cannot continue to supervise the child at the center, the staff member shall call the Division of Youth and Family Service's 24-hour Child Abuse Hotline to seek assistance in caring for the child until parent(s) or authorized person(s) is able to pick up the child.

Because your child's safety is important we also have procedures we must follow in the event that the person picking up a child appears to be physically or emotionally impaired to the extent that, in the judgment of the director and/or staff member, the child would be placed at risk of harm if released to this person. The procedures are as follows:

1. The child may not be released to such an impaired individual;
2. Staff members will attempt to contact the child's other parent or an alternate person authorized by the parent(s); and
3. If the center is unable to make alternate arrangements described above, a staff member will call the Division of Youth and Family Service's 24-hour Child Abuse Hotline to seek assistance in caring for the child

Procedures for Reporting Incidents and Accidents

All staff must complete an Incident Report for each and every incident.

Please follow these procedures:

- The Teacher/Teacher Assistant or person witnessing the incident fills out the form
- Notify the Director of the incident. The Director will sign the form.
- If the Director is not available, the Social Worker or Head Teacher may sign the form.
- The Teacher/Teacher Assistant will notify the parent immediately to inform him/her of the incident.
- The Teacher/Teacher Assistant shall have the parent sign the incident report when the child is picked up.
- The signed for should be given to the family worker office after it is signed by the parent.

Child Abuse and Neglect Policies and Procedures

(NAEYC Standard 10.D.03/04)

THE LAW

In New Jersey, any person having reasonable cause to believe that a child has been subjected to abuse or acts of abuse should immediately report this information to the State Central Registry (SCR). If the child is in immediate danger, call 911 as well as 1-877 NJ ABUSE. A concerned caller does not need proof to report an allegation of child abuse and can make the report anonymously.

What information will I be asked to provide to the hotline screener?

SCR screeners are trained caseworkers who know how to respond to reports of child abuse/neglect. Whenever possible, a caller should provide all of the following information:

- **Who:** The child and parent/caretaker's name, age and address and the name of the alleged perpetrator and that person's relationship to the child.
- **What:** Type and frequency of alleged abuse/neglect, current or previous injuries to the child and what caused you to become concerned.
- **When:** When the alleged abuse/neglect occurred and when you learned of it.
- **Where:** Where the incident occurred, where the child is now and whether the alleged perpetrator has access to the child.
- **How:** How urgent the need is for intervention and whether there is a likelihood of imminent danger for the child.

Do callers have immunity from civil or criminal liability?

Any person who, in good faith, makes a report of child abuse or neglect or testifies in a child abuse hearing resulting from such a report is immune from any criminal or civil liability as a result of such action. Calls can be placed to the hotline anonymously.

Is it against the laws of New Jersey to fail to report suspected abuse/neglect?

Any person who knowingly fails to report suspected abuse or neglect according to the law or to comply with the provisions of the law is a disorderly person and subject to a fine of up to \$1000 or up to six months imprisonment, or both.

What happens after I make the call?

When a report indicates that a child may be at risk, an investigator from the Division of Youth and Family Services will promptly investigate the allegations of child abuse and neglect within 24 hours of receipt of the report.

(<http://www.nj.gov/dcf/abuse/how/>)

PROCEDURES:

Procedures if there is suspicion of Abuse to a child by parent or caregiver:

1. Whomever child reported abuse or and/or whomever noticed signs of abuse (see Child Abuse and Neglect attachment) will report to the center's Social Worker.
2. Teacher or staff member whom the child reported to will fill out an "unusual incident" report.
3. The school Social Worker will speak with the child, the child's parents, and notify the center's director
4. Social Worker or Director will contact the Division of Youth and Family Services via telephone (973-523-6090).
5. Social Worker will follow directions of DYFS caseworker
6. Social Worker will document incident.

Procedures if there is suspicion of Abuse to a child by staff:

1. Director will investigate the situation by speaking with all parties involved and gathering appropriate documentation.
2. Director will work with DYFS case worker and follow all suggestions and instructions set forth and/or follow out all the Division's recommendations for corrective action.

Procedures to avoid Child Abuse and Neglect by Staff members:

All staff, volunteers, and interns working at the center are required to complete a background check.

1. All staff members will undergo and must be cleared through a Child Abuse Record Information (CARI). If a staff member refuses to complete the CARI, the employment of the staff member will be immediately terminated.
2. All staff members must be fingerprinted through the state of NJ prior to employment at the center.
3. Staff member must be familiar with and strictly adhere to the center's discipline policy.

PCCC- CDC SPECIAL NEEDS PROCEDURES

(NAEYC Standard 7.B.04; 10.B.10)

1. Teacher identifies concerns and observes child for several weeks. Teacher documents student behaviors in the following areas:
 - Academic
 - Behavioral
 - Social/ Emotional
 - Language/ Speech
 - Other
2. Child is observed by the Director and Family Worker.
3. A Center meeting is scheduled with parents and appropriate staff.
4. A Home/ School Plan is developed to meet the child's individual needs. ex. Changes in the classroom environment, behavior modification, consistency between school/ home routines, attainable goals are set for the child to have success, reward system is set in place.
5. Daily or weekly teacher/parent contact established in person, by phone, or written correspondence.
6. A follow-up meeting with Center staff is scheduled to review home/ school plan and make any necessary adjustments.
7. Teacher continues observations and documentation.
8. After all avenues have been explored by the Center, the child will then be referred to the Paterson Public School Master Teachers by the Family Workers using the CATSS Process (NAEYC STANDARD 1.E.01/02; 3.B.08; 3.B.12).

PARENT INVOLVEMENT POLICY

(NAEYC Standard 3.F.03; 7.A.08)

Parents are always welcome to participate and volunteer in The PCCC Child Development Center's activities. Getting involved in your child's school life helps to boost their self-esteem, establishes a positive attitude toward education and opens the lines of communication between home and school. We realize that everyone's schedule does not allow the time that may be necessary to consistently contribute. Therefore, here are a few options and suggestions that are available to you.

CLASSROOM VISITS: The PCCC Child Development Center has an Open Door Policy which allows for instant access to your child's class at all times. Specific times can also be arranged through the teacher or office.

VOLUNTEERING: The teachers always welcome any parents wishing to share a particular vocation or talent such as playing a musical instrument, storytelling, cultural information, or even just assisting the teacher during a normal day.

FIELD TRIPS: If your family has visited a place that may interest your child's classmates, please get information. Also, we can always use chaperones on all field trips. This is a particularly nice way to spend time with your child

FUNDRAISERS: If you have an idea for a fundraiser, please let us know. If you would like to chair a fundraiser committee, please present your ideas to the Center Director for approval.

BIRTHDAY PARTIES/ HOLIDAY PARTIES: We encourage you to share your child's birthday celebration with us. If you would like to have a small party at the Center, please present the details to your child's teacher, and she will get approval from the Center Director.

If you have a Holiday that your family celebrates that you would like to share the history of let us know. We will try to incorporate this into our curriculum.

PARENT TELEPHONE REFERENCES SYSTEM: If you would like your name and number included on our list to furnish reference to prospective clients, please let us know.

QUESTIONS/ CONCERNS: Individual questions or concerns should be addressed through your child's teacher, the Family Worker, or Center Director. Appointments may be made through the office for a mutually convenient time. Phone calls or notes are also always welcomed.

CONFERENCE/ MEETINGS: The preschool staff is anxious to learn about your child. A parent's insight helps us better plan to meet your child's needs for his/her healthy growth and development. Parents are encouraged to speak with your child's teacher on a regular basis. In addition, parent-teacher conferences are scheduled during the year in November and May to allow you an opportunity to sit down with your child's teacher and discuss your child's learning progress at the school.

In the Fall an annual meeting will be held to welcome all parents and to share our goals and objectives. There will also be Parent-Teacher meetings throughout the year. Some of these meetings will be on general topics of interest to all parents. Others will address specific needs and areas of growing. Parents' interests will be a primary source of meeting topics.

PARENT COMMITTEES: We encourage parents to join committees to help organize parent involvement activities, such as: volunteering opportunities, fundraising, organizing parent educational seminars, etc. All committee agendas must be approved first by the Center Director. Your support is greatly appreciated.

PARENT ADVISORY BOARD: We encourage parents to join our Advisory Board to give feedback and ideas on the center's administrative and operating policies and procedures. If you are interested in being a part of the parent advisory board please see the Social Worker. (*NAEYC Standard 7.A.13*)

BI-ANNUAL LUNCHEONS: We will have two scheduled luncheons per year, one in December as a Holiday celebration and the other in June as an End of Year Celebration. We encourage everyone to participate in these luncheons, and share with us a food or dessert from your ethnic background. These events are encouraged as a way of bringing all our staff and families together to celebrate

PARENT INFORMATION CENTER: A parent information table will be set up with articles, helpful information and parenting materials. Please feel free to stop by and help yourself.

Personal Visits

(NAEYC Standard 7.B.01)

Families enrolled in the State Mandated Preschool Program are required to take part in 3 personal visits per year with their family worker. Personal visits can take place in the home or another mutually agreed upon location. The purpose of the personal visit is to build a strong connection between the home and school environments, as well as for the family worker to provide ideas or resources to better meet your family or child's needs.

Monthly Workshops

(NAEYC Standard 7.A.09)

Workshops on various topics related to parenting are offered at least once a month at PCCC-CDC. The workshops last no longer than one hour and are a great way to gain and share information, and meet new people. Four on-going parents groups will be running this year to offer parents resources and support. You will be provided with a list of workshops for the school year. State Mandated Preschool Program Families should attend at least 2 workshops per year.

Confidentiality Policy

(NAEYC Standard 4.E.07)

In order to protect the privacy of the children at PCCC Child Developmental Center the following guidelines are to be followed at all times.

PCCC Child Development Center retains copies of all children's records in a secure place which is only to be accessed by the Center Director, Social Worker/Family Worker, Receptionist. On occasion these files may be reviewed by the district, state, or licensing agency for auditing purposes.

State Mandated Preschool Program records are stored in a locked cabinet in the Family Worker office and remain confidential. They only persons who may access these records are the Director, Social Worker/ Family Worker, Social Work Intern working with Social Worker. The FOP Social Worker from the Board of Education may access portions of these files for the purpose of supervision of the Family Worker.

Medical Records may only be accessed by the center Director or Family Worker/Social Worker. The Health Team from the Paterson Board of Education and the Department of Health may access these files for auditing purposes.

Assessments, Child Portfolios, and CATSS referrals are to be kept confidential; the Classroom Teacher, Director, Social Worker/ Family Worker, and Paterson Board of Education will have access to these records for the purpose of tracking children's progress, individualizing the curriculum, as well as to ensure that all children enrolled in the program are receiving a quality education.

Families have a right to access their child's file at any time.

In order to maintain the rights and safety of our children the following practice is strictly adhered to: In the instance that a child engages in an inappropriate behavior (i.e. hitting, biting, and scratching) with another child, both sets of parents will be notified; however when reported to the parents the names of the both children will remain confidential.

Our duty is to care for the needs of the child. If any confidential information needs to be shared with other organizations (i.e. DYFS) in order to protect the child, PCCC Child Development Center is obligated to override confidentiality policy. Please see Child Abuse and Neglect Policy for more information on reporting practices.

Procedure for Negotiating Differences, Questions, or Concerns with Parents

(NAEYC Standard 3.F.03; 7.C.04)

Families will have questions and/or concerns about their child’s experience at the Child Development Center. Families are encouraged to reach out to their child’s teacher if they are having a concern about their child. From time to time, teachers and families may need to negotiate differences.

The following strategy should be followed in regards to negotiating differences, concerns, or questions with parents:

1. The family is encouraged to first reach out to their child’s teacher
2. The teacher should listen to the family’s questions/concerns and address them to the best of their ability. Ensuring to include the families input at all times.
3. If the teacher and/or family feel that additional support is needed, the teacher should encourage the family to reach out to the Social Worker/Family Worker.
4. The social worker/Family Worker shall set-up a time to meet with the family, and if necessary should include the teacher and/or director in on the meeting.
5. The social worker/Family Worker shall work with the family, following the center’s *Family Support Policy*
6. The Social Worker/Family Worker will:
 - a. Listen to the concerns of the family
 - b. Inquire as to how he/she or the center can help
 - c. Determine with the family how help/support can be provided
 - d. Provide the family with information on the center’s policies, if necessary.
 - e. Work closely with the family, determining together if any additional help/support is necessary.
 - f. Ensure that families are involved in the decision making process by encouraging and seeking out their direct involvement in the process.
 - g. Follow-up with the family to ensure that all needs are being met.

****The family’s linguistic needs will be determined and respected at all times.. The family will be asked what language they feel most comfortable communicating in. If the social worker/family worker can not communicate in the chosen language, a translator will be brought in.*

Procedures for Supporting Families

(NAEYC Standard 5.C.01/02/03/04)

The role of the Family Worker is to provide support for our families. Family Worker's are trained to assist families in determining goals and accessing resources to meet their individual needs.

Throughout the support process the family worker will encourage the family to advocate for themselves. It is the goal of the family worker to not only help the family with today's situation but to empower them to handle future situations themselves.

The Family Worker will:

1. Provide a supportive environment for families to feel comfortable reaching out about their needs.
2. Work with families to develop individual goals for their children/family unit
3. Serve as a liaison for parent concerns and questions
4. Develop Monthly Parent Meetings to address the needs and interests of the families.
5. Maintain ongoing contact with families throughout the child's time at the center.
6. Know what services are available in the community
7. Recognize the need for specialized services.
8. Make referrals, and support families as they follow through
9. Support families as they use specialized services, making sure these services support the family's goals.
10. Maintain Confidentiality

Procedures for determining goals:

1. Engage with the family member
2. Briefly explain the purpose of the meeting
3. Ask how you can help. Then Listen.
4. If it is determined that the family worker/agency can help the family, explain how.
5. Complete Family Development Plan with family (see Family Development Plan)
6. If possible, try to help the family determine clear-cut goals.
7. Brainstorm with the family what steps might be taken toward reaching their goals between now and the next meeting.
8. Assist family in prioritizing, by deciding together what steps the family can take and what steps the family worker can take.
9. Close the visit on a positive note.
10. Provide the family with a copy of the family development plan.
- 11.

Procedures for Referrals:

If the agency can not meet the needs of the family, the following steps towards linking the family with a community resource will be taken:

1. The Family Worker will meet with the family to gather information from the family and work with the family to determine goals.

2. The Family Worker will gather information on available options/resources (and/or help the family find it themselves) and share the details about the services that have been gathered.
3. Decide with the family on the appropriate referral
4. Encourage the family to contact the agency on their own.
5. If necessary, communicate with the agency that you are referring the family to.
6. Follow up. Make sure the family was able to access the services they needed, and that it is helping them meet their goals.

Health and Safety
(NAEYC Standard 5.A.04)

The goal of the Child Development Center is to insure the health and safety of each child enrolled. Because of this, we have policies to help insure the healthy growth and development of each student. Your cooperation in complying with these policies is essential to successfully reach the Center's goal.

Policy on Communicable Diseases

The Child Development Center serves well children. In order to prevent the spread of disease there are specific policies which we have established. Children with the following illness symptoms should not be brought to the center.

- Children evidencing severe pain or discomfort;
- Acute diarrhea, characterized as twice the child's usual frequency of bowel movements with a change to loose consistency within a period of 24 hours;
- Acute vomiting within a period of 24 hours;
- Elevated oral temperature of 100 degrees or over or axillary temperature of 99 degrees or over;
- Sore throat or severe coughing;
- Yellow eyes or jaundiced skin;
- Red eyes with discharge;
- Infected, untreated skin patches;
- Difficult or rapid breathing;
- Skin rashes of an unusual nature;
- Weeping or bleeding skin lesions that have not been treated by a physician or nurse;
- Swollen joints;
- Visibly enlarged lymph nodes;
- Stiff neck; or
- Blood in urine.

If a child who has already been admitted to the center manifests any of the illness symptoms described, the child will be removed from the group and a parent/guardian will be contacted to take the child from the center. The child will remain in the Family Worker office until he/she is picked up (*NAEYC STANDARD 10.D.01*).

Once a child is symptom-free for 24 hours, or a licensed physician indicates that the child poses no serious health risk to himself or other children, the child may return to the center.

Excludable Communicable Diseases

A child with an excludable communicable disease (except chickenpox) will not be admitted to or permitted to remain at the center, until a note from the child’s licensed physician or local health department pediatric health consultant states that the child has been diagnosed and presents no risk to himself/herself or others. For Chickenpox a parent must write a note stating that the child has been home for a minimum of six days and that all the lesions are scabbed and dry.

Excludable Communicable Diseases

Respiratory Illnesses	Gastro-Intestinal Illnesses	Contact Illnesses
Chicken Pox	Giardia-Lambliia	Impetigo
German Measles	Hepatitis A	Lice
Hemophilus Influenza	Salmonella	Scabies
Measles	Shigella	
Meningococcus		
Mumps		
Strep Throat		
Tuberculosis		
Whooping Cough		

Administration of Medication

The parent or legal guardian of the child are the only individuals authorized to administer medication. If your child is in need of medication, you will need to come to the center to administer it. The PCCC Child Development Center is not responsible for medication (*NAEYC STANDARD 5.A.11*)

Rest Time

Students attending school for four hours or more will participate in rest time. If your child has special resting needs, please discuss this with the director or your child’s teacher. Full day students are asked to bring a blanket for rest time labeled with his/her name. The dimensions of the blanket should be approximately 36” X 48”. A beach towel or a crib blanket is a good size. Your child’s sheet and blanket will be sent home weekly for laundering. A cot or resting mat is supplied by school.

Your child may bring a small doll or soft toy if needed for rest time. Only very small, washable pillows are permitted.

State Mandated Preschool Program Health Services

(NAEYC Standard 5.A.02)

The State Mandated Preschool Program Health services team provides free physicals to children enrolled in the State Mandated Preschool Program whose parents sign a consent form. All children will receive vision, hearing, and dental screenings.

Immunization Audit

(NAEYC Standard 5.A.02/05)

The State Mandated Preschool Program Health Team conducts an audit on each State Mandated Preschool Program child's immunization record annually. Parents will be provided with information if additional immunizations are needed. The Paterson Board of Health provides this service for the children enrolled in the Non-State Mandated Preschool Program.

MEDICATION POLICY

(NAEYC Standard 5.A.11; 10.D.10)

Passaic County Community College Child Development Center will not administer over-the-counter and prescription medication to students under any circumstances. We ask that all medication be administered prior to dropping off or after pick-up. If medication needs to be administered during the school day, a parent or person designated by the parent is welcome at the center to do so.

If a child has a chronic condition that requires a special health care procedure (such as, a nebulizer, asthma pump, epinephrine pen, or blood glucose monitor) an *action plan* must be obtained by the parent from the center's family worker. This form must be filled out completely, signed by the child's doctor, and returned to the center (NAEYC Standard 5.B.05).

In order to be administered, all medication must be:

- in the original container, including the original prescription label
- indicate the child's name
- include an "original date" and "disposal date"
- accompanied by a Medication Authorization Release Form, which is available at the reception desk.

Staff designated to administer a health care procedure (blood glucose monitor, nebulizer, or epinephrine pen) will be trained by the child's parent as required by the Manual of Requirements for Child Care Centers and/or by the Health Staff from the Paterson Public School Early Childhood Department, who will sign off on the child's action plan.

All medication and medical equipment will be kept in locked cabinet in the Family Worker's Office, with the exception of:

- Epinephrine pens which will be kept with the child at all times in an area that is inaccessible to the children in the classroom
- Medication that requires refrigeration, which will be kept in the kitchen refrigerator.

The center will inform a child's parent immediately if a child exhibits any adverse effects to a medication or health care procedure.

Policy for Food brought from Home

(NAEYC Standard 5.B.02)

PCCC Child Development Center provides all children who are enrolled with a nutritious breakfast, lunch, and snack through the Department of Agriculture Child and Adult Care Food Program (*NAEYC Standard 5.B.01*). We encourage parents to allow their children to take part in our food program; however certain circumstances arise where families would prefer to provide their child with food from home. It is our priority to ensure that all food served at the center is safe and nutritious for the children. Food is always available at the center for all children and/or as a supplement to food brought from home.

Please read and adhere to the following guidelines when bringing food from home into the center:

- All food must be labeled with the child's name, classroom, and date
- Food that should be refrigerated must be brought, by the parent, to the kitchen and given to the Kitchen Aide. The food will remain in the refrigerator until it is to be served.

The following foods are not permitted to be served at the Child Development Center for everyday meals and snacks for safety and health reasons:

- Foods containing peanuts (due to food allergies)
- Soda
- Candy
- Donuts, Cake, or other sugary items
- Popcorn
- Hard Pretzels
- Hot dogs
- Whole grapes
- Raw Carrots, not cut into bite sized pieces

In the case of a classroom party, where food is brought from home to be shared with a group of children, only the following foods are permitted:

- Whole Fruits
- Commercially prepared food in factory-sealed containers

For the safety of the children no home-made foods are allowed.

Please be sure to check packages to ensure that foods brought to school do not contain peanuts.

Oral Health Policy

(NAEYC Standard 5.A.16)

Passaic County Community College Child Development Center encourages and promotes oral health by:

- Encouraging children, staff and parents to understand the value of good oral health and toothbrushing.
- Facilitating group and individual discussion with children about oral hygiene practices.
- Ensuring a toothbrushing program incorporates appropriate hygiene principles.
- Encouraging and promoting healthy eating for preschool children.

PROCEDURE FOR TOOTHBRUSHING

- Parent will receive permission slip for their child to participate in the toothbrushing program.
- Teaching staff will provide children with an opportunity, once a day, to brush their teeth using a toothbrush and water to remove food and plaque.
- Where children require assistance with brushing, teachers will wear gloves. Both the hands of the Teacher and Student will be washed after each brushing.
- Children will be given a cup of water to rinse.
- Teacher and child will rinse the toothbrush and return it to holder.

USING/STORING AND REPLACING TOOTHBRUSHES

Toothbrush use:

1. Each child must have his/her own toothbrush clearly labeled with name. Do not allow children to share or borrow toothbrushes.
2. Always supervise children when they are brushing their teeth.
3. Instruct each child on the technique of how to brush teeth.

Toothbrush storage:

1. Toothbrushes should be well cleaned (rinsed with hot water) after use.
2. Store each toothbrush so it cannot touch any other toothbrush and allow it to air dry.
3. Bleach or any other type of disinfectant should **not** be used on toothbrushes.

If a child has been ill with a serious respiratory illness (strep throat, bronchitis, etc) their toothbrush will be replaced to prevent re-infection.

When a toothbrush has become contaminated through contact with another brush or use by more than one child, it shall be discarded.

Animal and Pet Policy

(NAEYC Standard 5.C.05)

Pets shall be permitted in the center only under the following circumstances:

Pets kept by or located in the center, regardless of ownership, shall be:

- Domesticated and non-aggressive
- Free from disease
- Current on vaccinations, if applicable, as prescribed by law or local ordinance.

The record of vaccination shall be maintained on file, along with the name and address of the licensed veterinarian providing care for the pets.

If a pet becomes sick, it will be immediately removed from the area(s) occupied by children, until the pet has been examined by a licensed veterinarian and has been diagnosed as presenting no risk to the children.

All animals located or visiting the center shall be effectively controlled by leash, command, or cage.

Teaching staff shall supervise all interactions between children and animals and serve as a guide in instructing children on safe behavior.

Staff will ensure that any child who has an allergy to a certain type of animal will not be exposed to the animal.

Reptiles are not allowed as visitors or classroom pets due to the risk of salmonella.

Animals are prohibited from the following areas:

- Areas/surfaces used for food preparation, storage, and/or service.
- Areas used for cleaning or storing of food, utensils, and dishes.
- Toilet facilities.
-

Animal waste shall be disposed of in a sealed plastic bag in the outdoor trash receptacle.

First Aid Kits

(NAEYC Standard 9.C.10)

Each classroom is equipped with a portable first aid kit which is to be stored in plain site or in a cabinet labeled with the words "First Aid Kit" or a red cross to indicate where the kit is stored.

Each Teacher is required to bring the kit with them upon going outside or on a field trip.

The kit should be checked on a weekly basis to ensure that it is well stocked. If a kit is lacking materials, spare materials are located in the family worker office.

A first aid kit is also located in the family worker's office for use by staff or visitors.

Universal / Standard Precautions Policy

(NAEYC Standard 5.C.02)

Reason this policy is important:

Some children and adults may unknowingly be infected with Hepatitis B or HIV or other infectious agents. These agents may be present in blood or body fluids. Therefore, all blood and body fluids of children and staff will be treated as potentially infectious.

Procedure and Practices, including responsible person(s):

Staff shall be educated regarding routine precautions to prevent transmission of blood-borne pathogens before beginning work in the facility and at least yearly.

Staff will follow the universal/standard precautions recommended by the Centers for Disease Control and Prevention (CDC) in handling any fluid that might contain blood or other body fluids.

Universal/Standard Precautions require treating all blood and fluids that may contain blood or blood products as potentially infectious.

Procedures for Universal/Standard Precautions are:

1. Surfaces that may come in contact with potentially infectious body fluids must be either disposable or material that can be sanitized (example: diapering pad).
2. Spills of body fluids, feces, nasal and eye discharges, saliva, urine and vomit should be cleaned up immediately.
 - a. Reduce contact with contaminated material by using gloves, hand brooms or other techniques to avoid touching the spill directly.
 - b. Be careful not to splash contaminated material in to eyes, nose and/or mouth.
 - c. Blood contaminated material and diapers shall be disposed of in a plastic bag with a secure tie.
 - d. Clean any visible fluid from surface with soap and water and rinse.
 - e. Wet (spray) entire surface with a bleach solution ($\frac{1}{4}$ cup chlorine bleach to 2 $\frac{1}{4}$ cups of water, (1 to 9 solution) made fresh daily).
 - f. Let stand for 2 minutes. You may let air dry or you may wipe dry after 2 minutes.

g. Remove gloves carefully and wash hands thoroughly

(see Hand Washing Policy).

3. Floors, rugs and carpeting that have been contaminated by body fluids shall be cleaned by blotting to remove the fluid as quickly as possible, then sanitize by spot cleaning with soap and/or disinfectant or steam cleaned/shampooing the surface.

4. Mops or other equipment that is used to clean up spills should be cleaned with soap and water and rinsed with a disinfectant solution, wrung dry as possible and allowed to air dry completely.

When the policy applies:

To all staff and volunteers when blood or body fluids are present.

Communication plan for staff and parents:

Staff and volunteers will receive a written copy of this policy in their orientation packets and

Attend training before beginning work at the center and training yearly

Use of Disposable Gloves

(NAEYC Standard 5.A.09)

Disposable gloves must be used:

- When diapering or changing soiled children
- When feeding children
- When coming in contact with blood, vomit, or other bodily secretions

Procedures for Sanitizing Toys

(NAEYC Standard 5.C.03)

In order to prevent the spread of disease or infection, the following procedures must be followed regarding the sanitation of toys:

- All toys that come in contact with children must be (a)washed by hand using water and detergent, then rinsed, then sanitized, and air dried or(b)washed and dried in a mechanical dishwasher at least once a week.
- Any toy that has been *placed in a child's mouth or that is otherwise contaminated by body secretions* is either to be (a)Washed by hand using water and detergent, then rinsed, then sanitized, and air dried or(b)Washed and dried in a mechanical dishwasher before it can be used by another child.

Water Play Procedures

(NAEYC Standard 5.A.10)

In order to prevent the spread of infectious disease through water play the following procedures must take place *every time* the water table is used:

1. The water table must be cleaned using a two part process before use:
 - Wipe table down using soap and water
 - Spray bleach and water solution. Leave solution on table for two minutes. After two minutes, wipe up solution.
2. The water table must be filled with fresh water each time it is used.
3. Children must wash their hands immediately before and after participating in water play.
4. Children with open sores or cuts on their hands may not participate in water play.
5. No child is permitted to drink the water from the water table.
6. When one group of children leaves the table, the water must be drained out of the table, and the table should be filled with fresh water. This must be done any time a new group of children uses the table.
7. At the end of the activity period, the water should be drained from the table and the table should be cleaned.

Restroom Policies and Procedures

(NAEYC Standard 5.A.09)

1. Boys and Girls are taken to the bathroom separately
2. Children must always be supervised in the restroom
3. Children must wash their hands after using the restroom
4. Only one child is permitted in the restroom at a time.
5. The teacher or Teacher's Aide will insure that the child's privacy is respected at all times.
6. The teacher or teacher's aide will assist the child with hand washing if necessary.
7. The teacher or teacher's aide will wash their hands after assisting the child in the restroom.
8. If a child soils themselves, the teacher or teacher assistant will wear rubber gloves and change the child into clean clothes. Disposable baby wipes will be used and staff will follow the diaper changing procedures. For health and safety reasons the sinks can not be used to bathe children.
9. The restrooms are always kept neat and clean
10. The restroom as are always equipped with hand soap and paper towels

Policy to Protect Children from Air Pollution

(NAEYC Standard 9.D.03)

As a precautionary measure, to protect children and staff from exposure to air pollutants or heavy smog, outdoor activity is not permitted on days when smog or air pollution alerts have been issued. On days when such alerts are issued, program staff is also required to ensure that all windows and doors are kept closed.

Policy to Protect Children and Adults from Hazards

(NAEYC Standard 9 C.08)

It is our priority at PCCC Child Development Center to maintain the safety of children and staff at all times. In order to prevent injury from hazards the following policy must be adhered to at all times:

- The electrical outlets in all classrooms must have childproof outlet coverings. This is done to prevent electrical shock.
- Food and liquids hotter than 110 F must be stored in a high place, outside of children's reach. This precaution is taken to prevent burns and scalding.
- Floor coverings in the classrooms and in hallways are secured to the ground in order to prevent accidental tripping or falling.
- In the case of wet or icy weather, temporary protective surfaces are placed on slippery or wet floors and a "slippery when wet sign" is posted as a warning to avoid accident slips or falls.
- In icy or snowy weather, the College's maintenance department shovels and applies rock-salt to all outside pathways to prevent falls.

Renovation Policy

(NAEYC Standard 9.C.13)

All renovations that take place in the interior and exterior of the child development center must be scheduled during non-operational hours.

Any work that compromises the air quality, such as:

- Painting
- Carpeting
- Tiling
- Or work that uses heavy machinery (gas/diesel fumes)

needs to be appropriately ventilated by opening doors and windows for at least 8 hours, while the internal ventilation system is also operating at the same time.

An inspection is done by college security prior to the children re-entering the center to determine safety.

Weather Policy

(NAEYC Standard 5.A.07)

As a preventative measure to protect children against elements of harsh weather, including extreme cold, heat, sun, insect-bourne disease, PCCC Child Development has instituted the following policies:

- Children should come to school dressed in layers and with appropriate cold weather gear, such as hats, gloves, and scarves during the winter months.
- Children must have a season-appropriate change of clothing at school, so that they can be changed if their clothes become soiled or wet.
- The playground is equipped with a shaded area, so that children have the opportunity to stay out of direct sunlight when playing outside.
- When in the sun, children must wear protective clothing (hats, long sleeves) or parents may provide written permission for the classroom teacher to apply sunscreen with UVB and UVA protection of SPF 15 or higher.
- When public health authorities recommended the use of insect repellent due to high risk of insect-bourne disease, only repellents containing DEET may be used on children older than two months. Staff may only apply insect repellent with written permission from the parent, and no more than once daily.

Smoke and Firearms Policy

(NAEYC Standard 9.D.06; 10.D.01)

PCCC and Child Development Center prohibit smoking in all areas of the college campus, including indoor and outdoor areas. The use or possession of firearms is prohibited in the child development center and on the college campus at all times.