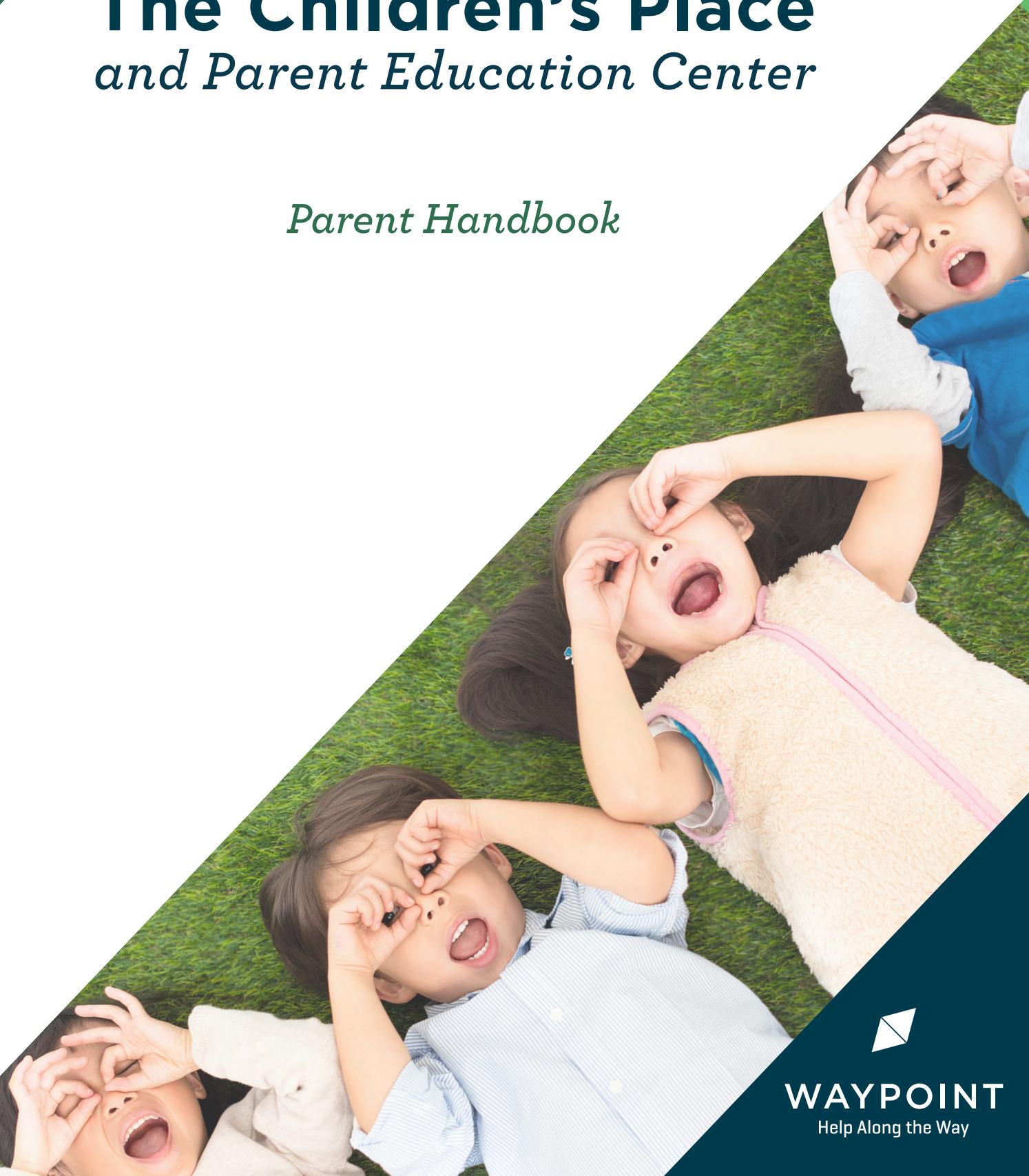


The Children's Place

and Parent Education Center

Parent Handbook



WAYPOINT
Help Along the Way

Welcome to The Children's Place and Parent Education Center, (TCP), a program of Waypoint. TCP is a vital community resource serving families of all economic, cultural, and educational backgrounds. It is our goal to make the early childhood years a wonderful experience for you and your child. This handbook states the policies and procedures of TCP pertaining to your experiences here.

We understand that you have choices in where your child experiences their first six years of life and we are proud that you have chosen our program. Should you have any questions during your time here, please feel free to contact us directly at (603)224-9920. Once again, welcome!

Mission Statement

The staff of The Children's Place believe that the experiences of childhood have a profound and lasting effect on human growth and development, and societies in general.

The Children's Place will demonstrate and promote the importance of early childhood and family partnership development by providing a comprehensive program of education and support to the children, families, and the larger community.



Table of Contents

The Children's Place Philosophy	pg. 4
TCP General Information	pg. 6
TCP Staff	pg. 9
TCP Family Participation	pg. 11
TCP General Policies	pg. 13
TCP Safety Policies	pg. 21
TCP Health Policies	pg. 24

HOW TO REACH US

**Center Number: 224-9920
Center Director :226-0507**

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P.O. Box 576, Concord, NH 03302-0576

For more information about Waypoint
programs and services: waypointnh.org

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

Philosophy

“Teaching, Learning and Practicing with Quality and Joy”

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

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

All children enrolled at TCP are provided with responsive materials, significant time to engage in absorbing play, and relevant activities appropriate for their ages, interests, and personalities. Emphasis is on interactive play and learning, creative expressions, language development, problem solving, and a balance of child initiated and adult-led activities. A central feature is the fostering of self-esteem as children develop social, emotional, intellectual, and physical skills. Family members are valued as essential partners, and their ideas, insights, and participation are actively sought. We strive to reflect the philosophy of the National Association for the Education of Young Children (NAEYC).

Teachers are trained observers and reflective practitioners who intentionally construct an engaging and lively curriculum with devoted attention to the individual child, based on these observations.

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

Curriculum

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

How does Emergent Curriculum work?

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

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

What does Emergent Curriculum look like?

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

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

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

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

TCP General Information

Child to Teacher Ratio

TCP follows the State of NH adult to child ratios:

Toddlers	13 to 23 months 24 to 35 months	5 children to 1 teacher 6 children to 1 teacher
Preschoolers	36 to 47 months 48 50 59 months	8 children to 1 teacher 12 children to 1 teacher
Kindergarten	60+ months	15 children to 1 teacher

Transitions

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

Pre-K/Kindergarten

Pre-K children are typically 4.5 years old and move up from our preschool program. While these children are exposed to kindergarten curriculum topics, teachers understand the developmental differences and have appropriate expectations for their acquisition knowledge and skills.

In preparation for kindergarten, this classroom requires children to attend five consecutive days and 1/2-day options are available.

TCP Hours & Fee Policies

Children are enrolled for a scheduled space within the program. The program operates Monday through Friday,* 8:30 am—2:00 pm.

* Due to Covid-19 our days and hours of operation may change

Registration Fee

A registration fee of \$50 per family will be charged annually.

Tuition Payment

Payment is due the first day of your child's enrollment each week. Our administrative assistant will provide an invoice, if requested, each week for the exact amount owed. If payment is not received when it is due, a warning notice will be sent in the form of an invoice. If payment is not received by Friday of that week, a 10% late fee will be assessed.

Late Fee

Any family arriving early or late will be subject to additional fees. After a friendly one-time reminder, subsequent early arrivals or late departures will be documented and billed via your invoice at the following rate: \$10.00 for any portion of the first five minutes and an additional \$1.00 per minute thereafter.

No Show

Caregivers who do not call to cancel reservations and do not show for their scheduled time will be charged for the entire time scheduled.

Cancellations

We ask that you give 24-hour notice when canceling, when possible. In the case of a sick child, you will not be assessed the fee.



Scheduling and Changes

We ask that TCP parents submit a schedule for each month. On occasion, a family's work or school schedule may change. If space permits, long-term schedule changes can be made. Families should contact the administrative assistant two weeks in advance of the change to discuss their needs and the date of the change. A written request will be required. If space for a schedule change is not immediately available, we will make the change as soon as space permits.

Cancellations/Delays

TCP will follow the Concord School District decision on closures. The only exception to this will be when the School District delays the start of classes. In this case TCP will not be affected and will remain open for normal business hours. Changes to our business hours will be broadcast on WMUR (Channel 9) via television or on our Facebook page.

Holidays Recognized at TCP

New Year's Day

Civil Right's Day

Memorial Day

Independence Day

Labor Day

Thanksgiving Day and the day after Thanksgiving

Christmas Day through New Year's Day

Professional Development Day (TBD each year; typically held in April)

Sign-in & Sign-out Procedure

When you drop off your child, please fill out the sign-in sheet, including any information helpful to the child care provider (i.e., "pacifier in diaper bag"). You must leave a phone number of where you, or someone you've designated, can be reached. Please let your child know you are leaving and do not leave without saying good-bye. Stop at the front desk (even if child is on the playground) and initial sign-in sheet. Your child should remain in the child care area until you are ready to leave.

Other Information

Please note: Because we want children to be able to play outside when weather permits, please make sure they attend with appropriate clothing, shoes, boots, hats, etc., for outdoor play.

TCP Staff

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

The **curriculum director** assumes all responsibilities of the program's director in their absence. She/he is also responsible for working with each classroom individually to assist in discussions regarding curriculum, physical environment, children's development, and documentation.

The **administrative assistant**'s many tasks include billing and receiving payments of tuition, answering the phone, maintaining both child and staff records, and assisting in coordinating student participation in the program.

Each classroom has a **lead teacher**. All lead teachers have either a bachelor's or associate's degree in early childhood education, as well as significant experience.

We view **volunteer** opportunities that may be available as a wonderful chance to open our program to visitors, share our knowledge of best practice, and establish community partnerships with other organizations. **While there is a state of emergency in effect due to COVID-19 TCP will not be able to have volunteers inside the Center.**

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

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



Professional Development of Staff

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

TCP will provide regular in-service training for staff to improve skills in curriculum, observation, interactions with families etc., and expects staff to participate in staff development. Training addresses any of the following areas: reflective practice, action research, health and safety, child growth and development, curriculum planning, guidance and discipline, observation and assessment, linkages with community services, communication and relations with families, detection of child abuse and developmental delays, sign language, meeting the needs of children with special needs, advocacy for early childhood programs, ethical conduct, and planning the physical learning environment (including aesthetics).

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



TCP Family Participation

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

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

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

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

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

Family Evaluation of Center

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

TCP Family Lending Library and Resources

TCP maintains a family library which includes books, articles, and journals that are available for borrowing. Articles from the library will include information on activities for young children, child development, behaviors, and other related topics. If you would like to see something specific in the library, please mention it to us and we will do our best to provide it.

Family Resource Center

The Family Resource Center at TCP is a collaboration with Waypoint's Family Resource Center located at 103 N. State Street in Concord. We provide children and families an opportunity to utilize the organization's services of child care, parent education, and parent support

Referral System

Families are referred to the Family Resource Center through an open referral system. Referrals may come through staff, directors, volunteers, general membership, agencies (including social service or other volunteer organizations), attorneys, or physicians.



TCP General Policies

Confidentiality

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

Communication

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

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

For families who may require information in a language other than English, we will work to ensure that there is a translator or written material in the family's native language.

Conflict Resolution-Grievance Procedures

In any child care community environment, in the routine and regular process of child care there are inevitable situations or conflicts that are potentially negative to individuals or to the community. It is critical that long before a conflict arises there already exists an environment that fosters mutual respect, tolerance and clear, honest communication. The director and teaching teams at TCP work to create such an environment for families.

TCP is committed to responding to and resolving all parent concerns and grievances as quickly as possible. Grievances and concerns are most effectively addressed within the center. If a specific classroom concern arises, parents should address the issue with the appropriate lead teacher. Parents are encouraged to discuss more general center and policy concerns with the director who will involve teachers as needed. The teacher or director may arrange a special conference to assist in addressing parent concerns. It is the very rare exception when a parent concern is not resolved promptly and satisfactorily within the center.

Assessment

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

Screenings

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

Developmental Progress Notes

Toddler, preschool and kindergarten teachers will prepare brief progress notes and share them with you after the first three months of enrollment and every six months thereafter. These notes will include information about your child's development, interactions with peers, and their play interests. These are written in reference to observations made regularly by the teaching staff in your child's classroom.

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

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

Kindergarten Progress Reports

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

Partnerships with Community Agencies

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

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



Positive Behavior Preventions and Supports

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

TCP's guidelines are as follows:

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



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

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

The only exception to (2) above shall be when child care personnel remove a child from the classroom to a quieter area which is visible by other child care personnel, to provide one-on-one attention.



Lunch & Snacks

TCP provides nutritious breakfast and snacks both in the morning and afternoon. Breakfast and snack menus are posted weekly. TCP has a microwave oven and can heat up individual child's food when needed. The children may also participate in meal preparations or baking for special events to which families are invited.

We maintain a firm **NO CANDY or GUM** policy.

Please note: TCP is a **NUT FREE** facility. Please do not bring food containing nuts into TCP.

TCP complies with the USDA Non-Discrimination Statement as follows:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at [How to File a Program Discrimination Complaint](#) and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

USDA is an equal opportunity provider, employer, and lender.

Clothing and Outdoor Play Requirements

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

All children need a spare set of clothing at TCP in case a change is necessary. Everything should be labeled and we will keep these items in their cubby. Toddlers may need more than one change of clothing, so several spares are appreciated.

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

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

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

TCP also has tricycles and other "wheeled" vehicles for children to ride on around the various terrain of each playground. As soon as a child is old enough and showing interest in riding on this equipment we will ask families to provide helmets for their safety.

Toys and Books

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

Touching and Nurturing

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

1. Nurturing touch is necessary for every child's emotional growth. Affectionate nurturing touch includes:

- Hugging
- Holding on the lap
- Rocking
- Carrying
- Rubbing or patting backs
- Cuddling
- Hand Holding

2. Personal care touch is done in a gentle and respectful manner and includes:

- Cleaning, dressing, and nap time routines
- Face and hand washing
- Assisting with toileting
- Examining rashes and unusual marks
- Nose-blowing
- Assisting with necessary clothing changes
- Diapering (genital areas are touched gently for purposes of cleansing only)

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

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

4. Unacceptable touches include:

- Slapping or hitting
- Shaking
- Intentional touching of private parts

TCP Safety Policies

Suspected Abuse and Neglect

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

Visits from pets

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

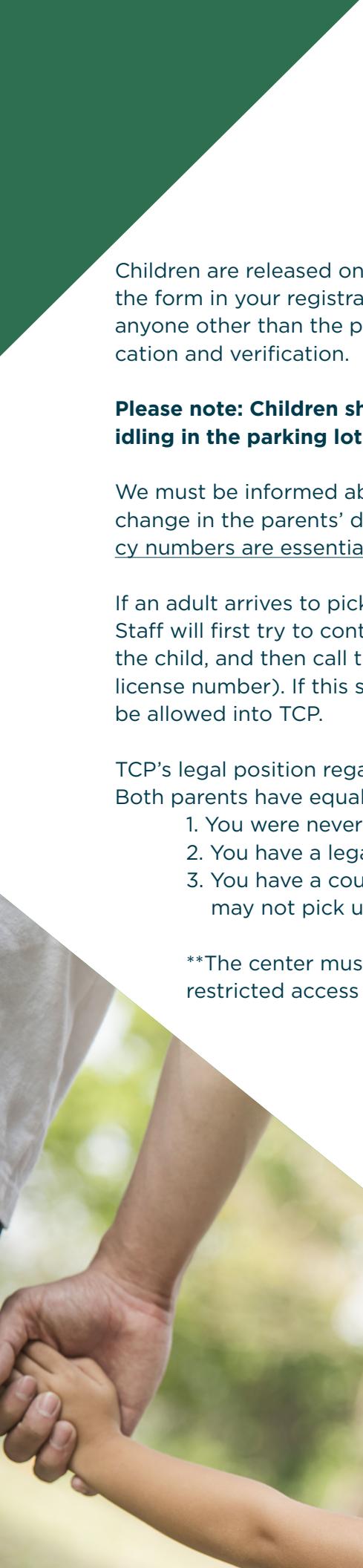
While pets are in attendance at TCP, teachers will obtain written permission for children to have access to the visiting pets. Children are also introduced to the pet before its arrival, so that they know how to handle and interact with the visiting animal.

Security

The outside doors to TCP are secured during operating hours. Access is obtained through a key-fob system located to the right of the front door. Visitors, guests, and students will ring the buzzer to the right of the door and a TCP staff member will buzz them into the building. If it is someone that a staff member does not recognize that person will be required to show a photo ID before entering the building.

Child Safety

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



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

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

We must be informed about changes of home address, phone numbers at work or home, or a change in the parents' daily schedule in terms of where they can be reached. Correct emergency numbers are essential.

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

TCP's legal position regarding child custody is as follows:

Both parents have equal custody rights unless--

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

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

The Safety of children is the priority of TCP. We ensure the safety of children by taking the following actions:

1. All staff is required to have a criminal background check per the requirements of the State of New Hampshire. Any staff with a criminal history that could put children at risk is a reason for immediate termination of employment or withdrawal of any contract for employment.
2. All volunteers are required to have a criminal background check. Results of the criminal background checks will be reviewed by TCP director. Any volunteer that has a criminal history that could put children at risk will be terminated immediately as a volunteer at TCP on the childcare floor.
3. All volunteers are supervised by the professional staff and none are left alone with children at any time while volunteering for TCP.
4. TCP requires two adults to be present at all times when children are present on the child care floor.
5. Only staff on duty change diapers and help children in the bathroom unless the child's parent is present and able to take care of his/her own child.

Hand Washing

According the National Center for Disease Control one of the best ways you can keep your child healthy is to encourage proper hand washing. At TCP, where we have so many young children coming and going, we have plenty of opportunity to share our "bugs" with others. In an effort to minimize the spread of germs we are suggesting that your child wash hands upon coming to and leaving TCP. The more people that participate in this, the more effective this effort will be.



TCP Health Policies

Child Health Form

All children must have on file a completed Child Health Form (found in your registration package), signed by a licensed health practitioner, upon enrollment. These forms must be completed and returned BEFORE your child can begin his/her schedule. State licensing regulations require that the Child Health Form be updated annually. The administrative assistant will notify you when your child is due for an update.

Immunization Exemption

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

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

Illness

It is our intent to help keep children healthy by preventing the spread of disease. We take the following precautions:

- All staff, families, and children wash their hands upon arriving at the center, before and after coming in from outdoors, before and after handling sensory activities, before handling food, after toileting, blowing noses, and after any contact with body fluids.
- All staff members wear gloves whenever contact is expected with blood or body fluids. This includes first aid treatment and diapering.
- Toys and furniture are cleaned regularly with a disinfecting solution made daily of bleach and water.
- Toys mouthed by infants and toddlers are put aside and sanitized regularly each day.
- Diapering areas are disinfected between changes.

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

If your child shows signs of exclusionary illness during the day, you will be called to take him/her home immediately. TCP must have the names of two or more adults over the age of 18, who can assume temporary care of your child if you are not available during the day; alternate pick-up people must provide a car seat for transportation. It is helpful to establish a contingency child care plan in the event that your child becomes ill. When a family member must be called, either due to illness or emergency, the following procedure will be used: The first contact person will be called. If this person cannot be reached, we will continue to call each person on the list until contact is made or until the list has been exhausted. We will go through the list one more time. In the case of an immediate emergency, we will call 9-1-1 and make every attempt to continue to make contact with the family. In the case of a non-emergency illness, we will make multiple attempts to reach you according to the emergency information in your child's file. After thirty minutes we will try to reach another pick up person on your list. It is expected that the ill child will be picked up within one-hour of notification; if the child hasn't been picked up after one-hour of notification, late fees will be assessed beginning on the hour of expected pick-up.

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

- Fever: When actual temperature is 100 degrees. **A child may return to TCP after being fever free for 24 hours without fever reducing medication such as Tylenol or Motrin.**
- Vomiting: two or more occurrences within the last 24 hours. A child may return after being symptom free for 24 hours.
- Diarrhea: Two or more movements or movements that aren't contained, which poses a health and safety concern. A child may return when stools are formed or when 24 hours has passed since the last loose movement.
- Skin rashes: A child may return when a health care professional states in writing that the rash is non-infectious, or the rash clears up.
- Chronic nasal discharge, behavior changes such as lethargy, uncontrolled coughing, difficulty breathing or wheezing, inability to be consoled.

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

Children should stay at home, or will be sent home, if they have the following communicable diseases:

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

Exclusion for any illness not listed above will be at the discretion of your child's health care professional. A child may return to TCP when symptoms are no longer present or with a written note from a health care professional stating that your child is not contagious and is well enough to return and resume normal activities.

Please note: In the case of self-reporting a communicable disease to the DHHS, we MUST treat these cases as confirmed. Before returning to the program, children must be seen by a medical professional and must be cleared of the communicable disease in writing.

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

Dispensing of Prescription Medication

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

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

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

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

If your child has special medical procedures that may be needed while enrolled at the program, your child's teachers will request training on these procedures before implementing them and we will ensure that an adult trained in the procedure is on-site whenever your child is present. This includes such procedures as using a nebulizer, feeding tube, etc.

Dispensing of Non-Prescription Medication

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

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

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

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

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

COVID-19 Protocols ****Subject to Change****

TCP staff will meet you in the parking lot upon arrival.

TCP Staff will wear cloth masks when they come to your vehicle. We ask that you wear a mask as well, when staff is in contact with you, or we cannot accept your child for the day.

We will take your child's temperature, ask you the Covid-19 questions and get your signature. Then we will have you sign in your child. Please use your own pen. We will take your child into the building.

Articles from home may NOT be brought into the Center including backpacks, toys, blankets, stuffed animals.

We do ask for the following items to be provided by you. Please bring two complete changes of clothing in large zip-lock bags with your child's name on the bag, an unopened package of diapers/pull-ups with name, and sunscreen with your child's name on the container.

IF you provide food for your child due to a food allergy or sensitivity, please bring it in a paper bag with the food in disposable containers. We will not be cleaning and returning any containers.

At pick-up we ask you to call the Center to let us know you have arrived for your child. Please remain in your car. TCP Staff will wear cloth masks when bringing your child out to your vehicle. We ask that you wear a mask as well, when staff is in contact with you day.

Thank you!

