Running Revision as of February 16, 2017
CSDC policies and procedures may be updated from time to time with the approval of the Executive Director.
Please check with the CSDC office to ensure that you have the most recent changes.
WELCOME FROM THE EXECUTIVE DIRECTOR

Dear CSDC Family,

Welcome to our community! We hope that this will be the beginning of a significant and supportive relationship between your family and the staff at CSDC. This handbook contains information regarding policies and I ask that you refer to the booklet as needed. Many policies have been developed in collaboration with families, while others are required by our national accreditation and state licensing.

In addition, your child’s classroom teaching team will provide you with a Family Packet that will give you more specific information regarding the program, schedule, and culture of the classroom. Please do not hesitate to contact your teachers or the office if you have any questions about the policies or would like to offer feedback or suggestions.

CSDC has an “open door policy” for our families; we encourage you to visit at any time to observe or participate in the program. Your teachers can provide you with the daily schedule including naptimes. As a University Laboratory School, our teachers are used to being observed by some 300 visitors and 500 UNH student observers every year! Each classroom is equipped with an observation booth that you are welcome to use. If your child is experiencing transition difficulties or you would like to become more involved in the curriculum, please make sure to talk with one of the teachers in advance. Your teachers are happy to organize a time to meet when they are not in the classroom.

We also have an open door policy with regard to family feedback on our programs. Each spring you will have the opportunity to complete a Family Survey and our Parent Advisory Committee (PAC) meets monthly during the academic year. You are welcome to join the PAC as a classroom representative or to simply attend a meeting. Throughout the year, keep your eyes open for a variety of events planned for you, including center-wide events such as the Harvest Festival. We value your participation at CSDC and recognize that our work can only be effective if we establish a trusting and respectful relationship with you – your child’s first and most important teacher!

The CSDC has a long history in early education at UNH that began in 1929 and has a national reputation for innovation and quality (see www.csdc.unh.edu). As an academic program engaged in teacher education, research, and outreach, we receive support from the College of Health and Human Services to create an excellent and inclusive program for our children.

Once again, welcome to the CSDC adventure and do not hesitate to send me (lisa.ranfos@unh.edu) or Jessica Carver (jessica.carver@unh.edu) an email or visit us in the office.

Warm regards,

Lisa Ranfos, MS
Executive Director,
Assistant Clinical Professor,
Department of Human Development and Family Studies.

Jessica Carver, M.Ed
Assistant Director

Department of Human Development and Family Studies.
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CSDC MISSION

Early Education Mission
We design and provide developmentally and culturally appropriate programs for young children that promote development, support family partnership, and are reflective of our community. An integral component of our curriculum is that children and teachers construct the content of the curriculum and the processes for learning through collaborative inquiry. We actively engage in efforts to create a diverse and inclusive community of learners.

Teacher Education Mission
We provide UNH students with excellent teacher training in early childhood education that parallels our work with children and families. In addition, we offer students and educators opportunities to learn about child and family development in a naturalistic setting. Students enrolled in Human Development and Family Studies courses at UNH use the Center as a laboratory for experiential teaching and learning, and documentation of those experiences. Students from other disciplines, like, education, psychology, occupational therapy, and communication sciences and disorders, also use the center as a laboratory for the study of children.

Research and Engagement Mission
Our mission is to engage directly in action research that supports our work with children, to provide the UNH community with access to a relevant research site, and to engage the broader professional community in learning about innovative early childhood practices. The six classrooms in the center are equipped with observation booths that are used by college students, faculty, families, and visitors. These booths provide researchers with the opportunity to observe children in a natural context. Research projects have ranged from the effects of infant child care on attachment to the development of emergent literacy. All research projects must be approved by the UNH Institutional Review Board and by the Executive Director. The center hosts conferences and tours by educators from across the country and internationally.

Diversity Mission
“Lack of the free and equitable intercourse which springs from a variety of shared interests makes intellectual stimulation unbalanced. Diversity of stimulation means novelty, and novelty means challenge to thought.”
John Dewey, 1916

We believe that human diversity is integral to the care and education of young children and to all those who touch their lives. Diversity at the University of New Hampshire can be defined as “a fully inclusive campus community that is enriched by persons of different races, genders, ethnicities, nationalities, economic backgrounds, ages, abilities, sexual orientation and gender identity or expression, and religious beliefs.” Our goal is to promote awareness and acceptance, affirm equity, and take an active stance against bias in our community.
We strive to respect and value the differences in each child and family in our community through all that we do. We value the development of strong relationships with families and colleagues in order to better understand how we can respond to cultural and historical differences in experiences, values, and practices. We offer an environment that welcomes and celebrates the sharing of family history and culture in the classroom in meaningful ways. In our curriculum we are intentional in providing children with opportunities to explore similarities and variation, and we are responsive to the questions that emerge.

We support children in being active participants in their world by connecting them to their community in ways that foster an understanding of diversity and an ability to effect change. We are committed to an open and ongoing dialogue among colleagues, families, and the students we mentor, seeking insight into how we contribute to social bias and the process of change. As adults we strive to be models of active participation in our field by speaking out against bias and seeking equity.
Our Vision and Goals for Children
We are committed to supporting each child at CSDC to:

- Develop curiosity, a sense of wonder, and a life-long love of learning;
- Be an effective communicator through language, literacy, and diverse forms of representation;
- Solve meaningful and challenging problems;
- Have a positive sense of self-identity and an understanding of diversity in the world;
- Be a respectful friend, community-member, and citizen.

Our Vision and Goals for Families (added 4/13)
In developing a partnership with families we strive to:

- Ensure families feel welcomed and included as valued members of the CSDC community;
- Advocate for the best interests of all children and the CSDC community as a whole as articulated in our code of ethical conduct;
- Build trusting relationships that respect multiple perspectives, develop open and honest communication, and seek common ground;
- Involve families in understanding the mission, values and philosophy that guides our work with children;
- Invite families to participate in the curriculum and center activities in meaningful ways by sharing their resources, ideas, knowledge, and culture.

Curriculum Philosophy and Framework
The CSDC philosophy and pedagogical approach is rooted in constructivist theory and practice. Since the early 1990s our center has been inspired by the ideas of early educators in Reggio Emilia, Italy, that emphasize the social construction of knowledge, the inquiry process of long term investigations by learners, the role of symbolic languages in developing understanding, and the importance of reflecting family and culture in our environments.

The children’s program is built upon the belief that children learn best when provided rich experiences that encourage collaborative inquiry and study of the world in which they live. Our teachers seek to create a learning context that is relevant and meaningful to the lives of the children in the classroom. Diverse materials and media are provided to them to support the many ways children represent knowledge.

Our primary goal is to create a pedagogy of collaborative inquiry – one in which teachers, children, and parents construct knowledge in partnership as processes of learning are developed that support inquiry (e.g. resourcefulness, critical thinking, problem-solving,
autonomy, and deliberate attention). Consequently, we strive to create group experiences in which children will develop relationships with people, materials, and space from which discoveries can be made. It is the responsibility of teachers to purposefully create and invoke rich experiences for child discovery and to extend experiences that occur at home, school, and the greater community. Teachers act as learning partners and modify their practice in response to children’s questions, theories, and misconceptions through an emergent approach.

**Curriculum Investigations**

Through an *emergent, negotiated curriculum* we explore, observe, and converse with children about issues and questions that engage their interest and curiosity. Investigations consist of in-depth study and discoveries about the many components of a particular topic or idea a child or children want to pursue. In addition, many of the topics emerge (with the support of teachers) from the cultural, environmental, social and historical setting that makes CSDC unique. Within this inquiry-based curriculum, multiple media (wire, paint, collage, drawing, writing, etc.) are used to further the process of learning in all areas of curriculum and development. These areas are intertwined as teachers and children travel together along this exciting road of learning. Children’s autonomy is supported and encouraged, their individual strengths fostered and celebrated, and the need for nurturance and guidance always respected. Investigations work is an integral part of all the programs from infancy through kindergarten age. More detail regarding the CSDC curriculum framework and curriculum development process can be found on our website.

**Curriculum Documentation**

The curriculum documentation process at CSDC involves an ongoing cycle of teachers asking questions, collecting data (e.g. photos, video, anecdotes, conversations), analyzing, developing curriculum and sharing what they uncover with others. Drawing on inspirations from early educators in *Reggio Emilia, Italy*, we use documentation as a tool to acknowledge, respect and value the capabilities, intentions and development of children. Documentation displays present children’s work and development in a thoughtful, organized, manner with the children and their work as the focal point. Displaying the documentation throughout the school helps to educate visitors and families about what we do and about the capabilities of young children.

**Reflecting Culture and Respecting Diversity**

In keeping with the CSDC Diversity Mission we strive to ensure that our programs and teaching practices are both *anti-bias and culturally relevant*. Teachers are expected to review their classroom environments and curriculum to ensure that materials and activities are intentional in promoting a community that is diverse and inclusive. Anti-bias practices focus on supporting children to answer their questions about similarity and difference, develop tools for identifying and combating bias, and engaging children in social activism in developmentally appropriate ways in the classroom and community. In all classrooms, we seek to reflect family and cultural values and practices in our programs and to dialogue
respectfully with families when alternatives need to be negotiated because of CSDC philosophy.

**The Role of External Standards**

The National Association for the Education of Young Children (NAEYC) advises that in order to be effective, early learning standards need to address all areas of a child’s development, recognize the importance of individual differences in ability and interests, and be responsive to socio-cultural background.

At CSDC we use an emergent, negotiated curriculum model in which teachers develop goals for children based on what they have learned about the specific children in the classroom, their families and cultures, as well as the unique qualities and ecology of the surrounding community. In this model the curriculum includes initial core values, broad goals and intentions for children’s learning, but it is not pre-determined by external standards. Instead, teachers work actively to uncover, document, and respond to children’s ideas, questions and problems, and then develop curriculum in response.

At CSDC we are also committed to supporting children in making a smooth transition to public school. We believe that we can do this best by providing children with a broad-based and meaningful education, while also helping the children to be familiar with and competent in the expectations they will encounter in school settings. CSDC teachers have a working knowledge of the appropriate learning standards for the age and developmental level of children in their classroom and for the following developmental level. For infants through preschoolers these include the *NH Early Learning Standards* and at the kindergarten level the *Common Core Standards* and the *NH State Frameworks*. In addition, CSDC teachers draw on and reference other published developmental guidelines such as the *National Council of Teachers of Mathematics (NCTM)* standards, *Ages and Stages* and Teaching Strategies Gold tool.

Rather than prescribing the content and methods of teaching at CSDC, external frameworks are used by teachers as a tool for informing our choices about curriculum direction and as an important guide in assessment of children’s learning. For instance, teachers might identify through their observations that the preschoolers are engaged in learning more about how light creates shadows in the playground. Teachers would discuss what questions children have about light and develop experiences that support children to investigate these questions. As part of this planning process, teachers would also identify appropriate learning goals based on their knowledge of children’s development and a review of external standards. For instance, a teacher might decide to ensure that the activities include opportunities for children to develop the ability to share ideas and to acquire an understanding of specific mathematical concepts.
Research and experience confirm that the course of learning and development varies greatly during the early years and that an effective model of early education has its foundation in an in-depth knowledge of the unique qualities of every child in the classroom.

**Assessment Terms and Tools at CSDC**

*How do we assess children’s development and learning?*

**Initial Family Questionnaire:**
CSDC families are asked to complete a questionnaire at the beginning of each year. The responses provide teachers with important information and insights regarding individual children and their prior experiences, family culture, and learning goals.

**Observation and Check-lists:**
Skillful, systematic observation of children engaged in play and activity on a daily basis throughout the year is central to our work at CSDC. Observations are often intended to identify children’s questions and theories as the basis for developing curriculum investigations. Teachers record anecdotal observations of significant interactions and then transfer them to their chosen system of organization. Observation checklists, arranged according to typical developmental pathways, are sometimes used as a short-hand way to collect specific developmental information regarding children. Journey book pages are consistently used as a way to record everyday moments of children’s engagement in all developmental areas while at CSDC.

**Documentation Cycle: Evidence of Learning**
We collect a variety of documentation materials that show evidence of children’s learning. These materials include selected digital photos and video, children’s artifacts and representations (e.g. drawings), and transcriptions of key conversations. Often the focus is on collaborative efforts between children that provide us with insight into designing curriculum that is relevant to the children. Documentation is more than collecting “artifacts,” it includes careful analysis by the teachers in order to figure out children’s questions, strengths, and challenges that are addressed in curriculum planning. Documentation (e.g. photos) is regularly shared with children to encourage self-reflection. Teachers also create displays and binders for families, students and other visitors to review.

**Interviews and Self-Portraits:**
Some older CSDC classrooms interview the children on usually two occasions during the year and invite them to create self-portraits. These products provide useful insight into how children view themselves and how this changes over time.

**Individual Child and Classroom Journey Books:**
Our full-time programs use what is referred to as a journey book to collect information regarding children’s development across the year. A journey book is typically organized by
areas of development (e.g. physical; including NH Early Learning Standards) and include representative samples of children’s work and photographic documentation of learning collected regularly throughout the year. In our older classrooms, children are often engaged in selecting examples of their “best work.” Portfolio entries include written reflections by the teacher and/or learner. In our infant/toddler programs we use of classroom portfolio structure which includes raw documentation that supports curriculum development and can become the basis for communicating with parents through conferences and displays.

Classroom Teaching Team meetings:
Classroom teachers meet daily to discuss and analyze their ongoing documentation of children’s learning and plan future curriculum. Teachers often decide on what area of development or which children will be the focus of observation and documentation for the coming week.

Developmental Narrative Assessment:
Based on the various observations and/or assessments collected during the year, CSDC teachers write “developmental” narratives) regarding each child’s overall development at two points during the year. Reports are the end-result of consultation between the teaching team. The reports are structured to provide information on core areas of development and learning and are aligned with the NH Early Learning Standards (or Common Core Standards). These reports, intended to offer a detailed story about the child (along with journey books), form the basis for further discussion and sharing of information with families and are provided to transfer schools and intervention teams as required.

Parent-Teacher Meetings
Each Teaching Team meets with families on two occasions during the year to discuss assessments of their child’s learning and development and to share goals as well as hopes and dreams. Journey Books and/or written developmental narrative reports are often shared at these meetings in order to structure discussion. These meetings are an opportunity to share assessments verbally and to discuss the child’s portfolio and then the written developmental report is finalized after the meeting.

Developmental Screenings:
Our kindergarten classroom uses a standardized developmental literacy assessment (as used in some public schools) to provide more detailed information regarding children’s progress. Our infant-toddler and preschool classrooms use the Ages and Stages Questionnaire (ASQ and ASQ-SE) which is a standardized developmental screening based on family observations at home.

Diagnostic Testing:
Based on their ongoing informal assessments, CSDC teachers, in collaboration with families, may identify the need for more formal (standardized/valid) assessments and testing. CSDC teachers never diagnose a developmental delay or concern, but are trained in their degree
program to identify indicators of developmental problems and variations from typical development. Currently, with permission from families, appropriate intervention specialists from the school district, county or other agencies (including through our collaboration with Easter Seals) conduct an initial screening and, if indicated, proceed with further assessments and standardized testing (most often involving observation of children performing specific tasks). Results are used in conjunction with CSDC teacher and family assessments when making decisions.

Children with Special Rights and Needs

An important goal for CSDC is to strengthen our ability to serve all families and their children, regardless of ability and we are committed to accommodate children with special rights. The Assistant Director is our Special Rights Coordinator at CSDC. The focus on “rights” is borrowed from the work of early educators in Reggio Emilia, Italy where every child is believed to have the right and capability to participate and contribute.

CSDC currently accesses limited resources and specialists within the UNH system and as provided by agencies and school districts, including occupational therapists and language specialists. Teachers consult with a CSDC administrator during the initial steps of identifying a potential disability and work closely with families throughout the process. Assessment can be provided any time after birth to help identify a potential need. Children three years of age and older are assessed and provided with a plan as needed by their local school district in collaboration with CSDC.

Classroom teachers are available to support families in this process by attending school district meetings that may occur. These plans could include access to the inclusion model provided at CSDC or to specialized school district programs. In some cases, families may need to use health insurance or pay out of pocket for specialist services at CSDC, particularly during the kindergarten year. Families with younger children work with an appropriate county agency, again in collaboration with CSDC, to access assessment services and develop an Individualized Family Service Plan (IFSP) if needed.
Licensing and NAEYC Accreditation
The CSDC is licensed by the State of New Hampshire and is accredited by the National Association for the Education of Young Children (NAEYC). NAEYC accreditation sets the standard for what it means to be a high-quality early childhood program. The program standards are evidence-based and grounded in six explicit values including the uniqueness of childhood as a developmental phase and the essential role of partnerships with families and communities. For more information regarding NAEYC accreditation please visit www.rightchoiceforkids.org.

Administrative Team
The CSDC Administrative Team includes the Executive Director, who is responsible for leadership of the center, the Assistant Director, who has oversight for day-to-day operations, and the Administrative Assistant who manages the workings of the CSDC office. The Executive Director is also a faculty member in the Human Development and Family Studies department

Classroom Teams
The CSDC team includes 17 full-time permanent teachers. Teacher biographies and current teaching teams can be found at www.csdc.unh.edu. In addition, teachers typically provide their families with an email for communication.

Staff Qualifications
At CSDC we are fortunate to have a highly qualified permanent teaching staff. All teachers hold a Bachelors degree in early childhood education, with a several holding a graduate degree and state teacher credentials. All teachers meet or exceed the appropriate NH Early Childhood Credential for their position and participated in a rigorous screening and interview process before they were hired. They are also required to complete periodic health screening and FBI national criminal background checks. All of our teaching staff are current in Infant & Child CPR and Pediatric First Aid, are expected to adhere to the NAEYC Code of Ethics, and participate in on-going staff development opportunities, such as, conferences, staff meetings and workshops. Some staff may also engage in credit bearing coursework.

Teaching Assistants and Interns
In addition to our permanent staff, the CSDC employs UNH students from fields such as Human Development and Family Studies, Psychology, and Communication Sciences to work as part-time Teaching Assistants in our programs. All Teaching Assistants meet licensing rules for qualifications, pass a federal criminal background check, are fully oriented to our policies and programs, and are engaged in CSDC activities.

CSDC also participates in the pre-service training of UNH students in the Human
Development and Family Studies Department who are seeking to work in the field of education in the future. Most students complete a practicum in the part-time nursery programs before moving on to be an intern or student-teacher in either Nursery 1 or one of our full-time programs. CSDC teachers act as Cooperating Teachers and meet regularly with students to mentor and supervise their progress.

Brief biographies of Teaching Assistants and UNH interns are posted on classroom doors or included in newsletters each semester. UNH students and Teaching Assistants sign a detailed confidentiality statement and wear name tags. Please don’t hesitate to introduce yourself!

**Classroom Descriptions and Hours of Operation**

The CSDC offers early childhood programs in eight different classroom groupings for up to 122 children.

**Full-Day Programs:**

**Infant-Toddler Program:** consisting of an infant classroom (9 infants-ages 6 weeks to 18 months with 3 full-time teachers) and a toddler classroom (12 toddlers ages 18 months to 33 months with 3 full-time teachers).

**Preschool Program:** consisting of the Preschool 1 classroom for 3-4 year olds (15 children ages 34-47 months with 3 full-time teachers) and the Preschool 2 classroom for 4-5 year-olds (16 children ages 48 – 59 months with 2 full-time teachers and interns).

The Infant-Toddler and Preschool programs are full-day/full-year operating from 7:30am-5:30pm, and are open to children of full-time students and graduate students, benefits-eligible staff and faculty at UNH. Community families may also access our full time programming when space is available.

**Kindergarten:** 20 children with 2 full-time teachers & interns.

The Kindergarten is a full-day program from late August through June with the same hours but with a separate admissions process open to UNH and community families. Families contract for a 10 month program year.

**Nursery Programs (part-time):**

**Nursery 1:** classroom for 2-3 year-olds (12 children with 2 full-time staff and 2 interns) meeting Tuesday and Thursday from 9am-12noon.

**Nursery 2:** classroom for 3-4 year-olds (18 children with 2 full-time teachers and 3 student interns) meeting Monday, Wednesday and Friday from 9am-12noon, and

**Nursery 3:** classroom for 4-5 year-olds (20 children with 2 full-time teachers and 3 student interns) meeting Monday through Thursday from 1pm-4pm.

The Nursery Programs are part-day (3 hours) for the UNH academic semesters with open admissions for children ranging from two to four years of age that are recruited from the community at large.
Classroom Orientation and Transition

All children and families are oriented and transitioned into full-time and nursery classrooms in late August and early September of each program year or as admitted. CSDC teachers begin the school year with a home visit to facilitate introductions and to review classroom policies and procedures. The infant and nursery classrooms practice a gradual transition process over the first week during the child’s first entry into CSDC. Please see your classroom handbook for specific transition policies. They then collaborate with adult family members during the phasing in process to help the child make a smooth transition to the new school year, while meeting the individual needs of each child and family.

Families attend an orientation with the administration team to go over CSDC program policies and procedures and to ask any questions related to the program prior to the beginning of the school year.

Transition to the next classroom at CSDC

The majority of transitions to new classrooms occur at the end of August (full-day) or early September (nursery). If a space is to become available at a different point during the school year in our younger classrooms, teachers and administrators work together to decide if there is a child within the Center ready to move before looking at the waiting list, and then consult with the family before a final decision is reached.

Since our school has only four full-time classrooms leading up to the full-day Kindergarten and children must be five by September 30th of the year entering Kindergarten, depending on when a child begins at CSDC, most full-time children typically spend two years in one of the following classrooms: Infants, Toddlers or Preschool I.

Decisions about whether children can transition to the next classroom are based on developmental abilities, space availability, and chronological age. We strive to move children with a cohort of peers, at least one friend or more. We believe this familiarity of a peer allows children more comfort when entering a new physical environment as well as the many benefits of strong social relations.

Due to state regulations about the minimum age to begin Public School, we do not advance children into our Preschool 2, Kindergarten, or any of the nursery classrooms if they will not be able to make the State cut off age to enter their first public school experience.

Children returning for a second year in the Preschool 2, Kindergarten or Nursery classrooms

Typically children at CSDC do not spend a second year in our nursery, preschool 2 or kindergarten classrooms. If the Lead Teacher, in consultation with the parents/guardians and classroom staff, believes that a child at CSDC may benefit developmentally from returning to one of these classrooms for a second year the following procedure is
followed. *This procedure does not apply to children who spend a second year in the same program due to chronological age or availability of placements (usually Infants through Preschool 1 classrooms; please see the preceding policy)*:

- Lead Teacher writes a recommendation to the Executive Director by March 1st in which s/he documents specific rationale and supporting information for a child to return for a second year in the same program.

- The Executive Director considers the recommendation and makes a decision to approve/not approve within 2 weeks.

- A child can only be offered a place in the same program if there is space available after current CSDC children transitioning to the next age-group have been accommodated. Placements held for children with special needs or families on leave/sabbatical may be considered in reaching this decision. There is no guarantee of a placement even when the Executive Director approves the teacher’s recommendation of a “need.”

**Calendar**

The CSDC calendars for each of our programs are distributed in at the beginning of the academic year. The Nursery programs follow the UNH academic schedule in terms of holidays and other scheduled closures. A calendar of CSDC events can also be viewed at [www.chhs.unh.edu/csdc](http://www.chhs.unh.edu/csdc).

**Closures**

The CSDC closes for 2 weeks over the winter (Dec.-Jan.) and 1 week in July to enable intensive cleaning and other facility improvements. There are also bi-annual staff retreats (noted below) Otherwise, we expect to remain open whenever the University is in full operation. Thus, we follow the University, rather than public school, schedule for closing. Please listen to your radio, watch your TV or call the UNH Storm Watch number at 862-0000 to receive updated information concerning inclement weather rather than calling CSDC if at all possible. In the event of a decision to curtail operations or to cancel classes at the University, we will close and expect families to pick up their children quickly, but no later than 30 minutes after curtailed operations begin. If a decision to close is made prior to 7:30 AM, we will not open that day. If there is a delayed opening at the University, we will open 30 minutes before the delayed schedule is to begin.

**Center Retreats and Planning days**

The CSDC closes for 3 full days in August and again in March so that teachers can participate as a team in professional retreats. In addition, CSDC may schedule early closures to enable staff to meet regarding classroom transitions, assessment tasks and curriculum documentation.

**Arrival**
While the CSDC opens full-day programs at 7:30am and families arrive at a time that best suits their family’s schedule, CSDC teachers in our older preschool and kindergarten programs believe that it is important for parents to make a special effort to be at the center by the first large group circle, typically around 9 am or so (please check with your teacher). These meeting times are important in building a learning community, orienting children to the plan for the day, and checking in with the group. By having all the children at the first meeting time, teachers are able to focus their energy and attention on engaging children in the various learning activities that are available for exploration.

For your child’s safety, we require that you, or an authorized adult, accompany your child into the center at arrival and departure time. Please be sure that a staff member is aware of your child’s arrival and departure. More detailed policies are included under the “Safety” policies in this booklet.

**Late Pick-up/Departure Policy**

*Families are considered late in the following circumstances:*

**Full-time:** All people, including teachers should have left the building by 5:30 pm. Families who linger in the building will be considered late after this time.

Families should arrive at the Center no later than 5:20p.m. to pick up their child(ren) in order to ensure that everyone will exit the building no later than 5:30p.m. Each family code will not allow access to the building after 5:25 and at this time families will be considered late.

Families who anticipate needing more time to gather necessary items to take home, talk to teachers, or look at items in the classroom, should plan for an earlier arrival at the end of the day so they are able to leave the building by 5:30pm. Families who leave the building later than 5:30 will be considered late.

**Part time Nursery Program:** Families with children attending the Nursery I & II programs, should arrive no later 12:00PM. Families arriving after 12:00PM will be considered late. Families with children attending the Nursery III program should arrive no later 4:00PM. Families arriving after 4:00PM will be considered late

**Late Departure Policy:** The administration and staff recognize that everyone has an occasional emergency (i.e. accident, delay due to serious inclement weather, car problems or illness). Families are requested to develop a contingency plan to address the pick-up of their children should such an emergency arise (see list of ideas below). In addition, families should call (862-2835) to alert the staff to such emergencies as soon as possible in the event they will be late.

Some suggestions that have been used in the past:

- Communicate with a student to take responsibility for your child, especially on a day when it might be extra tough for you to get here on time (must be on alternative pick up list)
- Communicate with another family member to pick up your child (must be on alternative pick up list)
1st: If a parent (or designee) is late (according to the terms above) within the same semester (defined as Aug – Dec break and Jan through summer), the administration person in the office at the end of the day will greet the family by opening the locked door and will remind the parent of the CSDC policy on late pick-up/ departures and may give the parent this policy in writing. When an administrator is not present, a teacher serving as the acting director will assume this role. The occurrence will be documented and kept in the office. No signature is required by the family member at this point.

2nd: If a parent (or designee) is late a second time within the same semester (defined as Aug – Dec break and Jan through summer), the parent will receive a late fee of $50.00 for every 15 minutes (in the form of an invoice from the BSC) and an administrator will meet with the parent/s to help find solutions to barriers that exist to being on time.

3rd: If a parent is late a third time within the same semester, the parent will receive a late fee of $50.00 and an administrator will meet with the parent/s to assign an earlier pick up time for the remainder of the semester. If the family does not have any additional late picks ups during this time, the original time may be reinstated with approval from the Executive Director.

**Families who continue to be late may be subject to further action, including removal from the CSDC program.**)
Admissions & Tuition Policies
CSDC policies for admissions and tuition can be found on our website at www.csdc.unh.edu. Separate policies exist for the full-day (infant-preschool), part-time nursery, and kindergarten programs. Application forms can be accessed online, completed, and emailed to tracy.gagnon@unh.edu or mailed to the center, along with the application fee. The CSDC operating costs are subsidized by the UNH College of Health and Human Services because of our academic and research mission.

Claiming Tax Credit
You will need our tax ID number 02-6000-937 for a Dependent Care FSA (Flexible Spending Account) or for reporting these expenses toward the federal dependent care credit on your income tax returns.
Program Withdrawal

Children admitted to CSDC are eligible to attend the full day child care programs while a parent/guardian retains status as a benefits eligible UNH or USNH employee or full-time student or when enrolled as a community member due to availability. Any extension of enrollment for the current academic year must be approved by the Director in writing and will be based on demand for the opening, the specific circumstances, and the needs of the child.

In the CSDC kindergarten families contract for a 10 month program year and will be responsible for tuition for the year regardless of withdrawal. The CSDC Director will consider specific extenuating circumstances with advance notice.

For other programs, families must submit a written notice to the CSDC administrative assistant at least four weeks (not including center closures) prior to withdrawing a child. The family will be responsible for all fees during this four-week period, even if their child does not attend and/or the position is filled… In cases when a parent provides written notice of withdrawing from a Nursery School Program for the spring semester after December 1st (or next business day) the parent will be responsible for all spring semester tuition until the position is filled.
Behavior Guidance and Setting Limits
CSDC teachers work proactively with children to develop a caring community in which there is respect for each other and the environment. This process may include developing classroom rules and taking on classroom chores. Based on our knowledge of each child’s developmental level, we support children to be able to make good choices and to think through conflicts. We also seek to understand why the child may be behaving in a certain way. In many situations we are able to offer an alternative, but acceptable option that meets the same goals. Our first step in supporting children to act responsibly and to abide by reasonable limits is to provide a challenging and meaningful curriculum. We also want children to learn how to work through conflict over ideas and actions with peers that is respectful and leads to collaboration.

When limits are challenged we first engage the child (or children) in problem-solving the situation to see if they can identify the problems and find a solution. If our intervention is needed, we phrase things positively, clearly, and, if needed, firmly, rather than using commands or negative phrases to redirecting children. We provide some explanation as to WHY certain limits are being set, so the children begin to understand the reasoning. Providing a choice for children is ideal because they then feel more in control of the decision and thus take more ownership of their behavior. CSDC teachers do not use formal time-outs, although children may be required to choose another activity or space in the classroom if they are experiencing problems. At CSDC we believe that physical punishment of children, along with shaming, ridiculing and teasing, is never acceptable in our programs.

Celebrations
The celebration of traditions related to holidays are driven by the children and families at the center as they work with teachers to share the important aspects of their home culture. In honoring each family, we do not put up decorations for any holiday, assume everyone shares the same traditions, or decide what celebrations are important.

Our decision not to celebrate the dominant culture’s holidays such as Halloween, Easter, and Christmas is based on our concern about the negative impact of consumerism, classism, and the mass media on young children that may be associated with these cultural celebrations. Furthermore, it is often difficult to give holidays meaning that is developmentally appropriate for young children and it is challenging to be inclusive of all children and families.

We use the following values in decision making

- We believe that each member of the CSDC community reflects larger cultural practices and values in their own unique ways;
• In order to ensure all feel welcome and included at the CSDC, we believe that it is important to acknowledge practices and values that are important to families and to find ways to make these visible in our environments.

• We value the participation of all members of the CSDC community and are thoughtful about honoring home culture and providing opportunity for values and traditions to be shared within the classroom setting. When families share these traditions we will create authentic documentation to display in our classrooms to support meaningful dialogue with children.

• We believe that building strong relationships of respect and trust with families is an essential building block to being able to share culture in the classroom.

• We recognize that teachers are members of our community who also bring their cultural identity into the classroom in various ways.

• We realize that teachers bring their own cultural identity into the classroom in various ways.

• We are conscious that we must consider the pervasiveness of dominant (majority) religious and cultural practices and values in our community and seek to ensure that all families feel included at CSDC.

• Any celebration of cultural practices should be developmentally appropriate, meaningful to young children, and child oriented - just as we seek with all curricula.

Individual classrooms sometimes choose to host their own special days, based on the interest and relevance to the lives and cultures of the children, families and teaching team. If families have a special celebration they would like to share with the classroom, they are welcome to meet with the teaching team to find developmentally appropriate ways to do so. If you wish to share a tradition, celebration, or important event within the classroom, or if you have questions, please check in with your classrooms teachers. Each classroom may have a different process as to how they incorporate such culture including but not limited to: family pictures, share day, classroom books, family sharing traditions, cooking, singing, etc.

The CSDC hosts Center-wide events each year that all children and families in our community can be part of. In planning these events, we will follow basic principles for developmentally-appropriate practice: children will have choices and input about their environment; children’s individual needs will be supported; activities will be designed to engage and include children and families; the celebrations will promote positive values; and celebrations will be designed to fit within the overall curriculum.

The Center celebrations are:

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Harvest Festival</td>
<td>September</td>
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<tr>
<td>Author Day</td>
<td>Varies</td>
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<tr>
<td>Week of the Young Child</td>
<td>April</td>
</tr>
</tbody>
</table>
Families will receive information in advance about the events and how they can participate.

Individual classrooms sometimes choose to host their own special days, based on the interest and relevance to the lives and cultures of the children and/or families. In the past, classrooms have chosen to recognize milestones in children’s development honor special events for children and their families (birth of a sibling); celebrate historical events (Martin Luther King Jr Day, Chinese New Year); and host special events (“Wear Your Pajamas to School Day”). If families have a special celebration they would like to share with the classroom, they are

Birthdays at CSDC
Teachers believe that it is important for birthday celebrations to be authentic and meaningful for children. By that we mean that we want the children to participate and often lead the planning and carrying out of the actual celebration. In the full-day programs, a small group of children will get together with a teacher and brainstorm ways that the birthday child would like to celebrate. If there is something to be made for the child, these children will be the creators of the item. In our full-day programs, classroom friends will make a healthy snack in honor of the birthday child. In the part-day programs, where there is not enough time for this, parents will be asked to contribute a healthy snack for the celebration. In the full-day programs, teachers will create a “birthday board”, which includes pictures and a description of the planning and celebration as a means of documentation.

Field Trips
The CSDC views the surrounding community as an important resource in extending the curriculum and providing children with opportunities to learn about people and places in their “neighborhood.” Families grant permission for specific trips or recurring trips using the various NH Licensing Field Trip Permission forms so that we can go on walks and visit different areas on campus or further afield. The UNH shuttle or rented vans meeting safety requirements are used in some cases with prior parent permission.

Classroom Photos
In order to avoid disruption to programs, CSDC does not take posed individual or class portraits. During the year teachers often share digital documentation of children engaged in activities and this may include informal group photographs.

Special Projects
CSDC Community Garden
For over 15 years the CSDC has collaborated with horticulture experts to create a unique experience in gardening for young children. With the assistance of funding from the Anna and Raymond Tuttle Environmental Horticulture Endowment, the CSDC has developed an
extensive learning garden where we develop and pilot new activities to engage children in the delights of gardening. Each fall we hold a Harvest Festival to celebrate our work in the garden. Please go to the CSDC website for more information.
COMMUNICATION

Confidentiality

CSDC operates as a community in which the building of trusting relationships between families and center personnel is important to the quality of our programs, the delivery of a developmentally appropriate curriculum, and our mission as a research and teacher training laboratory. To be in compliance with federal and state regulations and to respect the privacy of everyone, confidentiality of information is of primary importance at our center.

Child and Family Records:

1. All child/family records are confidential and kept in secure cabinets.
2. Only full-time CSDC staff members have access to children’s records on an educational or administrative need to know basis. Other staff/students/external bodies view files only under the supervision of an administrator or staff member. A log entry is made on each occasion. Parent permission is secured as required.
3. Family questionnaires and developmental records may be reviewed at CSDC by UNH interns and student teachers for children in their assigned classroom with permission from the classroom teacher.
4. All CSDC staff, interns and volunteers sign a confidentiality policy form.
5. Parents/guardians can review records of their own child in the CSDC office.
6. Under no circumstances should records be left out unattended.
7. The status of children and families is discussed in an appropriately private space only by CSDC personnel who are working with or have a legitimate educational need regarding that child or family.
8. Limited information regarding a medical condition of a child that is necessary for the safety of the child (e.g. allergy information) is provided as needed to personnel working directly with children.
9. Personal information regarding children and families is only shared as needed or requested by the family/staff and with respect to the privacy of each individual.
10. Information about families and children, including assessment results, may not be released to other agencies or individuals without written permission from the parent/guardian. Current law permits CSDC to transfer educational records to an appropriate public school.
11. CSDC staff members are mandated by law to report to the appropriate government agency any evidence of child abuse or neglect regardless of confidentiality agreements.

Research and Teacher Training:

1. CSDC Families/Guardians sign a release upon admission to CSDC which stipulates the use of educational documentation (e.g. photos, video, children’s work) by CSDC staff and students, and the use of photographs by UNH and the media. When prior permission is not given, CSDC will seek verbal approval to the extent possible.
2. All research projects that require UNH Institutional Review Board (IRB) permission will also be reviewed and approved in writing by the CSDC Executive Director or Assistant Director.

3. All research projects involving direct collection of data from children/families require prior family written informed consent and, as needed, oral consent from the child.

4. When writing for college assignments and other research, UNH students and researchers use only the child’s first name, initials, and a date of birth.

5. Visitors to CSDC are not permitted to take photographs that include children’s faces, except with parent/guardian permission.

**Website: www.chhs.unh.edu/csdc**

The CSDC website provides a resource of information regarding the history, activities, and policies of the center. You can check out your classroom’s pages and consult the CSDC calendar through the “Families” menu.

**Home Visits**

Home visits are a relaxed and fun way for teachers to initiate relationships with children and families in their own environment. These half-hour or so visits also provide families with an opportunity to ask questions and for teachers to gain insight into the child’s interests, family life, and culture. All families in our infant, toddler and nursery classrooms are offered a home visit at the beginning of each year, as are families new to CSDC in our other classrooms. If you feel a home visit might be helpful to your child please don’t hesitate to request one.

**Newsletters**

A center-wide administration newsletter is published monthly. Each classroom is responsible for writing a newsletter to families on a minimum of a monthly basis. Newsletters include logistical information (remembering outdoor clothing, labeling food containers, etc.), but primarily focus on curriculum information, documentation, and relevant pieces on child development.

**Family Meetings**

During the year the CSDC hosts center-wide evening meetings for families on a variety of topics of current interest. Recent meetings have focused on dual language learners and nutrition. We often have an event connected with our curriculum and will have special topic meetings as interest and need are expressed. In addition, each classroom provides a schedule of events intended to encourage family participation in our programs, including potlucks, and transition to school meetings.

**Conferencing with Parents**

Scheduled conferences are held with parents/guardians on two occasions each year (fall and spring) to discuss your child’s development and experiences at CSDC. We encourage a
reciprocal dialogue in which observations and insights are shared from home and center. CSDC teachers also often informally meet with a family member in-person, by e-mail, or over the telephone, as part of an ongoing commitment to communication and building a collaborative relationship. Conferences may be initiated by a family member also outside of the bi-annual scheduled conferences.

**Communicating Children’s Progress**
The communication of children’s progress occurs in a number of ways: emails, developmental narratives, journey books, parent-teacher conferences, and curriculum documentation binders /panels. Please also see the section on Assessment in this booklet.

**Family Language Goals and Translation**
Many languages other than English are spoken in the homes of CSDC families. The CSDC Diversity Mission guides us to be inclusive and supportive in assisting families to maintain language traditions. We also recognize that language is an integral element of culture and identity. In pursuing this goal we consider (1) the family’s goals regarding maintaining the home language and learning English, and (2) best practice for ensuring that all families are able to participate fully in CSDC programs through accessible communication tools.

CSDC teachers are encouraged to dialogue with families regarding their goals and our willingness to support the use of languages other than English. We also want to know whether a family will need access to a translator for meetings or translation of key CSDC documents. The UNH language departments have assisted in the past by providing students who can participate in the classroom or provide translation services for our work with families.

CSDC teachers are also encouraged to access materials (books, songs, tapes, etc.), learn basic phrases and words, and to outreach to families and the community to include multiple languages in the typical classroom schedule (including ASL) even when all the children speak English.

**CSDC Parent Advisory Committee (PAC)**

*Purpose and Activities:*
The purpose of the committee is to promote communication and to advise the Executive Director regarding issues related to the Center and its families. The Executive Director reports on the activities of the center, including annual survey results, outlines proposed initiatives, and seeks input from members regarding center policies. From time to time the PAC may take the lead in fund-raising (e.g. biennial auction, t-shirt sales) and volunteer activities intended to support major projects (e.g. community workdays; playground construction, developing a website). PAC representatives act as a conduit for information and feedback between the CSDC administration and CSDC families. In addition, classroom teachers may ask their representative/s to assist with the coordination of classroom events and projects and encouraging family participation. Minutes are recorded and are available
to families on the website. This is not a formal decision-making body and does not have oversight or responsibility for the center budget. Funds raised by the committee are deposited in a CSDC Parent Fund and are distributed as needed by the Director for activities outside of the general budget.

**Structure:**
The PAC consists of the Executive Director, the Assistant Director, and 1-2 parent representatives from each program or classroom. Family members are invited to let their teacher/s or the Director know that they are interested in being a representative. Any parent or teacher may attend and participate. Agenda items are sent to the Director prior to the meetings which are held monthly during the academic year.

**Annual Evaluation and Feedback**
Each spring we ask families to complete an annual survey regarding their experience at CSDC. The feedback is summarized and discussed with teachers and the Parent Advisory Committee in the fall. A copy of the summary is emailed to all families. We appreciate and carefully consider all your feedback and ideas. In addition, a *transition to school* survey is sent in late fall to the families of children who have moved on to elementary school. Please do not hesitate to telephone or email any of the administrative team or your classroom teachers with feedback at any time or to request a time to meet.

**Accessing Community Resources**
CSDC staff members are very familiar with the range of community resources in the Seacoast area and across the state and can help you get any support you may need in raising your family. We maintain an extensive Resource Binder (available in the office) with agency information and the Assistant Director can assist with connecting you up with UNH and local resources in the area of special needs.
HEALTH

Reporting Accidents and Illnesses
If an injury occurs at the center, a form will be filled out for families to read and sign. This procedure is to ensure that you have all information regarding the incident.

State Mandated Reporting of Child Abuse & Neglect
As New Hampshire early childhood teachers and staff, we are mandated reporters. This means that if we have any suspicion of abuse or neglect that we are required to report it immediately.

No Smoking Policy
In accordance with UNH policy and best practice for early childhood programs, no smoking is permitted on CSDC grounds or in the presence of children at CSDC.

Staff Training in CPR & First Aid
All permanent CSDC staff members are certified in pediatric first-aid treatment including CPR for infants and children. In accordance with NAEYC guidelines, at least one staff member who has certification in emergency pediatric first-aid treatment including CPR for infants and children, and emergency management of choking from a licensed health professional, is always present in each classroom.

Illness Policy
Our utmost concern is children’s health followed by the ability of the staff to meet the needs of children who are ill while at the same time caring for well children in the program. The focus of this policy will be on the comfort level of the child and his/her ability to participate in the normal schedule of the day. In addition, consideration is given to whether the staff is able to meet his/her increased needs, such as needing to be held or monitored continually. CSDC policy draws on information obtained from our consulting physician, the NH Department of Health and Human Services, Division of Public Health, the Centers for Disease Control, and the American Academy of Pediatrics. In addition, the Parent Advisory Committee and CSDC teachers are often part of the policy development process.

Because we are working with an early childhood group environment, our policies may differ from those recommended by a pediatrician for a home setting or policies used in elementary school settings. In cases where an outbreak of a particular illness occurs, the CSDC may alter exclusion policies in accordance with expert advice.

The utilization and success of the Center’s policy is dependent on the following:
- A trusting relationship between families and staff;
• A commitment by families and staff to understand the burden that child illness creates for everyone and to make every attempt to ease this burden on families, on staff, and on the child
• Acknowledgement by families that teachers:
  o know the children in their care very well
  o use careful judgment when making a decision that a child is behaving atypically
  o can recognize when a child is uncomfortable in this setting
  o will reach an agreement among the team, and if needed, the Assistant Director, that the symptoms indicating illness are sufficient to warrant a warning call and/or sending a child home.
• Acknowledgement by teachers that families use the best judgment possible when making decisions about whether their child is well enough to attend
• CSDC will take responsibility to distribute up to date and accurate health information to families and staff as needed Resources with regard to common childhood illnesses are available from your child’s teachers or in the front office.

Exclusion for Health Reasons
The following are used as guidelines for teachers in reaching a decision regarding exclusion of a child from CSDC (also see Head Lice policy below):
• Exclusion generally is not dependent upon a single criterion such as degree of temperature, but on a combination of symptoms which includes both physical and behavioral factors.
• As the degree of severity and number of physical and behavioral changes increases so does the probability of exclusion.
• When two or more symptoms are present in concert, the teaching team will determine whether or not the child should be sent home.
• The age of the child, the severity and longevity of symptoms and the existing outbreak of similar symptoms in the classroom/Center will impact a decision to exclude a child from the group.

For example, a 4-year-old with a temperature of 100 degrees F and no other symptoms would be monitored closely and a warning call would be made. A child with a low temperature of 100, for example, but who is lethargic or complaining of a stomachache and unable to participate comfortably in the daily routine of the classroom would be sent home.

The CSDC follows public health and bureau of disease control instructions regarding exclusion due to a communicable disease. However, in keeping with state licensing guidelines, exclusion is warranted for:
• Injuries and symptoms of illness that impair or prohibit the child’s participation in the regular child care activities; or
• Injuries and symptoms of illness which require more care than child care personnel are able to provide without compromising the health and safety of the ill or injured child or the other children in their care.
• Skin lesions which have not been diagnosed or treated by a licensed health care practitioner
• Unusual or extreme fatigue or lethargy
• More than one episode of diarrhea in one day;
• Uncontrolled coughing or wheezing
• Fever at or above 101 degrees F (taken orally, 100 degrees F when taken under the arm) or higher combined with any of the following: uncontrolled diarrhea (defined as increased number of stools compared with the child’s normal pattern and that are not contained by the diaper or toilet use); rash; ear ache; sore throat; or vomiting.

Prior to making a phone call about an elevated temperature:
• The child’s temperature is taken using different thermometers if readings seem disparate.
• The staff waits 20 minutes following a nap to take an initial temperature.
• The staff removes some clothing if a child has an elevated temperature with the initial check.
• The staff takes under the arm temperatures. All thermometers are digital.

When a decision to exclude a child is made, we ask that families or caregivers make every effort to pick up their child within 30 minutes of being notified.

When a child has vomited, had more than one instance of diarrhea, or has an excessively high fever at school or at home, they must be out the day of the incident (day 1), out the whole next day (day 2), and may return the following day (day 3) provided they are symptom free all of day 2 without the assistance of medication.

**Head Lice Policy**
The presence of head lice is not an illness but it does require special attention, in part because of misinformation in the past. Maintaining a sympathetic attitude and avoiding stigmatizing or blaming families who are experiencing lice infestation is important at CSDC. While parents have the primary responsibility for the detection and treatment of head lice the CSDC community will work in a cooperative and collaborative manner to assist all families to manage head lice effectively.

**It is the expectation of parents and families attending CSDC that:**
• You will proactively check your children’s hair for head lice on a weekly basis, at home.
• You regularly inspect all household members and then treat them if necessary.

**If you find live head lice on your child:**
• You notify the CSDC and advise when safe and recommended treatment was commenced;
• Your child will be allowed to return to CSDC after proper treatment for live lice, or other advice by a health professional, and no live lice remain;
You should check your child daily to ensure that no live lice remain. Re-treatment is sometimes required;
Follow recommendations for eradicating further head lice from the home or other high contact areas;
You notify the parents or caregivers of your child’s friends so they have an early opportunity to detect and treat their children if necessary.

In order to achieve a consistent approach to head lice management the CSDC will:
• Notify a child’s family immediately (or at the close of the day if appropriate) when visible live lice are identified by a teacher or the Assistant Director. The child will need to be excluded and will be allowed to return to CSDC after proper treatment for live lice, or other advice by a health professional, and no live lice remain. Because direct head to head contact is difficult to avoid at CSDC due to the frequent interactions between children and close confines in the nap room, the exclusion policy is stricter than typical in a school setting. Prompt treatment is in the best interest of the child and his/her classmates. If nits (lice eggs) are identified, parents will be notified at pick-up but no exclusion is required.
• Provide practical advice on treatment and eradication and maintain a sympathetic attitude and avoid stigmatizing or blaming families who are experiencing difficulty with control measures.
• Accept the advice of parents that appropriate treatment has commenced.
• Only inspect children who are showing symptoms of head lice. To help reduce the stigma and maintain confidentiality when conducting head lice inspections CSDC will inform the families of all children involved.

Conjunctivitis Policy
Conjunctivitis is an infection of the eyes commonly known as “pink eye” which can come in various forms including viral, bacterial, and as an allergic response. Because CSDC is unable to make a definitive diagnosis, a child with conjunctivitis-like symptoms will be required to be examined by a healthcare provider and can return when approved to be in group child care, with or without treatment. Parents will be notified and asked to take their child to a provider as soon as possible to minimize the risk of spreading infection.

Medications Policy and Procedures
We also ask that families not use medications that may mask undiagnosed illnesses. Giving a child Motrin/Tylenol may get them through the morning, but may also expose other children to unidentified ailments unnecessarily. If a family has given medication in the morning at home, please inform the teacher at drop off.

CSDC will administer medication only if the parent or legal guardian has provided written consent; and the medication is available in an original labeled prescription or manufacturer’s container. CSDC must have on file the written or telephone instructions of a licensed clinician to administer the specific medication.
1. For prescription medications, parents or legal guardians will provide teachers with the medication in the original, child resistant contents that is labeled by a pharmacist with the child’s name, the name and strength of the medication; the date the prescription was filled; the name of the health care provider who wrote the prescription; the medication’s expiration date; and administration storage and disposal instructions. For over-the-counter medications, parents or legal guardians will provide the medication in a child-resistant container. The medication will be labeled with the child’s first and last names; specific, legible instructions for administration and storage supplied by the manufacturer; and the name of the health care provider who recommended the medication for the child. NOTE: The exact medication that was recommended must be purchased. If it states Tylenol, then the store brand will not be sufficient. The CSDC recommends asking health care providers for the active ingredient and dose instead of name brands.

2. Instructions for the dose, time, method to be used, and duration of administration will be provided to the teachers in writing (by a signed note or a prescription label) or dictated over the telephone by a physician or other person legally authorized to prescribe medication. This requirement applies both to prescription and over-the-counter medications.

3. A physician may state that a certain medication may be given for a recurring problem, emergency situation, or chronic condition. The instructions should include the child’s name; the name of the medication; the dose of the medication; how often the medication may be given; the conditions for use; and precautions to follow. A child with a known serious allergic reaction to a specific substance who develops symptoms after exposure to that substance may receive epinephrine from a teacher who has received training in how to administer.

4. Medications will be kept at the temperature recommended in a locked container.

5. Medication will not be used beyond the date of expiration on the container or beyond any expiration of the instructions provided by the physician or other person legally permitted to prescribe medication. Instructions which state that the medication may be used whenever needed will be renewed by the physician at least annually.

6. The Authorization to Administer Prescription and Non Prescription Medication Form will be maintained by CSDC staff to record the instructions for giving the medication, consent obtained from the parent or legal guardian, amount, the time of administration, and the person who administered each dose of medication. Spills, reactions, and refusal to take medication will be noted on this log.

7. Medication errors will be controlled by checking the following 5 items each time medication is given:

   - a. Right Child
   - b. Right Medicine
c. Right Dose

d. Right Time

e. Right Route of Administration

Teachers may not dispense non-prescription medications. The only exceptions to this is if a physician has specified the use of over the counter medication through an Emergency Health Care Plan or written medical order and use of over the counter topicals, such as sun block and insect repellent per parental or legal guardian permission.

Parents/guardians may at any time dispense medication to their children.

Insect Repellent Policy (updated July 2014)
When public health authorities and the CSDC’s public health consultant recommend the use of insect repellents due to a high risk of insect-borne disease, the UNH CSDC will, with written parental/guardian permission, supply and administer an insect repellent containing a minimal concentration of DEET and approved by the Center of Disease Control (CDC) and the Environmental Protection Agency (EPA) parental/guardian (see Insect Repellent Permission Form).

Additionally, the insect repellent is:
- Applied when mosquitoes and ticks are present
- Applied during field trips that may expose a child to ticks or mosquitoes
- Applied only to exposed skin and clothes
- Not applied to infants under two months
- Not applied near eyes or mouth or on hands
- Not applied to clothing or skin more than once
- Used according to directions on the label
- Kept out of the reach of young children
- Washed off of exposed skin upon returning inside with soap and water or towelette

Families that do not wish to have the CSDC designated insect repellent applied must also sign the Insect Repellent Permission Form, indicating their choice.

Sunscreen Policy
Parents must sign a Sunscreen Permission Form upon enrollment. The CSDC will provide sunscreen for all children and will apply sunscreen to children prior to going outside. Parents whose children need a specific brand of sunscreen because of allergies or other medical reasons may provide that sunscreen. Special sunscreen must be labeled with the child’s name and used only by that child.

The CSDC supplies sunscreen that is PABA-free, water resistant, and has an SPF of at least 30.

The CSDC Staff will follow these procedures:
• Apply sunscreen during late spring and summer and other times when the sun seems intense.
• Apply sunscreen in the morning and afternoon and anytime necessary in between, preferably ½ hour prior to exposure.
• Apply sunscreen liberally, with special attention to cheeks, shoulders, backs of legs and upper arms.
• Apply sunscreen before and after water play.

**Containing the Spread of Germs**
The teachers at CSDC implement practices that have been determined to help control the spread of germs. These procedures include:
• washing hands upon entering the classroom, after changing diapers, assisting children in toileting, and after helping children blow noses;
• opening classroom windows when leaving the room for outdoor play, lunch and/or nap;
• containing diapers in separate closed containers;
• sanitizing toys which are often mouthed;
• sending uneaten food home, daily;
• disinfecting diapering, bathroom, and eating areas; and,
• providing individual sleeping mats/cots/cribs and blankets and disinfecting/washing weekly.

In addition to these precautions, we require staff and students to follow Universal Precautions, including wearing gloves when changing diapers and when bodily fluids are present.

**Sleeping and Napping Policy**
While infants nap according to their own schedule, all other full-time children in the center participate in rest time in the early afternoon. Each child has a mat with sheets (laundered weekly) arranged to meet licensing requirements. Children are welcome to bring small soft security objects from home if needed for rest time. It is a CSDC and accreditation policy that a quiet rest time in a relaxing atmosphere (in the community room or classroom) is beneficial to all children in a group setting.

**Outdoor Safety and Health**
Outdoor activity is very important for young children and is a planned daily activity at CSDC. We feel that a child who is well enough to be in the center is well enough to play outdoors. This provides the fresh air and movement needed daily for your child's general well-being and healthy development. You can help your child enjoy outdoor activities by making sure that he/she is properly dressed for the weather. In winter, this includes boots, warm coat, sweater, snow pants, mittens and hat. In summer, this includes sunhat, use of sunscreen and insect repellent as authorized by parent or guardian. CSDC also
sprays the perimeter of the outdoor play space for ticks as recommended when the children are not present.

**Outdoors during the Winter Months**

Temperature and wind chill are two factors that determine the safety of children being outdoors during winter months. The temperature can actually be quite cold and still be conducive to outdoor play, while wind chill tends to be the factor that makes outdoor play dangerous. The cold, blowing cold air quickly gets into children’s apparel, regardless of their level of activity, and puts them at risk of frostbite. Therefore, our policy at CSDC is that any day when the wind chill factor is 15 degrees or below (even though the air temperature might be lot warmer), children will not go outdoors. We will use the campus weather station [www.weather.unh.edu](http://www.weather.unh.edu) that posts wind chill temperatures throughout the day to make a determination.

Outdoor temperature is a different situation. It can be ten degrees, perfectly dry with no wind chill factor and be safe and healthy for children to be running around outdoors for a few minutes. The key here is that children be ACTIVE and appropriately dressed for the cold. For children who are not mobile or have special health considerations, this policy would be modified at the discretion of the classroom teacher. Therefore, our policy at CSDC is that any day when the temperature is ten degrees or higher (with a wind chill factor of 16 degrees or higher), children can be actively playing outdoors dressed in appropriate apparel for an appropriate length of time.

Another factor in determining outdoor activity is clothing. Mittens, hats, scarves, snow pants, warm socks and a hat are essential for conserving body heat in cold weather. At the first sign of chilling or shivering, a child should go indoors.

**Nutrition**

A morning and afternoon snack are provided based on US Department of Agriculture guidelines for balanced meals. Menus are reviewed by our nutrition consultant and are posted in each classroom and the kitchen. Information about guidelines or snack menus can be provided by your teachers or the Assistant Director. Lunches are provided by families while CSDC provides milk. We are able to re-heat food that has already been cooked at home sent in as left overs for lunch.

**Allergies: CSDC is a NUT-restricted environment**

CSDC proactively restricts the potential for specific allergic reactions in the center environment and in so doing hopes to minimize the hassles for families of children with allergies. **Tree nuts, peanuts, and nut products are the most serious and prevalent allergen at CSDC. Accordingly, foods with nuts (including nut pastes and flour) are not allowed at the center.**

We recognize that this policy is an inconvenience for families and children but ask for your help since for some children exposure to nuts poses a serious health risk. In some cases the allergy is so
severe that simply smelling nut products can lead to a dangerous reaction. We also encounter other allergies (e.g. dairy, soy, shellfish) and classroom staff will always work with the families of children concerned to create as safe an environment as possible.

**CSDC cannot guarantee that the center is a nut-free environment.** Teachers will inform families if they see food from home that includes visible nuts or they already know the product contains nuts. Removal may be necessary if there is a known nut allergy. Teachers do not read product labels. We depend on your assistance in monitoring foods from home. We have not excluded the many commercial products that include a warning about trace elements of nuts and the possibility of contact with nut-contaminated machinery. If there is a known allergy in the room, individual classrooms may ask families to adhere to additional safety practices as needed.

Allergy update 1/12/2017 – As a follow up to the conversations that began in the fall, I have reached out to our nutrition consultant about coconut. It isn’t a tree nut botanically and cases of coconut allergy are quite rare. So, although someone could conceivably be allergic to it (like just about any food), we will be omitting it from your no-nuts-from home policy. This decision allows a good alternative for some families who have dairy/soy allergies by providing coconut milk or water for their children.
SAFETY

Conduct of Adult Community Members
As members of a community, every adult who spends time at the CSDC (including staff, parents, guardians, students and visitors) should strive to provide the children with a model of civil and respectful behavior. Interactions by and between adults at the center should support a caring and safe environment for everyone.

Given that differences in opinions can arise within any community, it is particularly important that adults at the center are mindful of the behavior and interactions children observe when there is the potential for conflict. Children can learn a great deal by seeing adults approach and solve differences in a positive way. Conflict between adults, particularly if it is loud or emotional, can also be very stressful to young children who may not understand the context or meaning of the dispute. Given that children are present at CSDC we expect adults to organize a suitable time and place away from children to discuss issues that may give rise to strong or difficult emotions. Regardless of the problem, we expect community members to approach differences in opinion with an open mind and with respect for the other person and CSDC policies.

Language or behavior that is disrespectful, harassing, rude, or abusive to others, including children, is never acceptable within the CSDC environment. This policy extends to all forms of communication concerning CSDC business. Any adult who is unable to abide by a staff member’s request to act in a civil and respectful way will be asked to leave the CSDC grounds. If necessary, the Executive Director may take further action including exclusion from the CSDC facility, terminating enrolment, or, in the case of employees, appropriate UNH disciplinary action.

Arrival and Departure Safety
Because of the flow of traffic close to the CSDC entrance it is particularly important that families are mindful of arrival and departure safety. When arriving and departing each day please be sure that your child is within arm’s length of you and help us in reminding children that running is not allowed in the hallway at CSDC. While we typically encourage children’s autonomy we do not permit children to open the front door or playground gates. This practice ensures that an adult is always taking responsibility for safe comings and goings from the center. During the program, CSDC teachers also model these expectations. Because of the potential for confusion at departure time it is also important to note that you are responsible for your child once you arrive for pick-up regardless of whether we are inside or out on the playground. At arrival, you need to bring your child to the teacher and check-in verbally before leaving. This procedure helps us with maintaining an accurate count of children in the group.

In accordance with State Law, we want to remind you that no child under 12 years of age should be left in a car unattended. We understand that this can be inconvenient, but past
experience has shown us that young children are not ready for this responsibility. We appreciate your support in ensuring the safety of everyone at CSDC.

**Authorization for Pickup**

At the time of enrollment, families must provide the names and telephone numbers of persons authorized to drop-off and pick-up the child. It is the parent’s or guardian’s responsibility to notify the center of any changes in this authorization. If someone other than authorized persons indicated on the Child Emergency Form is to pick up your child, the CSDC must be notified in writing/phone by the parent and delivered by the parent in advance. We will release children to authorized persons only.

Photo identification or other official identification may be requested by a staff member before the child is released. Copies of legal documents must be provided to the office before any staff member can actively prevent non-custodial parents from picking up their child.

**Emergency Plans**

The CSDC conducts monthly evacuation drills and has posted emergency information in all classrooms, adjacent to all telephones, and in the office. The center will use the nearby Dairy Research building as the evacuation staging area if needed. All staff members are trained in emergency preparedness.

**Parking and Traffic**

Parking is available directly across from the CSDC entrance and along the wooden fence as you enter our driveway. If you have UNH Faculty/staff permit there is also parking in the rear lot. No parking is permitted in the marking Fire Lane along the front of the building. . . Leaving a car idling while in the vicinity of CSDC is never permitted. Fumes from cars quickly enter into our main hallway and on to the classrooms.

The safety of the CSDC community is our foremost concern. As you drive past the large CSDC sign your car should come to a CRAWL until you leave the driveway loop – that’s less than 5 miles an hour. This speed will enable you to stop if a child should dart in front of you.

**Staff to Child Ratios**

Recognizing the correlation of small group size and smaller numbers of children per adult to quality care and education, CSDC’s standards for group sizes and teacher to child ratios are based on best practices. Ratios and group size are met during all hours of operation including: indoor time, outdoor time, and during field trips. In addition to our permanent staff, our classrooms also have support from UNH interns and part-time teaching assistants. This staffing enables teachers to attend meetings, plan, take breaks, and participate in professional development opportunities.
<table>
<thead>
<tr>
<th>Name of Classroom</th>
<th>CSDC Group Size/Ratio</th>
<th>State Licensing</th>
<th>NAEYC Accreditation</th>
<th>Staffing</th>
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<tbody>
<tr>
<td><strong>Program 1</strong></td>
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<tr>
<td>Ages 24 months-36 months</td>
<td>Group Size: 12</td>
<td>Group Size: 18</td>
<td>Group Size: 12</td>
<td>Lead Teacher</td>
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<td><strong>Program 2</strong></td>
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<tr>
<td>Ages 36 months-48 months</td>
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<td>Hours: Mondays-Thursdays, 1-4</td>
<td>Ratio: 1:10</td>
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<td>Ratio: 1:10</td>
<td>Assistant Teacher/Student Teacher</td>
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<td>2-3 Students</td>
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<td><strong>Infants</strong></td>
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<tr>
<td>Ages 6 weeks to 17 months</td>
<td>Group Size: 9</td>
<td>Group Size: 12</td>
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<td>Monday-Friday 7:30 AM-5:30 PM</td>
<td>Ratio: 1:3</td>
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<tr>
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<td>Ages 4-5 years</td>
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<td>Monday-Friday 7:30 AM-5:30 PM</td>
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<tr>
<td>Ages 5-6 years</td>
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<tr>
<td>Monday-Friday 7:30 AM-5:30 PM</td>
<td>Ratio: 1:10</td>
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*Infants* Ages 6 weeks to 17 months Monday-Friday 7:30 AM-5:30 PM