

# NORTHAMPTON

COMMUNITY COLLEGE

Reibman Hall & Hannig Family Children's Centers

## Children's Centers



## FAMILY HANDBOOK

We are a community of learners – children, families, students, faculty, and staff – who embrace uniqueness, inspire respect and model the highest standards in early education sparked by the arts.

Reibman Hall – Main Campus  
3835 Green Pond Road  
Bethlehem, PA 18020  
610-861-5477

Hannig Family – Pocono Campus  
2411 Route 715  
Tannersville, PA 18372  
570-369-1860

The information in this handbook will be updated as new procedures and programs are created. You will be notified of such changes. Thank you.

**Revised: 6/2024**

## Contents

Mission Statement.....	5
Philosophy / Vision.....	5
Equal Opportunity Statement.....	5
<i>Welcome to the Children's Center</i> .....	6
PROGRAM INTRODUCTION.....	7
Licensing, Quality Initiatives & Accreditation.....	7
Why choose an accredited program?.....	7
Children's Center Administrative Contacts.....	8
Mailing Address.....	8
Center Hours.....	8
Center Web Site.....	8
Children's Center Classroom Lead Teacher Contacts.....	9
REIBMAN HALL.....	9
HANNIG CENTER.....	9
<i>Weather Closing Information Hotline</i> .....	10
NEW FAMILY ENROLLMENT PROCESS.....	11
Community Families.....	11
NCC Students.....	11
NCC Faculty and Staff.....	11
<i>Eligibility</i> .....	11
Application/Scheduling.....	11
Enrollment Process and Intake.....	12
Process for Introducing Children to the Classroom.....	12
CENTER PROGRAM ADMINISTRATION.....	13
Entering and Exiting the Children's Center.....	13
<i>Reibman Hall Children's Center</i> .....	13
<i>Hannig Family Children's Center</i> .....	13
Re-Scheduling Hours on a Permanent Basis.....	13
Drop-In Care.....	13
Early Drop-Off/Late Pick-Up.....	13
Withdrawal.....	14
Refunds.....	14
Fee Agreement.....	14
Understanding Your Child Care Bill.....	14
Paying your Child Care Bill.....	15
Variance in Rates.....	15
What to do if I think my hours billed are incorrect.....	15
Tax Information.....	15
State Subsidized Child Care.....	16

Financial Assistance: Students.....	16
<b>CENTER PROGRAM OPERATIONS .....</b>	<b>17</b>
Curriculum .....	17
Goals for Children.....	17
Family Involvement.....	17
Holidays/Celebrations/Birthdays/Gifts .....	18
Daily Communications .....	19
A Child's Day.....	19
What to Wear .....	19
Outdoor Activity .....	19
What to Bring .....	20
Arrival Procedures (NAEYC, 10D.7).....	21
Separation Issues .....	21
Departure Procedures (NAEYC, 10D.7).....	21
Release of Children (NAEYC, 10D.9).....	22
<b>EDUCATIONAL ENVIRONMENT .....</b>	<b>23</b>
Classroom Management (NAEYC, 10B.18).....	23
Equipment, Supplies and Resources .....	23
Use of Digital Technology.....	23
Annual Program Evaluations .....	24
Statement of Confidentiality (NAEYC, 10D.6) .....	24
Children's Center Teaching Staff Consists of .....	24
NCC Students.....	25
<b>CHILD DEVELOPMENT and FAMILY PARTNERSHIPS.....</b>	<b>26</b>
Assessment of Child's Growth and Development .....	26
Family/Child Conferences .....	26
Moving to a New Classroom.....	27
Problem Solving / Negotiating Difficulties - Policies and Procedures (NAEYC, 10B.20).....	27
Working with Children with Challenging Behaviors (NAEYC, 1E.1).....	28
Early Intervention Services (NAEYC, 7B.3) .....	29
Other Family Resources (NAEYC, 8A.1).....	30
Family Support Services.....	30
<b>WELLNESS.....</b>	<b>31</b>
Nutrition .....	32
Infant Classrooms.....	33
Toddler & Preschool Classrooms.....	33
Lunch Ideas & Pointers .....	33
Safe Packing.....	34
Meal Guidelines .....	35
<b>HEALTH .....</b>	<b>35</b>

Creating a Healthy Environment.....	35
Immunizations (NAEYC, 5A.14) .....	35
Hand washing .....	35
Safe Sleep Policy for Infants Younger than 12 Months (NAEYC, 5A.22, 5A.24) .....	36
Shoe-less Environment .....	36
Sanitation Standards .....	36
Air Quality .....	36
Child Illness Policy (NAEYC, 10B.19) .....	36
Medications: Prescription and Over the Counter (NAEYC, 5A.20, 10B.19).....	38
Allergies .....	39
Minor Accidents & “boo-boos” .....	39
SAFETY .....	40
Classroom Visitor Policy.....	40
Parking.....	40
Emergency Procedures (NAEYC, 10B.19).....	40
Safety Precautions.....	41
Security System.....	41
Legal Issues (NAEYC, 10D.9).....	42
Mandated Reporters .....	42
Curriculum .....	43
Introduction/Overview .....	44
Appendix A .....	1
Appendix B .....	3
Appendix C.....	5

# NORTHAMPTON

## COMMUNITY COLLEGE

Reibman Hall & Hannig Family Children's Centers

### **Mission Statement**

We are a community of learners – children, families, students, faculty, and staff – who embrace uniqueness, inspire respect and model the highest standards in early education sparked by the arts.

### **Philosophy / Vision**

We believe children learn naturally when interacting in an arts-integrated environment with adults, children and materials that are responsive to each child's abilities, interests, culture and language.

Children's learning is inspired, supported, and challenged in an aesthetic environment where children use the arts as symbol systems to construct, represent and communicate meaning; inquire about, create and solve problems; and develop and maintain caring relationships.

The NCC Children's Centers' priority on building relationships, developing communication skills, supporting inquiry and use of the arts establishes a foundation for lifelong learning.

### **Equal Opportunity Statement**

The Center does not discriminate on the basis of race, color, gender, sexual orientation, religion, national or ethnic origin, ability or socio-economic standing

# NORTHAMPTON

## COMMUNITY COLLEGE

Reibman Hall & Hannig Family Children's Centers

### *Welcome to the Children's Center*

Dear Family,

Welcome to Northampton Community College's Children's Center. We are delighted that you have chosen our program for your child. We know this is one of the most important decisions you will make. Be assured that we are committed to bringing you and your child the highest quality care and education in the context of a program that values the uniqueness of each child and family.

Relationships are at the core of our work. Ongoing and regular communication about your child's needs and shared goals are the foundation for fostering a partnership that supports your child's development and learning. You are welcomed at the Center anytime during the day to visit, share lunch with your child, schedule a meeting with his/her teacher or Center administrator or spend time with other families. Your active participation and input are the cornerstone for building a long-term reciprocal partnership.

During the day your child will have a multitude of opportunities to explore and experience their world through hands-on real experiences and interactions. Our arts-based framework supports a holistic approach to meeting the development needs of each child based on culture, language and ability diversity. Teachers will incorporate the language preferences you have for your family, and we may ask for your help in developing non-English materials and experiences in the classroom. (NAEYC, 2D.5)

As you begin to think about your child's first day with us, let us know how we can best support this transition. While your intake appointment will include completing and reviewing paperwork and procedures, we encourage you to make time to bring your child into his/her classroom for a visit. This can support a more seamless transition for you and your child. In addition, you may want to choose some of the following suggestions:

- Establish a regular drop-off and pick-up routine: if possible, allow extra time to read your child a story and play a game.
- Build trust: Always say goodbye to your child when you leave.
- All of our classrooms have family displays: bring a family photograph for your child to look at during the day.

This Handbook is designed to help you become acquainted with our Program. You will need to refer to it from time to time, so please keep it handy. Feel free to ask questions if you don't find the answers in this book.

Please do not hesitate to contact us with questions or comments regarding your child's care. We look forward to working with you and your child and invite you to become partners with us in the education and care of your child.

Sincerely,

Tonia Breech  
Director, Education Department

Coordinator of Childcare Services  
Reibman Hall Children's Center

Faye Freer  
Coordinator of Childcare Services  
Hannig Family Children's Center



## PROGRAM INTRODUCTION

### Licensing, Quality Initiatives & Accreditation

The Children's Centers are licensed by the Department of Human Services and accredited by the National Association for the Education of Young Children (NAEYC). State licensing requirements are met through yearly inspections by the Department of Human Services (DHS). In addition, both Centers participate in the state's quality improvement program, the PA Keystone STARS Program. We are currently rated a Four-Star Accredited Center, which is the highest rating a Center can attain. NAEYC accreditation provides a process through which early childhood professionals and families evaluate the program, compare it with professional standards, strengthen the program and commit to ongoing evaluation and improvement. NAEYC accreditation is renewed every five years. We are proud of our effort to maintain this high-quality mark.

### Why choose an accredited program?

Accredited programs have demonstrated a commitment to providing a high-quality program for young children and their families. The accreditation process examines the total program, the greatest emphasis is placed on the quality of interactions between staff and children and the developmental appropriateness of the curriculum-what really occurs and is planned with the children. Health and safety, staffing, staff qualifications, physical environment, and administration are all reviewed during accreditation, but primary consideration is given to the nature of the child's experience.

*National Association for the Education of Young Children*  
National Academy of Early Childhood Programs  
509 16<sup>th</sup> Street, N.W., Washington, DC 20036  
800-424-2460  
[www.naeyc.org](http://www.naeyc.org)



Department of Human Services  
Office of Children, Youth and Families  
Northeast Region Office  
Scranton State Office Building, Room 339  
100 Lackawanna Avenue  
Scranton, PA 18503  
800-222-2108  
<http://dhs.pa.gov/citizens/childcareearlylearning/>



Northeast Regional Key  
Community Services for Children  
1520 Hanover Avenue  
Allentown, PA 18109  
610-437-6000  
800-528-7222  
[http://www.pakeys.org/pages/get.aspx?page=programs\\_stars](http://www.pakeys.org/pages/get.aspx?page=programs_stars)



# NORTHAMPTON

## COMMUNITY COLLEGE

Reibman Hall & Hannig Family Children's Centers

### Children's Center Administrative Contacts

#### Director of Education (Main and Pocono Campuses)

Tonia Breech / [tbreech@northampton.edu](mailto:tbreech@northampton.edu) / 610-332-6555 / Fax 610-861-4110

#### Center Coordinator (Pocono Campus - Hannig)

Faye Freer / [ffreer@northampton.edu](mailto:ffreer@northampton.edu) / 570-369-1861 / Fax 570-369-1896

#### Scheduling Assistant (Main Campus)

Doreen Dantzler / [DDantzler@northampton.edu](mailto:DDantzler@northampton.edu) / 610-861-5477 / Fax 610-861-4110

#### Scheduling Assistant (Pocono Campus)

Debra Duff / [dduff@northampton.edu](mailto:dduff@northampton.edu) / 570-369-1860 / Fax 570-369-1896

#### Family Success Coordinator (Main and Pocono Campuses)

Janette Zuk / [jzuk@northampton.edu](mailto:jzuk@northampton.edu) Main / 610-332-6084 / Fax 610-861-4110  
Monroe / 570-369-1861 / Fax 570-369-1896

### Mailing Address

Northampton Community College  
Reibman Hall Children's Center  
Main Campus  
3835 Green Pond Road  
Bethlehem, PA 18020

Northampton Community College  
Hannig Family Children's Center  
Pocono Campus, Kapp Hall  
2411 Route 715  
Tannersville, PA 18372

### Center Hours

7:30 AM to 6:00 PM Monday – Friday

### Center Web Site

<https://www.northampton.edu/student-services/childrens-centers.htm>



# NORTHAMPTON

## COMMUNITY COLLEGE

Reibman Hall & Hannig Family Children's Centers

### Children's Center Classroom Lead Teacher Contacts

#### **REIBMAN HALL**

Christine Murphy / [cmurphy@northampton.edu](mailto:cmurphy@northampton.edu)

Miki Eisenreich / [meisenreich@northampton.edu](mailto:meisenreich@northampton.edu)

#### **Room 128**

Nancy Fogel / [nfogel@northampton.edu](mailto:nfogel@northampton.edu) / 610-861-5363

#### **Room 132**

Lisa Scott / [lscott@northampton.edu](mailto:lscott@northampton.edu) / 610-332-6085

#### **Room 135**

Barbara Piraino-DeVito / [bpiraino-devito@northampton.edu](mailto:bpiraino-devito@northampton.edu) / 610-861-5470

#### **Room 140**

Sally Jeffreys / [sjeffreys@northampton.edu](mailto:sjeffreys@northampton.edu) / 610-861-5469

#### **HANNIG CENTER**

##### **Preschool: 570-369-1901**

Denille Herstek / [DHerstek@northampton.edu](mailto:DHerstek@northampton.edu)

##### **Toddler: 570-369-1902**

Lystra Thongs / [LThongs@northamptn.edu](mailto:LThongs@northamptn.edu)

Lorraine Meriles / [LMeriles@northampton.edu](mailto:LMeriles@northampton.edu)

##### **Infant: 570-369-1903**

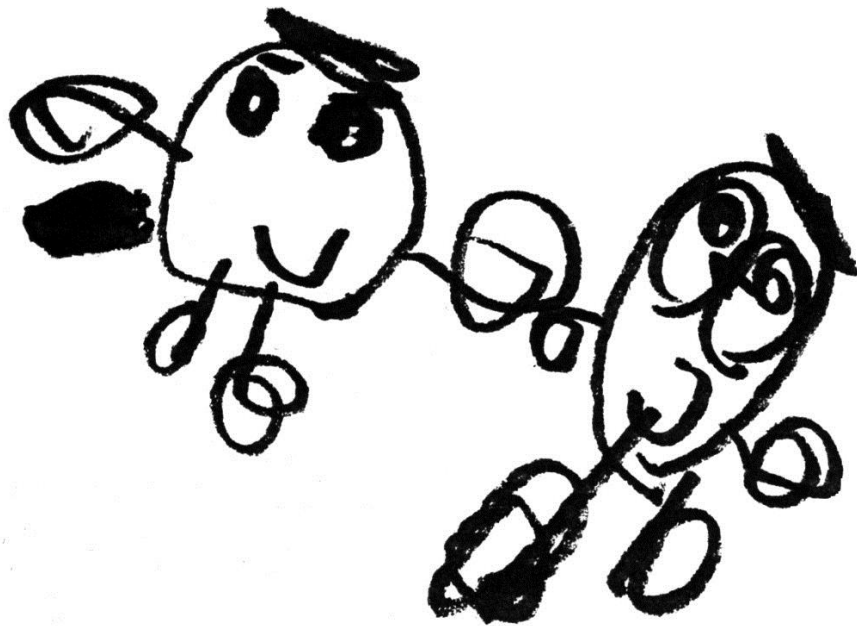
## ***Weather Closing Information Hotline***

The Children's Centers follows the college schedule for delays and closings. Reibman Hall families follow Bethlehem/Main Campus closings and delays. Hannig Family Children's Center follow Pocono campus closings and delays.

Please register your cell phone and/or email address to receive NCC Texts and/or Email Alerts at <http://webapp.northampton.edu/alerts/>. There is a form provided to complete and then you will be notified immediately if any decision has been made to change the college's schedule.

Main Campus Hotline  
610-861-4595

Monroe Campus Hotline  
570-369-1800 x3



## NEW FAMILY ENROLLMENT PROCESS

### ***Community Families***

Community families have the opportunity to select two, three, or five full day schedules for their child(ren).

### ***NCC Students***

NCC students have the opportunity to select two, three, or five full day schedules for their child(ren). A copy of the student's current college course schedule form must be attached to the **Child Care Application form** in order to be considered for childcare. The parent must be **actively** enrolled, at NCC, for a minimum of 3 credits for the entire semester, or **actively** enrolled in a qualifying non-credit course, to be eligible for the discounted student child care rate. Should your status as a student change, notify the children's center immediately. Your child care rate will then be modified to reflect your new status effective the date you were no longer actively enrolled as a student at NCC.

### ***NCC Faculty and Staff***

NCC faculty and staff have the opportunity to select two, three, or five full day schedules for their child(ren) on the **Child Care Application form**. The parent must qualify as an employee, based on the following Human Resource requirements, in order to be eligible for the discounted faculty/staff child care rate.

#### **Eligibility**

The following NCC employees are eligible for the staff rates at Reibman Hall and Hannig Children's Centers:

- Full-time employees.
- Regular hourly employees who work on average 20 hours or more per week.
- Adjunct instructors teaching credit courses who teach 3 credits or more, at an NCC campus or site, during the semester the child(ren) are enrolled.
- Adjunct instructors teaching for Community Education who work 12 contact hours on a regular basis, at an NCC campus or site, during the semester the child(ren) are enrolled (excludes adjunct instructors who teach exclusively evenings/weekends/online).

Should your status as an employee change, notify the children's center immediately. Your child care rate will then be modified to reflect your new status effective the date you were no longer an employee of NCC.

### **Application/Scheduling**

All applications must be submitted to the Bursar's office with a **\$50.00 non-refundable application fee**. If you are, or will be, a student of NCC, a copy of your course schedule must be attached in order to be considered for enrollment. A separate **Child Care Application form** **must** be completed for each child. Applications for unborn children and families adopting a child will be accepted with a due date

and/or anticipated date for care. Be sure to complete the process by indicating your desired schedule in the schedule/rate area on the **Child Care Application form**. This section must be completed in order for your child to be scheduled for care. Upon submission, specific availability will be determined. If there are no appropriate open spaces, your child will be placed on a waiting list in the date order the application was received.

### ***Enrollment Process and Intake***

All applications will be processed based on the date the application is received at the children's center. If your child's age and hours for care can be accommodated, you will be notified by the Scheduling Assistant to confirm enrollment and schedule an intake appointment. Prior to the intake appointment, the family will receive a packet of required paperwork necessary to complete the enrollment process. Families must bring this completed paperwork to the intake meeting for review. Your intake meeting and all paperwork must be completed at least a week before your child's start date. If billing has already been processed for the month, *a receipt of proof of payment* will be required in order for your child to start at the children's center on their scheduled start date.

### ***Process for Introducing Children to the Classroom***

Prior to your child's start date you and your child will have the opportunity to visit the classroom and meet the teachers. It is important for you and your child to feel comfortable and welcomed in their new classroom environment. You may also schedule additional visits to the classroom prior to your child's start date to ask questions, drop off supplies and further acclimate your family to the classroom and the teachers.

## CENTER PROGRAM ADMINISTRATION

### ***Entering and Exiting the Children's Center***

#### ***Reibman Hall and Hannig Family Children's Center***

In order to have access to the Children's Center, each family is assigned a key fob(s) **to carry with them at all times.** The key fob is waved in front of the reader just inside the outer door of The Children's Center. **Without your fob, you will not be able to enter the building.**

Please know the importance of keeping your key fob safe. If it is lost, **please report the lost fob to the Scheduling Assistant so that it can be disabled and a new one can be assigned.** The security system can only be effective if we are diligent in reporting lost fobs. In addition, please do not hold the door open for people coming in and out of the building before or after you. Allowing anyone free entrance to the building is a security risk that breaks down a system we are trying to maintain.

### ***Re-Scheduling Hours on a Permanent Basis***

Schedule changes must be pre-approved. If you need to make a permanent schedule change, fill out the **Change form** and submit to the Scheduling Assistant (forms are available at the front desk). The Scheduling Assistant will contact you to let you know if the requested days and times are available. When the changes cannot be accommodated your request will be placed on a waiting list until openings become available. All changes will become effective as of the first of the following month and must be requested at least two weeks in advance.

### ***Drop-In Care***

If you need drop-in, or extra hours, other than your child's regular schedule, please discuss availability with your child's teacher at least one day prior. If approved, complete the **Extra Charge form** and leave it with your classroom teacher. If your child can be accommodated, this request will accrue charges on an hourly basis and be added to the subsequent bill.

### ***Early Drop-Off/Late Pick-Up***

Dropping off or picking up your child(ren) before or after your contracted schedule is not an option. In the event of an occurrence, **an administrative fee of \$25.00 per instance, per family, will be charged.** In addition, families will be charged \$1.00 for each one (1) minute that exceeds the 6:00 PM hour, per child. In all cases, the time and fee will be determined when the family exits the Children's Center.

The Children's Centers open at 7:30 AM and close at 6:00 PM. Full Day sessions operate 7:30 AM to 6:00 PM. As a courtesy, families are asked to pick children up by 5:30 to allow teachers proper time to clean and disinfect the classrooms. Late pick-up should be considered an unusual and unavoidable occurrence. Please allow enough time to arrive at the Center, pick up your child, and leave the Center by closing time. We do, however, understand that special circumstances can arise. If, in the case of an emergency, you cannot pick up your child on time or send one of your emergency contacts, please notify Center staff immediately. In the absence of contact from a parent/guardian, we will begin to call the numbers listed on **the Emergency Contact/Parental Consent form** in the order provided. Please make sure these numbers are up to date. Per state mandate we are obligated to call Child Protective Services if we are unable to reach you or your emergency contacts.

### ***Withdrawal***

To withdraw your child(ren) from the Program, please notify the Scheduling Assistant in writing, at least one month prior to the withdrawal, if possible. If withdrawal occurs with less than one week (7 calendar days) notice; charges for that week will be included in your last bill. A **Withdrawal form** is needed to officially terminate your agreement. Withdrawing your child from the center, for any reason, does not guarantee enrollment at a later date.

### ***Refunds***

Payments for childcare will not be refunded for time lost due to absences, illness, vacation, or college related closings such as inclement weather or other emergency related situations that require the college to be closed.

### ***Fee Agreement***

The fee agreement outlines your contract of services and payment for childcare. This is an agreement between you and Northampton Community College. Failure to abide by your contract may result in your child being withdrawn from the Program and possibly additional financial fees.

### ***Understanding Your Child Care Bill***

Your charges are based on the enrollment options you have selected and the schedule for your child. Also included in your bill are any drop-in hours, early drop-off, late pickup or other administrative fees incurred during the previous month. If you receive funding through subsidized child care (ELRC/Title XX) any copayments or other charges that are the parent's responsibility will appear on your statement. Charges are based on time scheduled. If your child is absent from care, you are still responsible for payment for the time period your child is scheduled.

The Bursars Office generates bills one month prior to services. Payment is due on the first of each month.

Failure to pay your bill in a timely manner will result in immediate communication from either the Scheduling Assistant or the Coordinator to discuss the situation. Repetitive late payments, or failure to pay your bill, may result in loss of childcare services.

### ***Paying your Child Care Bill***

- Pay with a credit card at: <https://commerce.cashnet.com/NCCMISC> and select Child Care Charges.
- Pay with a credit card at Bursar Office (Main or Monroe campus).
- Mail a check or money order payable to NCC. Please include Child and Parent name and mail to NCC, Attn: Bursar (Childcare) 3835 Green Pond Rd, Bethlehem, PA 18020 for Reibman Hall. Attn: Bursar (Childcare) 2411Route 715 Tannersville, PA 18372
- Place check or money order in Bursar drop box at both campuses. Please include Child and Parent name.

**If multiple attempts for payment remain unpaid, delinquent accounts will be turned over to a private collection agency and reported to a national credit bureau.** Additional collection costs will be added to all accounts that are referred to collection and these costs are the sole responsibility of the parent/guardian or guarantor of the account. As a result, child care services will be suspended until the balance on the account has been paid in full.

### ***Variance in Rates***

The rate a family is charged is subject to interpretation based on financial aid status, subsidized childcare rates, and/or status within a particular group such as staff or student.

### ***What to do if I think my hours billed are incorrect***

Please call the Children's Center and verify your scheduled hours. If a correction to your bill is necessary, the Children's Center will notify the Bursar's Office and your bill will be corrected immediately. Parents who still have questions concerning billing may contact the Bursar's Office at 610-861-5407.

### ***Tax Information***

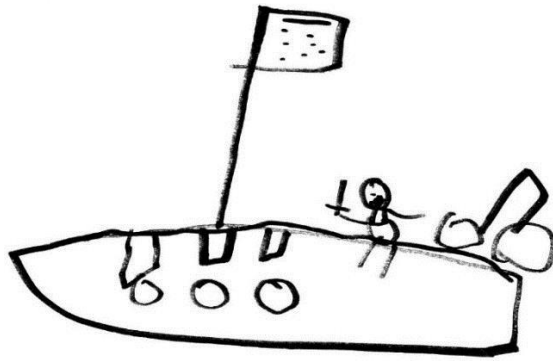
The Children's Center Federal Tax ID Number is 236-41-7444. You will need this number to claim your child care costs when filing your Income Tax Return. Families will receive a year-end statement from the Bursar's Office by January 31<sup>st</sup> for the previous year.

### ***State Subsidized Child Care***

Community based child(ren) enrollments will be charged the difference between what state subsidy pays for child care and what the actual published NCC rate is at the time of services. NCC Student, Faculty & Staff families accessing state-subsidized child care will be charged the NCC rate for any days of care that are not covered by state subsidy. Any charges incurred on the account for the gap payment, days of care not covered by subsidy, and copayments must be kept current. Failure to keep your account current will result in the suspension of child care until the balance on the account is paid in full.

### ***Financial Assistance: Students***

There are a variety of assistance programs available to students. The Children's Center accepts government-subsidized payments for childcare. If you are a NCC student who qualifies for financial aid, check with the Financial Aid Office at 610-861-5510 to discuss possible assistance with your childcare costs. A list of financial assistance options is available at the front desk of the Children's Center.





## **CENTER PROGRAM OPERATIONS**

### ***Curriculum***

Our curriculum emphasizes active exploration of the environment to strengthen the physical, social/emotional, cognitive and creative growth of each child. Teachers use strategies and techniques central to ***Art as a Way of Learning***® to plan and implement curriculum. We believe the arts provide children with a unique language through which they can both construct and express their imaginations and knowledge. Children's artistic literacy gives them opportunities for creative and critical thinking, problem solving, and reflection. Such opportunities challenge children to communicate to others what they see and know about their worlds and to become more familiar with the artistic expressions of other cultures.

The college campus provides a rich resource for field trips and research that strengthens the learning of children. Special features include:

1. Access to the college campus which serves as a classroom resource for field trips to the children's library, art shows, and cultural events
2. Emergent projects that evolve from children's interests
3. Local artists, who model, teach and lend their expertise to the teachers through our "Artist in Residence" program. Contingent on grant sponsorship
4. Journals that serve as a transition from home to school, foster literacy development and create a safe place for children to express their emotions
5. Visual documentation of children's learning and development

### ***Goals for Children***

Our goal is to teach each child:

- to communicate and represent what they know and feel
- to solve problems critically and creatively
- to connect to their community, family, and culture
- to develop and maintain positive relationships and understanding of self

### ***Family Involvement***

Families are encouraged to take an active part in our program. Parents are invited to become vital partners in the learning process and in the ongoing functioning of the Center. A complete listing of *Children's Center Volunteer Opportunities* will be given to families upon enrollment. Our *Parent Advisory Committee* guides Center programs and procedures by meeting to discuss various topics.

Opportunities for involvement include:

- Visiting your child's room
- Serving on the Parent Advisory Committee. This committee meets to review programs, procedures, research and scheduling of enrichment programs, fundraising etc.
- Attending parent trainings and/or workshops
- Participating in Center functions and events
- Meeting with your child's teacher for Parent/Teacher Conferences

- Participating in your child's classroom experience by sharing a talent, hobby, vocation, tradition, or a favorite story
- Accompanying a child on a field trip
- Planning for or providing supplies for special events
- Saving recyclables for projects. (Teachers will inform you of specific needs)
- Completing an annual Family Questionnaire. (This is vital feedback!)
- Helping with fundraisers

### ***Holidays/Celebrations/Birthdays/Gifts***

Holidays are recognized and appropriately supported as they emerge through children's play, their journal drawings and stories, and pronouncements. It is believed that by responding to children's expressions and representations, the holiday is recognized in a context that is meaningful for the child and supports the appropriate development of the child's social knowing. It is recognized that holidays are an integral part of each child's socio-cultural life, are part of their uniqueness, enrich the community of the classroom and support the goal of connecting community, family and culture. Thus, teachers are prepared to support and extend the child's interests, as well as other children's "wanting to know", with questions, ideas, materials, and documentation of the experience. Holiday decorations, parties, and prepared information and material are not included in the Children's Center curriculum or practices.

Celebrations occur on a daily basis such as recognizing the birth of sisters and brothers, completion of a special project, a unique or unusual block structure, etc. These celebrations are visible through special group times with all the children, creation of stories, written documentations of the events, notes to parents, etc.

Planned celebrations occur to recognize events that relate to common culminating experiences and/or accomplishments of the children and families at the NCC Children's Centers.

Examples of these are:

- End of the Semester classroom events: shared food and stories
- Garden Party: families come together to prepare the soil and plant seeds and flowers
- Fall Festival: families enjoy activities related to the harvest season including the harvest of the garden (depending on availability!)
- Art Show: children's framed pieces are displayed at Communication Hall Bethlehem Campus and Keystone Hall Monroe Campus - with an opening reception

Celebrations may occur when a child and parent want to share a particular object or food experience that is related to their home culture.

- To honor a child's birthday, we invite families to bring a school birthday treat to share with their class. In keeping with our nutrition guidelines, however, we ask that you save birthday sweets for your celebration at home. Parents should contact Lead Teachers in advance to make arrangements for a ***nutritious birthday snack***. Check with your child's classroom teacher about children who may be allergic to certain foods. For the health and safety of all children, please refrain from sending in candy such as lollipops for any occasion.

Family gifts can be given in the form of a classroom donation of materials or equipment. Cash donations to the Center must go through the college foundation. See the coordinator for additional information or ideas.

## ***Daily Communications***

Check your child's Brightwheel Feed, basket/cubby, bags and lunch box for:

- Notes about your child
- Infant/Toddler Parents receive feeding, nap and activity information

Also look for:

- Posted notices in the classroom and at entrance
- Newsletters that highlight Center happenings and changes in policy or schedules
- Center notices that inform you of special events or news
- A calendar to aid you in planning your year
- Learning webs and displayed learning documentation posted in the classrooms and throughout the building

Please coordinate your schedule so that we can reach you in case of an emergency. Keep emergency contact information up-to-date. Our licensing agent requires emergency information to be updated every six months.

We will keep you posted of important happenings at the Center and ask that you keep us abreast of what is happening in your child's life outside of our Center.

## ***A Child's Day***

In the Infant Room, feedings, naps, and learning experiences are provided on an individual basis. In the Toddler/Preschool classrooms children explore interests interacting with materials, adults, and each other. Included are free choice times, small group experiences, small and large motor activities, walks and outdoor times, snacks, lunch and rest. All children are provided with a quiet time after lunch. All children who are in care at rest time are expected to sleep or rest quietly. Children who stay awake are directed to quiet activities on their mats.

## ***What to Wear***

We believe children learn best through active involvement with materials and their environment; this can include water, paint, markers, glue, dirt, sand, etc. Even though smocks are provided, children still get messy! Please do not send your child to the Center in clothes that all involved with your child will have to worry about getting dirty. Be sure to bring in a full set of extra clothes to keep in your child's cubby.

## ***Outdoor Activity***

Children go outdoors each day unless the weather is extremely inclement. (Quality standards define "inclement" as temperatures above 90 degrees or below 25 degrees). Teachers check the local weather indicators daily via the internet to determine if levels of ozone, pollution, and temperature are at safe levels to take children outside. Please dress your child accordingly, labeling all coats, mittens, hats, boots, etc. Please apply sunscreen and/or insect repellent before bringing your child to the Center. For children who attend all day, teachers will re-apply sunscreen for afternoon outdoor activity with a permission note that is signed and dated from the family.

## **What to Bring**

- **For All Children:**

- ☑ Washable play clothes. For safety reasons, sturdy sneakers or rubber soled shoes and socks are **required**.
- ☑ A complete change of clothes, including socks, to be left at the Center in your child's cubby (in a small bag, please). Check often to see that these are appropriate to the current season and that they fit your growing child. Replace clothes when they are sent home to be laundered.
- ☑ Put your child's name on **everything** especially coats and lunch boxes. We reserve the right to label possessions which come to us without your child's name.
- ☑ Appropriate clothing for outdoors. Winter clothes should include boots, mittens, a warm hat, and snow pants or snowsuit. Summer clothes should include hats, light T-shirts, sneakers, and socks.
- ☑ Please leave special toys or other treasures at home. These items are easily broken, lost or misused when brought into group settings. **(To encourage non-violent play, toy weapons and action figures are not permitted in the Center)**. All toys brought from home, without prior approval by staff, (excluding naptime object) will be kept by staff for return at the end of the day.

- **For Infants and Young Toddlers:**

- ☑ A small washable blanket and stuffed toy for naptime. Infant sheets will be washed by the Center. Please note: children under 12 months of age will be placed to sleep in a crib on their back with only a fitted crib sheet and/or a sleep sack (wearable blanket).
- ☑ A supply of disposable diapers and wipes.
- ☑ A supply of bottles, and food (with a feeding schedule) – at minimum, enough for an entire day. Please include eating utensils, bowls, or plates.
- ☑ A "Lovey" or pacifier if used.

- **For Older Toddlers and Preschoolers:**

- ☑ A supply of underwear and/or pull ups and wipes, for children who are "potty learning."
- ☑ Clothing that is easy to manage in the bathroom allows children to be independent. Belts, buckles, suspenders and zippers are challenging; elastic waists are easier to manage.
- ☑ A small washable blanket and stuffed toy for naptime. All bedding must fit inside the designated classroom storage spaces for bedding (cubbies, draw string bags). Please take your child's bedding home weekly to be washed.
- ☑ For Older Toddlers and Preschoolers, a ready-to-eat lunch with beverage **and** eating utensils. **Please send foods that do not require heating or preparation.** (See Nutrition heading for suggestions.)

### **Arrival Procedures** (NAEYC, 10D.7)

The Children's Center opens at 7:30 AM

- All children must be supervised by an adult at all times – so please keep your child(ren) in your eyesight.
- Call the classroom upon arrival and Sign your child **in** using Brightwheel each time.
- Help your child put away personal belongings and hang their coat.
- Take your child to the sink to wash hands following hand washing guidelines.
- Allow extra time in your schedule to help your child make the transition from home to school. To ensure staff/child ratios, stay with your child until your scheduled drop off time.
- Establish consistent separation rituals with your child. These rituals ease the transition from parent to caregiver. Your child's teacher can help you with suggestions.
- Help your child get settled and make certain that a member of the staff acknowledges your child's presence.
- Arrival **and** departure time are a good time for **brief** sharing with your child's primary caregiver. Inform her of any changes in schedule or person picking up. However, lengthy discussions may distract the caregiver from the children or from her preparations for the day. When necessary, write a note, leave a message in Brightwheel or make an appointment for a longer discussion, or ask the staff member to call you. (NAEYC, 10D.7)
- It is greatly appreciated if your child will be absent to put a reason for absence in Brightwheel.

### **Separation Issues**

Separation is a process. It is important to acknowledge and respect the time it takes for children and families to grow in their trust and confidence of the program and staff. We encourage families to arrange visits prior to their child's start date to help ease the transition. Families are asked to play in their child's room, talk with the teachers and interact with the materials and people in the classroom. The number of visits will be determined by the parents' and child's' level of comfort.

Our teachers are skilled at supporting children through this time; please use their guidance and expertise when you experience difficulties. Families may arrange a special time to meet to talk about additional strategies for building comfort and trust.

### **Departure Procedures** (NAEYC, 10D.7)

The Children's Center closes at 6:00 p.m.

Please try to pick up by 5:30

- Please make arrangements to pick up your child on time. A "back up" plan for pick up is advised in the event of an early closing, bad weather or traffic that may keep you from picking up by closing. Please sign up for text and email alerts so that you always know if the college is opening late, closing early or closed for the day.
- Call the classroom upon arrival and Sign your child **out** each time.
- All children must be supervised by an adult at all times – so please keep your child(ren) in your eyesight, especially in public areas such as hallways and the exterior of the building.
- Teachers are scheduled to work until 6:00pm. Please be on time and plan your pick-up so that you and your child are exiting the Center before closing.
- Check your child's Brightwheel and basket/cubby daily for important information.
- Make sure that a member of the staff has acknowledged your child's departure.
- Read notes sent home from the staff and posted notices. Check cubbies for projects, soiled clothing, lunch boxes, etc.

**Release of Children** (NAEYC, 10D.9)

Staff cannot release children to anyone other than the parent or adult specifically authorized in writing by the parent or legal guardian. Please inform us in writing when you want a name added or dropped from your list. Alert the pick-up person that they will be asked to provide photo identification.

- We are required by our licensing agency, the Department of Human Services, to release children to their parents at any time unless a court order stipulates otherwise. Court orders supersede Center policy or parent wishes in divorce and custody issues. Orders must be current, and a copy must be kept in the child's file to be enforced.
- As advocates for our children's well-being, it is our responsibility to ensure that children are picked up by competent adults who are capable of safely transporting children home. If a parent or his/her designee arrives to pick up a child and the staff are uncomfortable with the condition of the adult, the child will be detained while another authorized adult and/or campus security are notified. In extreme cases, NCC Security and/or law enforcement will be notified.

## **EDUCATIONAL ENVIRONMENT**

### ***Classroom Management*** (NAEYC, 10B.18)

All children are treated with dignity and respect. Discipline is considered an opportunity to foster and support the development of self-control and to allow the child to assume responsibility for his or her own actions. Disciplinary measures are age appropriate, positive and encouraging and are never punitive in nature.

Methods used by the staff:

- Planning ahead to prevent problems.
- Redirecting children by diverting their attention.
- Establishing clear, consistent rules with the children.
- Encouraging and reinforcing appropriate behaviors by praising, supporting, and coaching.
- Guiding children to resolve conflicts by sharing feelings, using words, and developing a plan of action.
- Speaking clearly and firmly in a modulated voice.
- Practicing acceptable behavior and role-playing.
- Modeling self-control and respect.
- Using eye contact, body language and facial expressions to express concern.
- Expecting and enabling acceptable, timely responses.
- Allowing for logical or natural consequences of behaviors.
- Separating a child from the group for a brief time. Used as a last resort.

If you find it necessary to discipline your child while at the Center, we ask that you use one of the methods outlined above. Ask for our assistance if you need help.

### ***Equipment, Supplies and Resources***

Each room contains equipment that is designed to stimulate and support children's learning. Materials meet all safety standards. They are chosen carefully to be aesthetically pleasing and meet children's individual developmental, cultural and educational needs.

### ***Use of Digital Technology and the Selection of Classroom Materials and Media***

Technology is quickly advancing the ways in which the world communicates and gains information. All media can present opportunities as well as challenges, especially when using them with young children.

The Children's Centers will consider several key research-based recommendations of how young children grow and learn when using digital technology and all interactive media and materials including art prints, music and print/books, selected to be used in the classroom (NAEYC, 2012).

- Teachers will pre-screen all internet sites, software, music, books and materials to ensure the content is age-appropriate, non-violent, anti-biased and non-offensive.
- Teachers will pre-view and select materials carefully in order to ensure that learning is safe, healthy, acceptable, responsible, and socially positive.

- Screen use will never replace creative play, exploration, physical activity, outdoor experiences, conversations and/or social interactions. Only interactive digital media will be used along with age recommendations regarding screen time limitations.
- Care will be taken when classroom materials are selected such as but not limited to music, books, art prints, digital media etc. – that there are no images, words, lyrics or text that contain any form of violence, harassment, shame, hurtful or offensive depictions to any groups of people.

For additional information regarding appropriate use of technology and interactive media with young children, please see the following references:

National Association for the Education of Young Children (NAEYC) and the Fred Rogers Center for Early Learning and Children’s Media at Saint Vincent College (2012). *Key Messages of the NAEYC / Fred Rogers Center Position Statement on Technology and Interactive Media in Early Childhood Programs.*

### ***Annual Program Evaluations***

Families are asked to formally evaluate Center components each year by completing a written survey. The results of the survey are shared and used as a starting point for strategic planning.

### ***Statement of Confidentiality*** (NAEYC, 10D.6)

All information concerning enrolled families and children is kept confidential in individual children’s files. Files are located both in the Scheduling Offices, Children’s classrooms and in the Coordinator’s office and are kept in locked file cabinets when not in use. Center teachers, Coordinator, and Early Childhood administrative staff have access to children’s information for the purpose of guiding instruction, emergency information, schedule information, and program information. Children’s files are readily available, as needed to authorized staff, family members and regulatory authorities. Written parental consent must be obtained prior to any information being shared with outside agencies.

### ***Children’s Center Teaching Staff Consists of***

- Lead Teachers with bachelors or associate degrees in Early Childhood Education with many years of teaching experience.
- Assistant Teachers with bachelors or associate degrees in Early Childhood Education with many years of teaching experience.
- Student aides are typically early childhood students working toward their degrees. Important Note – Student Aides never work alone with children. They are in classrooms under the guidance of either Lead Teachers or Assistant Teachers at all times. (NAEYC, 10E.3)

In addition to trainings in First Aid, CPR, Fire Safety, and Emergency Planning, teachers are required to have at least 24 hours of professional training annually. Staff are required to have physicals and updated immunizations every two years, including a Mantoux test upon initial hire.



We value a positive attitude, flexibility, kindness, respectfulness, a sense of humor and a genuine love of children. All staff participates in annual self-evaluations and evaluations by their supervisors. They review parent feedback as it relates to their classroom.

### ***NCC Students***

*Early Childhood Lab Students* and *Interns* are scheduled in the classrooms. They implement early childhood class assignments that are consistent with Center curriculum and that are based on observations of the child. Families will from time to time be asked to participate in experiences that support the ECE program by aiding students in learning about the value of family involvement in a child's life. Lab students are required to wear navy blue work aprons. Students are not counted in the adult to child ratio.

*All adults interacting with children in the Center have physical exams every two years as well as Child Abuse, Criminal, and FBI Fingerprint Clearances.*



## CHILD DEVELOPMENT and FAMILY PARTNERSHIPS

### *Assessment of Child's Growth and Development*

Assessment is a necessary process used by teachers to inform instruction, determine child learning outcomes, assess typical child growth and development, and assess the appropriateness of the learning environment. To assess children's interests, growth, and needs, teachers use on-going observation of children as they interact with their natural classroom environment, each other, and their teachers.

Work Sampling, Ounce Scale, PA Early Learning Standards, milestone charts, screening tools such as Ages and Stages Questionnaire, developmental checklists, and knowledge of child development are used to determine a child's growth and development. Teachers are encouraged to attend professional development sessions on various types of observation and assessment methods every few years. Early Childhood student employees receive formalized training during the "Observations and Assessment in Early Childhood" (EARL 107) course. (NAEYC, 4E.4)

Information gathered from these tools will be shared with the family during parent teacher conferences, twice a year. (NAEYC, 4E.2) At that time, determinations will be made in partnership with the family for next step learning plans as well as any concerns or need for further evaluation and assessment. If you ever have any questions or concerns, our teachers will be happy to discuss your child's growth and development with you at your convenience.

### *Family/Child Conferences*

Family/Child Conferences are scheduled during Fall and Spring Semesters. (Families may request a conference anytime outside of these times as well). Each conference is fifteen minutes with one teacher from your child's classroom. Information about your child's development and progress is presented from observations and work samples and a **Parent Partnership Plan** is developed between the parent and the teacher and is incorporated in to the **conference form**.

Parent teacher conferences are a time to discuss the child's experiences in the program. It is a time to share information, develop a relationship, discuss concerns and appreciate your child. Families are welcome to raise questions or concerns about how the assessment methods will meet your child's needs. (NAEYC, 4E.3) We hope that this is an occasion to recognize the efforts of both parents and teachers on behalf of the child.

We do not believe in conferences as progress reports because:

- Development is not a race.
- Children do not benefit from achieving developmental milestones at the earliest opportunity.
- Development is not simply amassing experiences. Children do not benefit from being pushed to experience more and more.

We believe that a high-quality child-development Center has several goals:

- To provide a relaxed, fun and secure caring and learning environment for each child
- To broaden and deepen a child's experience by providing opportunities for new experiences that challenge the child and familiar experiences that the child can master in all areas of development: motor, cognitive, perceptual, social, emotional, language, and expressive capabilities

- To promote a positive sense of self-esteem and self-confidence as a competent, capable, active learner and member of a family and a community
- To promote those understandings, dispositions and skills that lead to success in future schooling

The following is an outline of potential topic areas a conference may cover:

1. Daily Life: Sense of security and happy days
  - a. Separation, scheduling/pacing
2. The child's social experience
  - a. Sense of independence, relationship with adults and children
3. Program participation and learning
  - a. Favorite activities and interests, exploration and learning style, participation in activities and use of materials, problem-solving skills
4. Socialization and self-control
  - a. Emerging self-control, frustrating situations for the child, response to frustration and coping styles, program/parent efforts to help child
5. Special Strengths
  - a. Individual skills, personality factors
6. Parent/Teacher questions or concerns
7. Follow-up goals or concerns from previous conference

### ***Moving to a New Classroom***

Children move to a new classroom based on age, development, and the availability of space. Parents and teachers decide together when a child is ready to move to another classroom. Prior to a child changing rooms, their teacher will arrange a visit to their new classroom many times before the final transfer.

Tuition rates are based on the classroom that the child attends not the child's age (with the exception of Classroom 132 at Reibman Hall Children's Center).

### ***Problem Solving / Negotiating Difficulties - Policies and Procedures*** (NAEYC, 10B.20)

A demonstration of an environment of mutual respect between families and teachers, administrators and staff are always expected. Appropriate conversations are to take place in a manner that remains calm and is focused on problem solving. Teachers will utilize the strategy of active and respectful listening and will approach the problem with empathy. It is important to model appropriate conflict resolution and communication skills to children.

If matters are not resolved, and if a difference of opinion continues between families and teachers, please request a meeting with the Coordinator. The Coordinator will then schedule a meeting that includes all stakeholders of the conflict to facilitate a mutual solution. This meeting will be facilitated by the Coordinator with the goal of understanding all perspectives through communication that is calm, direct, respectful and collaborative.

If the problem continues, please request a meeting with the Director of Education. Further actions can be discussed during this meeting.

All Children's Center policies regarding care of children, business policies and center/classroom protocols are always to be followed. Family members abusing these policies will be asked to leave the Children's Center and the offense may result in the withdrawal of the child from the program.

### ***Working with Children with Challenging Behaviors*** (NAEYC, 1E.1)

Research indicates that young children thrive in the context of stable, supportive relationships with adults who love, teach, and care for them. Our goal at the Children's Centers is to provide meaningful, supportive and nurturing support to all children. The following policy complies with Pennsylvania Office of Child Development and Early Learning (OCDEL, announcement C-17#04, July 2017 <https://www.pakeys.org/wp-content/uploads/2017/11/Announcement-Inclusion-of-All-Children-in-Early-Childhood-Programs-in-PA.pdf>).

According to the Center on Social Emotional Foundations for Early Learning ([http://csefel.vanderbilt.edu/resources/training\\_preschool.html#mod3a](http://csefel.vanderbilt.edu/resources/training_preschool.html#mod3a)), challenging behaviors are defined as

- Any repeated pattern of behavior that interferes with learning or engagement in pro-social interactions with peers and adults.
- Behaviors that are not responsive to the use of developmentally appropriate guidance procedures.
- Prolonged tantrums, physical and verbal aggression, disruptive vocal and motor behavior (e.g., screaming, throwing materials repeatedly), property destruction, self-injury, noncompliance, and withdraw.

At the Children's Centers, our goal is to make every effort to prevent challenging behaviors during routine activities both inside and outside the home through collaboration of positive strategies between teachers, administrators, and families. (NAEYC, 10B.18) These strategies include:

- An understanding of a child's behavior through observation and positive interactions.
- Teachers implementing Program Wide Positive Behavior Interventions and Supports (PW PBIS). Please also see "Classroom Management," in this handbook.
- Supporting families with resources regarding child development, behavior, social development and other topics.
- Possible referral to Early Intervention, Early Childhood Mental Health Consultants, Behavioral Health, and other community-based services, to help maintain the child in their current early childhood program.
- Effective communication between teachers and families.
- Creating culturally sustaining practices such as:
  - Hiring practices that promote a diverse staff,
  - Training staff to be culturally sustaining and linguistically responsive,
  - Strategically analyzing the effects of implicit biases within the program, and
  - Investing and engaging in partnerships with diverse family leaders and community organizations.

Ultimately, the Children's Centers does not want to suspend, exclude or use other exclusionary measures with your child. (NAEYC, 10F.4) Our staff (including teachers and administrators) will take the following steps if a child's behaviors are a concern:

1. Communication with the family to understanding the child's individual needs, challenges and successes. We will work in partnership with the family to evaluate these needs in the context of our program. This may include face to face "wraparound" meetings between teachers, administrators and the family.
2. Resources will be provided to the family and teaching staff who are facing behavioral challenges.
3. Support and resources from the local community may be recommended including behavioral health specialists. If outside supports and resources are recommended, families will be required to make the necessary contact/s ***within one week of the recommendation.***
4. If a child has an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP), we will ensure that the Early Intervention Program is contacted for assistance before the child and the family are asked to un-enroll from the Children's Centers.

**Our expectation is for the child's family to participate and cooperate in any and all necessary actions to ensure the child's safety and success. In rare instances, a concern may arise that cannot be resolved to the mutual satisfaction of the Children's Center and the family. This concern may warrant the need, in the best interest of the child, to find a more suitable setting for care.**

If, after all possible steps have been explored by The Children's Center, in consultation with the parents, the child's teacher, the agency responsible for implementing IDEA (Individuals with Disabilities Education Act, if applicable), and/or a mental health consultant, determines that the child's continued enrollment presents a continued serious safety threat to the child or other enrolled children and determines the program is not the most appropriate placement for the child, the program will work with such entities to support the transition of the child to a more appropriate placement and the child will be withdrawn from the Children's Centers.

### ***Early Intervention Services*** (NAEYC, 7B.3)

If you or your child's teacher suspects that your child requires professional intervention and support, services are available. Teachers concerned about a child's development will record observations, consult with the coordinator and team members and then request a parent conference to determine with the family if additional assessment and evaluation of the child is needed.

Our job is to support families through this process and to provide them with as many resources as possible for obtaining the necessary services for their child. Resources and supports include Early Intervention Services, Early Childhood Mental Health Consultants, Behavioral Health and other community-based services. If it is determined that additional services are required for the child, teachers and families are expected to attend collaborative meetings to share and plan for the child and family.

Parents may seek out assistance by calling their local Intermediate Unit.

For children age 3 and older:

Monroe County 610-849-0260 ext. 3013

Northampton County 610-252-5550

Lehigh County 610-769-4111

For children under age 3 –Early Intervention of MHMR (My Health My Resources):

Monroe County 570-421-2901

Northampton County 610-553-3270

Lehigh County 610-782-3200

- Carbon Lehigh Intermediate Unit 21: <https://www.cliu.org/>
- Colonial Intermediate Unit 20: <https://www.ciu20.org/>
- Pennsylvania Department of Education Bureau of Special Education (PA Training and Technical Assistance Network): <http://www.pattan.net/>
- PA Early Childhood Mental Health (ECMH) Consultation Program: 484-955-8264 / <https://www.pakeys.org/getting-started/ocdel-programs/early-childhood-mental-health-ecmh/>
- Unconditional Child Care: 610-432-3919, ext. 1150 / <https://pbfalv.org/programs/unconditional-child-care/>

### ***Other Family Resources*** (NAEYC, 8A.1)

Drug and Alcohol Hotline 800-923-0602

Lehigh County Crisis Intervention 610-782-3127

Northampton County Crisis Intervention 610-252-9060

Intake and Referral for Provider 50

Lehigh County 610-782-3200

Northampton County 610-559-3260

VIA of the Lehigh Valley 610-317-8000

Lehigh Valley Legal Services 610-317-8757

Assistance Office

Lehigh County 610-821-6506

Northampton County 610-250-1700

Monroe County 570-424-3030

WIC Allentown 610-432-3455

### ***Family Support Services***

Many family support services including food, housing, shelter, health care, counseling, child care services, etc. are available to Monroe County families.

Pocono Healthy Communities Alliance (PHCA) 570-517-3954

[www.poconoalliance.org](http://www.poconoalliance.org) (click on the Pocono Info icon)

Child Care Information Services of Monroe County (CCIS) 1-866-284-5829

Culturally and linguistically appropriate services to families are available through Northampton Community College and other community services. For a more comprehensive listing of community,

state and federal resources please see your child's classroom teacher or the Center Coordinator. A Community Resource Book (published by Community Services for Children, Inc.) is always available for families. More family resources are available on the Community Services for Children, Inc. website at <https://www.cscinc.org/resources/helpful-links/>. (NAEYC, 8A.2)



## WELLNESS

### ***Nutrition***

Please remember that some classrooms ***may*** be a nut and peanut free environment. Check with your classroom teacher prior to your child's start date. Please honor our peanut and nut free environment, when applicable. Parents will need to supply all foods for children who are on special diets or have food allergies.

Healthy snacks provide proper nutrition for growing minds and bodies.

Snacks are available mid-morning and mid-afternoon for toddlers and preschoolers. Typical snacks include sliced fresh fruit, sliced vegetables, cheese, crackers, mini-bagels or muffins, applesauce, pudding and grains.

**To promote healthy eating habits, we discourage processed foods and sugary snacks like donuts, cupcakes or candy. Choose healthy foods for growing bodies!**

- A ready-to-eat lunch and drink must be provided for children eating table foods.
- Health and Safety regulations do not allow children's food (or infant bottles or baby food) to be heated in the microwave.
- Store all foods requiring refrigeration (dairy, protein, cheese, meat) in the refrigerator upon arriving with your child's name clearly marked.
- Use a thermos to keep food warm if you wish your child to have a warm meal.
- Do not keep any open drinks or food in your child's cubby.
- Keep all food in sealed plastic containers or bags in your child's lunch box. Label all items with your child's name.

Foods from home need to be as ready to eat as possible so that teachers spend minimal time preparing foods and therefore more time supervising and interacting with children. ***To reduce the risk of choking for all children***, please slice, dice, and peel apples, grapes, oranges, hot dogs, and other applicable fruits, vegetables, and foods before arriving at The Children's Center.

A healthy personal or family favorite food or beverage donated by parents for the entire class offers a welcome change and a chance for children to share a special snack with friends, especially to celebrate a special occasion. Arrange this in advance with the teacher so consideration for children with special diets and allergies, and so that healthy food guidelines can be followed.

To promote healthy and safe eating habits we ask that *shared* snacks **do not** include nuts, chocolate, peanut butter, and snacks with high levels of sugar like donuts, cupcakes, cake, or candy. Whole fruits and vegetables, whole grains, and dairy products are always enjoyed by the children and are strongly encouraged. See your child's teacher for suggestions.

Creative food experiences are an important part of our curriculum. Children often prepare their own snacks and are given opportunities to try new foods. Nutritionists tell us that while a child may initially reject a new food item, offering it several times (and in a peer group setting where others are enjoying the food enthusiastically!) often helps broaden a child's range of taste.



### ***Infant Classrooms***

Bottles and tightly sealed containers such as baby food jars are heated in a crock pot of warm water for 5 minutes prior to serving to take the chill off. Parents of **infants** should prepare bottles and food needed for the entire day prior to arrival. According to state regulations, we are not permitted to clean, sanitize and re-use bottles. The used bottles will be sent home with you. Pack all food items your infant will need for the day in a lunch bag for easy storage in the Center refrigerator. Label bottles, cups, bowls, etc. Ready-to-eat food for breakfast, snack or lunch should be provided for children who are eating table foods.

Mothers who are breast-feeding are always welcome. You will find a comfortable place for breastfeeding in our classroom or the infant/toddler nap room. Our staff will coordinate your child's necessary feedings with you. If you need a more private place for breastfeeding, please let our staff know. We will find another space in Reibman Hall where you can have privacy. (NAEYC, 10F.4)

### ***Toddler & Preschool Classrooms***

A ready-to-eat lunch and drink must be provided. Teachers support children's self-help skills and encourage independence. If your child needs to eat breakfast at The Children's Center, please provide a ready to eat breakfast and drink.

### ***Lunch Ideas & Pointers***

Pre-packaged lunches for children are popular and convenient, but they're also expensive and can be less than nutritious. Instead, create your own packable lunch using healthier ingredients. Consider these components and pack them in plastic containers, resalable plastic bags, or colorful plastic wrap:

- cold-cut roll ups (lean, low-fat turkey, ham, or roast beef; lower-fat cheese; and flour tortillas)
- cold pizza (shredded mozzarella cheese; pizza sauce; flour tortilla, English muffin, or mini pizza shell)
- cracker sandwiches (whole-grain crackers filled with cream cheese or jelly)
- cream cheese and celery sticks
- veggie sticks with low-fat dip or dressing
- 100% fruit juice box, milk or water
- optional dessert (choose one): flavored gelatin, low-fat pudding, oatmeal raisin cookie, graham crackers, fresh fruit
- Red bell pepper strips (If your children have never tried these, they may find them a treat)
- Celery or baby carrots with dressing (Trader Joes sells these in little packages - children love things that come in these little packages)
- Yogurt (preferably whole milk, organic, sweetened with honey, maple syrup or fruit - Brown Cow makes a good one)
- Smoothies (You can put these in a thermos)
- Roll-ups
- Whole wheat bagel with cream cheese
- Banana and honey on whole wheat bread

- Non-nut butters on whole wheat pita bread
- Fruit, vegetable, or cheese kabobs
- Fruit salad
- Muffins
- Cheese cubes, string cheese, or cottage cheese
- Fruits like apples, peaches, etc.
- Egg salad
- Salads (toss your child's favorite veggies together and add a dressing)
- Guacamole dip (made with mashed avocados) with chips
- Quesadillas (melted cheese on a whole-wheat tortilla - add veggies to this)
- Turkey and cheese in a pita pocket
- Baked beans (in a wide-mouthed thermos)
- Refried beans (in a wide-mouthed thermos with tortilla chips to dip)
- Homemade soups, stews, or chili (in a wide-mouthed thermos)
- Homemade blueberry or other fruit crisp

Don't forget to involve your child in the process so that healthier lunches can become a goal they can strive for, too.

### ***Safe Packing***

A packed lunch carries the added responsibility of keeping the food safe to eat. Always remember to wash hands before and after preparing food items. Foods such as dairy/meat products that require refrigeration to prevent spoilage will be kept in a specifically labeled bin in the Center refrigerator. Parents are asked to label children's food items with the child's name before placing it in the refrigerator bin. Use a thermos to keep hot foods hot. Food not consumed by the end of the day or not taken home will be thrown away. Remember to wash lunch boxes and cups every day or use brown paper lunch bags that can be discarded.

## ***Meal Guidelines***

Snacks served by the Center are to meet standards and guidelines put forth by the Child and Adult Care Food Program (CACFP) when being prepared, stored, and served. Please see the following website for additional resources on nutritional standards for CACFP meals and snacks:

<https://www.fns.usda.gov/cacfp/meals-and-snacks> (NAEYC, 10D.3)

Please see Appendices A, B and C for CACFP meal patterns (ages birth through 11 months and children ages 1 to 18) and United States Department of Agriculture (USDA) Food Safety Tips.

## **HEALTH**

### ***Creating a Healthy Environment***

Our Center provides for well children. The following precautions are taken to ensure that staff and children stay healthy:

#### ***Immunizations*** (NAEYC, 5A.14)

Parents are required to have their physician complete a **Child Health Report** upon enrollment, which includes a record of current immunizations and screenings for each child, and as age appropriate thereafter according to the schedule recommended by the Advisory Committee on Immunizations Practices (ACIP), available on Centers for Disease Control and Prevention (CDC) website. The Pennsylvania Department of Human Services, our state licensing agency, monitors these forms closely. Please be sure that your physician has filled out all areas of the **Child Health Report** and has signed and dated it. If a family does not submit a completed **Child Health Report** upon enrollment, the child cannot start at The Children's Centers until those forms are submitted.

Please update information when your child visits his/her doctor. When a child is overdue for any routine health services, parents, legal guardians, or both provide evidence of an appointment for those services before the child's entry into the program and as a condition of remaining enrolled in the program, except for any immunization for which parents are using a religious or philosophical exemption (a written, signed and dated statement from the child's parent or guardian is required). If a vaccine-preventable disease to which children are susceptible occurs in the program, staff will implement a plan to promptly inform all families of the disease so that families can make informed decisions about their child's attendance at The Children's Center. Children or staff who are behind on their vaccinations may be excluded (as directed by the PA Department of Health) from child care if there are outbreaks of contagious disease.

#### ***Hand washing***

In addition to good nutrition, plenty of rest, medical check-ups and immunizations, regular hand washing is the best protection against the spread of germs. Staff and children wash hands, before and after meals, after toileting and nose wiping, and at other appropriate times. Teachers wipe the hands of children who cannot wash themselves. You can help establish good health habits by doing the same at home and by helping your child wash their hands upon arrival at the Center.

### ***Safe Sleep Policy for Infants Younger than 12 Months*** (NAEYC, 5A.22, 5A.24)

To reduce the risk of sudden infant death syndrome (SIDS), infants younger than 12 months, unless otherwise ordered by a physician, are placed on their backs to sleep on a firm surface manufactured for sale as infant sleeping equipment that meets the standards of the United States Consumer Product Safety Commission. If infants arrive to the program asleep, or fall asleep, in equipment not specifically designed for infant sleep, the infant is removed and placed in appropriate infant sleep equipment.

Pillows, quilts, comforters, sheepskins, stuffed toys, and other soft items are not allowed in cribs or rest equipment for infants younger than 12 months. Blankets are not allowed in cribs or rest equipment for infants younger than 12 months. The infant's head remains uncovered during sleep. After being placed down for sleep on their backs, infants may then be allowed to assume any comfortable sleep position when they can easily turn themselves from the back position. Sleeping infants younger than 12 months must be checked (by sight and sound) every five minutes.

### ***Shoe-less Environment***

Our program philosophy for quality infant care includes lots of free exploration and "*floor time*." To minimize the dirt that gets tracked into classrooms, we ask staff and parents to remove their shoes or use the surgical shoe covers before entering the infant areas.

### ***Sanitation Standards***

The Department of Human Services (DHS) checks annually for adherence to standardized disinfecting routines and universal precautions. The staff is careful to disinfect diapering and bathroom surfaces and toys mouthed by children. The college maintenance staff cleans the Center daily.

### ***Air Quality***

Adequate control of ventilation, humidity and temperature increase our resistance to illness and our ability to get well after sickness. The college's maintenance staff is contacted if air conditions are not at the levels required by DHS. In addition, the children go to the playground and take walks for fresh air.

### ***Child Illness Policy*** (NAEYC, 10B.19)

Although it can be difficult for a family member to leave or miss work or classes, in order to protect both your child and other children, we ask that you have a plan in place for alternate arrangements for when your child is sick. Families are responsible for informing the Children's Centers when their child has an illness, so we can inform the general population. Exclusion from the Children's Centers is sometimes necessary to prevent the transmission of illnesses.

Mild illnesses are common among young children and infections are often spread before the onset of symptoms. The final decision whether to exclude a child from the Children's Center will be made by the classroom teachers and the Coordinator. In addition, a doctor's note or plan of care may be required prior to allowing a child to return to the Children's Center.

If your child demonstrates symptoms of illness, you will be called and asked to pick up your child promptly. We ask that for your child's comfort and to reduce the risk of contagion, children be picked

up within one hour of notification. We will make every attempt to keep your child comfortable until you arrive.

Children will be temporarily excluded from care for the following reasons. Children need to remain home for at least 24 hours without symptoms before returning to the program.

1. The illness prevents the child from participating comfortably in the activities of the classroom and outdoors.
2. The illness results in a need for care that is greater than the staff can provide without compromising the health and safety of other children.
3. The illness poses a risk of spread of harmful diseases to others.

Children will be temporarily excluded from care if teachers observe the following symptoms, unless a health professional (with doctor's note) determines the child's condition does not require exclusion:

1. An acute change in behavior – this includes lethargy / lack of responsiveness, irritability, persistent crying, difficulty breathing, or having a quickly spreading rash.
2. Fever – axillary (armpit) temperature 100° F or above **and** behavior change or other signs and symptoms. An unexplained axillary temperature above 100° F in a child younger than six months should be medically evaluated. Any infant younger than two months of age with any fever should get urgent medical attention. Children must be fever-free without the use of Tylenol / Advil / Motrin for 24 hours before returning to the Children's Center.
3. Diarrhea is defined by watery stools or decreased form of stool that is not associated with changes of diet. Exclusion is required for all diapered children whose stool is not contained in the diaper and toilet-trained children if the diarrhea is causing soiled pants or clothing. Readmission after diarrhea can occur when diapered children have their stool contained by the diaper (even if stools remain loose) and when toilet-trained children are continent.
4. Blood or mucus in the stools not explained by dietary change, medication or hard stools.
5. Vomiting more than two times in the previous twenty-four hours, unless the vomiting is determined to be caused by a non-infectious condition and the child remains adequately hydrated.
6. Abdominal pain that continues for more than two hours or intermittent pain associated with fever or other signs or symptoms of illness.
7. Mouth sores with drooling unless the child's primary care provider states that the child is noninfectious.
8. Rash with fever or behavioral changes, until the primary care provider has determined that the illness is not an infectious disease.
9. Active tuberculosis until the primary care provider states the child is on appropriate treatment and can return.
10. Impetigo, until treatment has started.
11. Streptococcal pharyngitis (i.e., strep throat or other streptococcal infection), until twenty-four hours after treatment has been started.
12. Head lice until the first treatment and all nits are removed.

13. Scabies, until after treatment has been given.
14. Chickenpox (varicella), until all lesions have dried or crusted (usually six days after onset of rash).
15. Rubella, until six days after the rash appears.
16. Pertussis, until five days of appropriate antibiotic treatment,
17. Mumps, until five days after onset of parotid gland swelling.
18. Measles, until four days after onset of rash.
19. Hepatitis A virus infection, until one week after onset of illness or jaundice if the child's symptoms are mild or as directed by the health department.
20. Any child determined by the local health department to be contributing to the transmission of illness during an outbreak.

For additional information regarding inclusion and exclusion of children due to illness, please see Caring for Our Children, National Health and Safety Performance Standards Guidelines for Early Care and Education Programs, 3<sup>rd</sup> Edition at <http://cfoc.nrckids.org/StandardView/3.6.1.1>.

***Medications: Prescription and Over the Counter*** (NAEYC, 5A.20, 10B.19)

The staff will only administer prescription and over the counter medications that are necessary for a child to be successful in the classroom setting. Examples could include but are not limited to, an inhaler, epic-pen, diaper cream, or Ritalin. At least one staff person from each classroom will complete medication administration training. (NAEYC, 10D.10)

In the case of children with special needs, exceptions will be made on a case-to-case basis with approval from the Center Coordinator. Over-the-counter medications must be accompanied with a care plan, a Standing Order, and properly labeled. PA DHS requires the following:

- The medication must be in the original container.
- A staff member shall administer a medication only if written instructions are provided from the individual who prescribed the medicine. Instructions for administration contained on a prescription label are acceptable.
- The label of a medication container shall identify the name of the medication, current date, name of health care provider, and the name of the child for whom the medication is intended. Medication shall be administered only to the child whose name appears on the container.
- Medication shall be stored in a locked area of the facility or in an area that is out of the reach of children. Medications that must be readily available are stored in a safe manner, inaccessible to children, while allowing for quick access by staff. (NAEYC, 5A.21)
- Medications shall be stored in accordance with the manufacturer's or health professional's instructions on the original label.
- A parent shall provide written consent for administration as well as Special Care Plans and/or Food Allergy Action Plans in partnership with the health care provider, parent, and classroom teacher.

- The staff member is responsible for establishing and maintaining a medication log if medication is administered.
- If a special diet is prescribed for a child and if the diet is administered to the child, written instructions and the parent's written consent shall be retained in the child's file.
- Parents are responsible for instructing classroom teachers in proper techniques of administering medication. Antibiotics, Tylenols, and other types of over the counter medications must be administered by the parent and will not be stored at the Center.

### **Allergies**

Allergies must be listed by your physician on the Health Form. In addition, notify your child's teacher of any allergies your child may have. It is important for us to know of specific symptoms that have been identified so that we may be on the alert and change the environment if necessary. Care Plans are to be developed between the child's physician, parent, and classroom teacher for children requiring additional support such as an epi-pen or an inhaler.

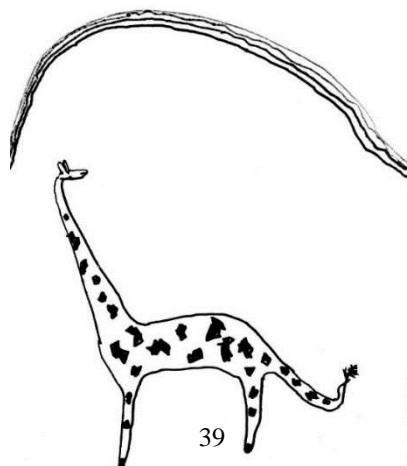
### **Minor Accidents & "boo-boos"**

Accidents occur when children play together. You can expect occasional bumps and bruises. In these events you will receive a copy of an NCC Incident Report Form, which describes the nature of the accident, and the time it occurred. The teacher, Center coordinator and parent sign it. The original form is filed in your child's file, and parents receive a copy.

If an accident occurs where medical attention is needed the staff will:

- Call emergency personnel or administer first aid.
- Notify campus security.
- Notify the parent or person listed as emergency contact. Please make sure your contact information is current.
- Notify Center Coordinator.
- Stay with the child until the parent/emergency contact person arrives at the Center or the hospital.

Staff are required to complete a comprehensive Incident Report for the Department of Public Welfare when medical attention has been employed.



## **SAFETY**

### ***Classroom Visitor Policy***

Visitors entering the Children's Centers must sign in, show proper identification, and be escorted to the appropriate classroom. If visiting a classroom, the classroom teacher must have prior notification of the scheduled visit. The classroom will be notified upon visitor arrival. Families are welcome to visit their child's classroom at any time without prior notification.

### ***Parking***

There is a fifteen-minute parking restriction for drop-off and pick-up of children in front of the Center. NCC Security will ticket vehicles violating these restrictions. For extended parking, please use the main parking lot.

Drive with extreme caution as you enter and leave the Center. Be ready to stop for children who might dart out from between cars. Please load and unload your child on the sidewalk side for safety. Always accompany your child to and from your car to keep your child safe. Never leave a child unaccompanied in the car. Always buckle your child in an age-appropriate car seat.

**DO NOT leave your car running while you are not in it.** For the safety of children and adults, we discourage idling vehicles (buses, families' automobiles) in the parking area, except if vehicles need to idle in extreme heat or cold to maintain interior or engine temperatures. (NAEYC, 5A.25)

### ***Emergency Procedures*** (NAEYC, 10B.19)

**Evacuation Drills** are held once a month. If the drill occurs while you are present, follow the instructions of the staff. Do not re-enter the Center until we have been cleared to do so. Evacuation routes for fire drills or other emergencies are posted near the exit doors in each classroom. In an emergency, campus security personnel will direct us to a shelter. Parents will be notified to pick up children.

During a **Storm Warning**, children will be ushered to an interior building on the main campus. Windowless areas and hallways are the most sheltered areas

Our emergency plan provides for response to all types of emergencies. Depending on the circumstance of the emergency, we will use one of the following protective actions:

- *Immediate Evacuation:* Children are evacuated to a safe area on the grounds of the facility in the event of a fire, etc. *Total Evacuation* of the facility may become necessary if there is a danger in the area. In this case, children will be taken to a relocation facility. Reibman Hall: Bethlehem Area Vocational Technical School has agreed to allow us the use of their multi-purpose room if such an evacuation is necessary. They are located on 3300 Chester Avenue in Bethlehem, which is approximately one mile from the Center. College vans would be used to transport children safely. Hannig Center: Marshall Machinery Inc. 570-895-4884 x5105 Jeff Meinking. A sign would be posted on the front entrance of the Centers to alert families of our location.
- *In-place Sheltering:* refers to sudden occurrences, weather or hazardous materials related, may dictate that taking cover inside the building is the best immediate response.
- *Evacuation Modified Operation:* May include cancellation/postponement or rescheduling of normal activities. These actions are normally taken in case of a winter storm or building problems



(such as utility disruptions) that make it unsafe for children but may be necessary in a variety of situations.

- *Lockdown:* Classrooms will lock doors, turn off lights, pull shades and gather in a particular location within their classroom.

The Children's Center follows the college for evacuations, closings and delays. They are announced on the College's Web site ([www.northampton.edu](http://www.northampton.edu)). A news flash will appear on the home page with a link to any pertinent information for students, faculty and staff. Refer to the front of this handbook for NCC Alerts and Campus Hotline numbers. You are advised to sign up for the text and email alerts.

The *Emergency Contact / Parental Consent* form designating persons to pick up your child will be used every time your child is released. Please ensure that only those persons you list on the form attempt to pick up your child. It is advised to identify a number of people who can pick up your child in the event of a personal emergency (weather, traffic) or early closing for the college. Always call your child's classroom if you will be delayed in your pick-up time.

### ***Safety Precautions***

For the safety of all children – please adhere to the following points:

- Always hold your child's hand when entering and exiting the building and classroom and in the parking lot
- Always insist that you – the adult - open or close main or classroom doors
- Always use your own code/ key fob to unlock the main entrance/exit door
- Always ask anyone following behind you to use their own code/ key fob to unlock the main entrance/exit door
- Always bring unknown adults/visitors to the attention of a Center teacher or Center administrator

### ***Security System***

When your child begins care, you will receive a special code / key fob assigned to you. Your code / key fob will allow you access to the Children's Center during hours of operation in which you are welcome to visit at any time. Only those who take classes, work or have children in the building have access. All other visitors must be buzzed in by the front desk staff and will be asked to sign in and must be accompanied by the Center Coordinator or a classroom teacher.

Please refrain children from the secure system for entry and from pushing the button for exit.

For the safety of all children and families, share your code / key fob only with individuals identified as alternate contacts for your child. Do not allow people behind you to enter the building if you do not know them. ***This undermines the purpose of the system.***

Hold your child's hand when entering and exiting the building. Guide your child to exit the car on the sidewalk. Remind your child that adults only should open and close Center and classroom doors. Teach your child that the "red button" for exit is for adult use only.

### **Legal Issues** (NAEYC, 10D.9)

As stated under Center Program Operations / Release of Children, we are required by our licensing agency, the Department of Human Services, to release children to their parents at any time unless a court order stipulates otherwise. Court orders supersede Center policy or parent wishes in divorce and custody issues. Any court order involving the custody or protection of children must be current and a copy must be kept in the child's file to be enforced. Court orders involving a child's time at the Children's Center must include specific instructions in the court document regarding who is legally responsible for the child and when that person takes and releases responsibility of the child / children.

### **Mandated Reporters**

All individuals working with children are mandated reporters and are required by law to make a report to the appropriate state authorities if they have reasonable cause to believe or suspect a child is suffering from abuse or neglect or is in danger of abuse or neglect. All staff members receive training in identifying and reporting suspected abuse or neglect. The state child protective service agency involved will determine appropriate action and may conduct an investigation. It is the agency's role to determine if the report of abuse or neglect is substantiated and to work with the family to ensure the child's needs are met. NCC Children's Centers will cooperate fully with any investigation and will maintain confidentiality concerning any report of child abuse or neglect. Our foremost concern is always the protection of the child.

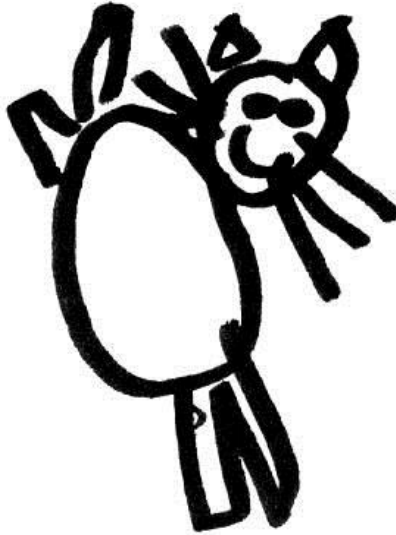
If an allegation of child abuse or neglect involves an employee, the employee will immediately be placed on suspension until the incident is investigated by the proper authorities. At the point of decision by the authorities of either founded or unfounded - the college reserves the right to make the determination if the employee will return to work or be retrenched. (NAEYC, 6A.10)



# NORTHAMPTON

COMMUNITY COLLEGE

Reibman Hall & Hannig Family Children's Centers



## *Art as a Way of Learning*® Early Childhood Education Curriculum

Supporting and Stimulating Children's  
Development and Learning

## **Arts-Based Curriculum Introduction/Overview**

Curriculum defines the experiences that children use to develop skills, and construct knowledge and attitudes. Curriculum guides the planning of learning experiences. Learning occurs as children explore materials and interact with each other and teachers. The NCC Children's Centers believe that the arts are a language. Our goals for each child are:

- 1.) To use multiple languages to communicate and represent what they know and feel.
  - Child is given learning experiences to represent and express in each symbol system.
- 2.) To develop critical and creative thinking.
  - Child is given learning experiences to create and solve problems.
- 3.) To connect community, family and culture.
  - Child is given learning experiences that connect to the child's community, family and culture.
- 4.) To develop and maintain positive relationships.
  - Child is given learning experiences to:
    - i. Build relationships with others.
    - ii. Develop understanding of self.

# NORTHAMPTON

## COMMUNITY COLLEGE

Reibman Hall & Hannig Family Children's Centers

Early Childhood Education Arts Based Curriculum Framework  
Learning Experiences for All Children

The curriculum identifies the learning experiences that lead children to acquire the skills, construct knowledge, and develop attitudes and dispositions that prepare them to (1) use multiple languages to communicate and represent what they know and feel, (2) critically and creatively solve problems, (3) connect community, family and culture, (4) build and maintain positive relationships and develop understanding of self, and (5) use tools and materials. Experiences are adjusted/adapted to match the child's development, ability, culture and interests.

	Represent and Express	Create and Solve Problems	Connect Community, Family, and Culture	Build Relationships and Understanding of Self	Use Tools and Materials
<b>Verbal</b>	<ul style="list-style-type: none"> <li>➤ Describing objects and events</li> <li>➤ Imitating</li> <li>➤ Telling/retelling stories</li> <li>➤ Giving information</li> <li>➤ Performing stories</li> <li>➤ Pretending to be someone/thing else</li> <li>➤ Use invented spelling</li> <li>➤ Read signs, symbols, own words, others words</li> <li>➤ Represent and/or interpret</li> <li>➤ Critique</li> </ul>	<ul style="list-style-type: none"> <li>➤ Connecting to prior experiences</li> <li>➤ Observing: looks, listens</li> <li>➤ Investigating objects and actions. What happens if..???</li> <li>➤ Identifying and describing parts/steps, connections</li> <li>➤ Predicting</li> <li>➤ Using different/multiple approaches</li> <li>➤ Critique</li> </ul>	<ul style="list-style-type: none"> <li>➤ Including bilingual children's home language</li> <li>➤ Providing stories that reflect a diversity of cultures</li> <li>➤ Including authors and illustrators</li> <li>➤ Visiting libraries</li> <li>➤ Providing play props that reflect diversity</li> </ul>	<ul style="list-style-type: none"> <li>➤ Nurturing confident self-concept and group identity</li> <li>➤ Distinguishing me from others</li> <li>➤ Doing things for self</li> <li>➤ Forming attachment to a primary caregiver</li> <li>➤ Expressing emotions</li> <li>➤ Showing care and empathy toward the feelings and needs of others, including those from diverse backgrounds</li> <li>➤ Having time to play and work alone and in groups: share materials, contribute ideas, etc.</li> <li>➤ Solving social conflict situations including responding to bias.</li> <li>➤ Making choices and accepting consequences</li> </ul>	<ul style="list-style-type: none"> <li>➤ Writing instruments</li> <li>➤ Books</li> <li>➤ Journals</li> <li>➤ Puppets</li> <li>➤ Flannel Boards</li> <li>➤ Drama props</li> <li>➤ Computers with Literacy software</li> <li>➤ Story Tapes, CDs,</li> <li>➤ Videos</li> </ul>
<b>Visual Arts</b>	<ul style="list-style-type: none"> <li>➤ Exploring with materials and tools</li> <li>➤ Imitating and pretending</li> <li>➤ Visually creating objects and events</li> <li>➤ Represent and/or interpret</li> <li>➤ Critique</li> </ul>	<ul style="list-style-type: none"> <li>➤ Connecting to prior experiences</li> <li>➤ Observing: looks, listens</li> <li>➤ Investigating objects and actions. What happens if..???</li> <li>➤ Observing people and objects from various perspectives</li> <li>➤ Identifying and describing parts/steps, connections</li> <li>➤ Predicting</li> <li>➤ Using different/multiple approaches</li> <li>➤ Critiques</li> </ul>	<ul style="list-style-type: none"> <li>➤ Displaying Photos of families and neighborhood</li> <li>➤ Including Artists in Residence</li> <li>➤ Visiting to museums and art galleries</li> </ul>	<ul style="list-style-type: none"> <li>➤ Having time to play and work alone and in groups: share materials, contribute ideas, etc.</li> <li>➤ Solving social conflict situations including responding to bias.</li> <li>➤ Making choices and accepting consequences</li> </ul>	<ul style="list-style-type: none"> <li>➤ Crayons, Markers, Pencils</li> <li>➤ Paint and paint brushes</li> <li>➤ Scissors</li> <li>➤ Art Prints</li> <li>➤ Clay</li> <li>➤ Fabric and yarn, string, etc.</li> <li>➤ Variety of papers</li> <li>➤ Clay</li> <li>➤ Hammers, saws, wood, etc.</li> <li>➤ Unit building blocks</li> <li>➤ Draw/Paint/construct software</li> </ul>

# NORTHAMPTON

## COMMUNITY COLLEGE

### Reibman Hall & Hannig Family Children's Centers

Early Childhood Education Arts Based Curriculum Framework  
Learning Experiences for All Children

<b>Movement</b>	<ul style="list-style-type: none"> <li>➤ Exploring with body, materials and sound</li> <li>➤ Imitating and pretending</li> <li>➤ Creating an image or feeling using movement</li> <li>➤ Feeling and expressing steady beat</li> <li>➤ Play on motor equipment</li> <li>➤ Participate in group games</li> <li>➤ Represent and/or interpret</li> <li>➤ Critique</li> </ul>	<ul style="list-style-type: none"> <li>➤ Connecting to prior experiences</li> <li>➤ Moving parts of the body</li> <li>➤ Moving the whole body</li> <li>➤ Moving with objects</li> <li>➤ Observing: looks, listens</li> <li>➤ Investigating objects and actions. What happens if...???</li> <li>➤ Identifying and describing parts/steps, connections</li> <li>➤ Predicting</li> <li>➤ Using different/multiple approaches</li> <li>➤ Critiques</li> </ul>	<ul style="list-style-type: none"> <li>➤ Including dances from various global cultures (i.e. Folk dances)</li> <li>➤ Playing children's games from diverse cultures</li> <li>➤ Including dancers and athletes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Hoops</li> <li>➤ Balls</li> <li>➤ Scarves</li> <li>➤ Ropes</li> <li>➤ Fabric</li> <li>➤ Balance Beam</li> <li>➤ Bean bags</li> <li>➤ Motor activity structures</li> <li>➤ Bikes, etc.</li> <li>➤ Prints/pictures of sports, dance, etc.</li> </ul>
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<p><b>Music</b></p>	<ul style="list-style-type: none"> <li>➤ Exploring with voice (vocal pitch sounds), instruments and sound makers</li> <li>➤ Imitating sound</li> <li>➤ Create songs as stories</li> <li>➤ Listening and responding to music</li> <li>➤ Singing a song</li> <li>➤ Represent and/or interpret</li> </ul>	<ul style="list-style-type: none"> <li>➤ Connecting to prior experiences</li> <li>➤ Observing: looks, listens</li> <li>➤ Investigating objects and actions. What happens if..???</li> <li>➤ Identifying and describing parts/steps, connections</li> <li>➤ Predicting</li> <li>➤ Using different/multiple approaches</li> <li>➤ Critiques</li> </ul>	<ul style="list-style-type: none"> <li>➤ Providing music of families and various global cultures</li> <li>➤ Including musicians as artists in residence</li> <li>➤ Attending concerts/ music events</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sound making objects</li> <li>➤ Rhythm instruments: regular and global</li> <li>➤ Musical instruments</li> <li>➤ CD player with CDs</li> <li>➤ Wide variety of music (classical, jazz, ethnic, etc.)</li> <li>➤ Video tapes (bands, orchestra, ballet, opera)</li> <li>➤ Pictures of instruments, dance, etc.</li> <li>➤ Music (listening and composition) software</li> </ul>
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# NORTHAMPTON

## COMMUNITY COLLEGE

Reibman Hall & Hannig Family Children's Centers

Early Childhood Education Arts Based Curriculum Framework  
Learning Experiences for All Children

<p><b>Math</b></p>	<ul style="list-style-type: none"> <li>➤ Collecting, exploring objects</li> <li>➤ Matching objects to other objects and to numerals</li> <li>➤ Classifying and Seriating</li> <li>➤ Putting together and taking apart groups of objects</li> <li>➤ Filling and emptying, putting in and taking out</li> <li>➤ Using shapes to represent</li> <li>➤ Recognizing, describing, and creating patterns</li> <li>➤ Linking objects to determine length</li> <li>➤ Representing data, make graphs and record observations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Connecting to prior experiences</li> <li>➤ Observing: looks, listens</li> <li>➤ Investigating objects and actions. What happens if...???</li> <li>➤ Noticing how objects are the same and different</li> <li>➤ Identifying and describing parts/steps, connections</li> <li>➤ Predicting</li> <li>➤ Using different/multiple approaches</li> <li>➤ Noticing the location of objects</li> <li>➤ Noticing how objects are the same and different</li> <li>➤ Anticipating familiar events</li> <li>➤ Noticing the beginning and ending of a time interval</li> <li>➤ Experiencing <i>fast</i> and <i>slow</i></li> <li>➤ Observing people and objects from various perspectives</li> </ul>	<ul style="list-style-type: none"> <li>➤ Multicultural manipulatives</li> </ul>		<ul style="list-style-type: none"> <li>➤ Counting objects</li> <li>➤ Attribute blocks</li> <li>➤ Unifix cubes</li> <li>➤ Cuisenaire rods</li> <li>➤ Geometric solids</li> <li>➤ Pattern blocks</li> <li>➤ Measuring tools (cups, rods, scales, footprints, timer, etc.</li> <li>➤ Art and nature prints</li> <li>➤ Math and nature software</li> </ul>
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# Appendix A

## CACFP – CHILD AND ADULT MEAL PATTERNS



United States Department of Agriculture

# UPDATED CHILD AND ADULT CARE FOOD PROGRAM MEAL PATTERNS: CHILD AND ADULT MEALS



USDA recently revised the CACFP meal patterns to ensure children and adults have access to healthy, balanced meals throughout the day. Under the updated child and adult meal patterns, meals served will include a greater variety of vegetables and fruit, more whole grains, and less added sugar and saturated fat. The changes made to the meal patterns are based on the Dietary Guidelines for Americans, scientific recommendations from the National Academy of Medicine, and stakeholder input. CACFP centers and day care homes must comply with the updated meal patterns by October 1, 2017.

### Updated Child and Adult Meal Patterns



#### Greater Variety of Vegetables and Fruits

- The combined fruit and vegetable component is now a separate vegetable component and a separate fruit component; and
- Juice is limited to once per day.



#### More Whole Grains

- At least one serving of grains per day must be whole grain-rich;
- Grain-based desserts no longer count towards the grain component; and
- Ounce equivalents (oz eq) are used to determine the amount of creditable grains (starting October 1, 2019).



#### More Protein Options

- Meat and meat alternates may be served in place of the entire grains component at breakfast a maximum of three times per week; and
- Tofu counts as a meat alternate.



#### Age Appropriate Meals

- A new age group to address the needs of older children 13 through 18 years old.



#### Less Added Sugar

- Yogurt must contain no more than 23 grams of sugar per 6 ounces; and
- Breakfast cereals must contain no more than 6 grams of sugar per dry ounce.



### Making Every Sip Count

- Unflavored whole milk must be served to 1 year olds; unflavored low-fat or fat-free milk must be served to children 2 through 5 years old; and unflavored low-fat, unflavored fat-free, or flavored fat-free milk must be served to children 6 years old and older and adults;
- Non-dairy milk substitutes that are nutritionally equivalent to milk may be served in place of milk to children or adults with medical or special dietary needs; and
- Yogurt may be served in place of milk once per day for adults only.



### Additional Improvements

- Extends offer versus serve to at-risk afterschool programs; and
- Frying is not allowed as a way of preparing foods on-site.

### Breakfast Meal Patterns

	Ages 1-2		Ages 3-5		Ages 6-12 & 13-18		Adults	
	Previous	Updated	Previous	Updated	Previous	Updated	Previous	Updated
<b>Milk</b>	½ cup	½ cup	¾ cup	¾ cup	1 cup	1 cup	1 cup	1 cup
<b>Vegetables, fruit, or both</b>	¼ cup	¼ cup	½ cup	½ cup	½ cup	½ cup	½ cup	½ cup
<b>Grains</b>	½ serving	½ oz eq*	½ serving	½ oz eq*	1 serving	1 oz eq*	2 servings	2 oz eq*

\*Meat and meat alternates may be used to substitute the entire grains component a maximum of three times per week.  
Oz eq = ounce equivalents

### Lunch and Supper Meal Patterns

	Ages 1-2		Ages 3-5		Ages 6-12 & 13-18		Adults	
	Previous	Updated	Previous	Updated	Previous	Updated	Previous	Updated
<b>Milk</b>	½ cup	½ cup	¾ cup	¾ cup	1 cup	1 cup	1 cup	1 cup*
<b>Meat and meat alternates</b>	1 oz	1 oz	1 ½ oz	1 ½ oz	2 oz	2 oz	2 oz	2 oz
<b>Vegetables</b>	¼ cup	½ cup	½ cup	¼ cup	¾ cup	½ cup	1 cup	½ cup
<b>Fruits</b>		½ cup		¼ cup		½ cup		
<b>Grains</b>	½ serving	½ oz eq	½ serving	½ oz eq	1 serving	1 oz eq	2 servings	2 oz eq

\*A serving of milk is not required at supper meals for adults  
Oz eq = ounce equivalents

### Snack Meal Patterns

	Ages 1-2		Ages 3-5		Ages 6-12 & 13-18		Adults	
	Previous	Updated	Previous	Updated	Previous	Updated	Previous	Updated
<b>Milk</b>	½ cup	½ cup	½ cup	½ cup	1 cup	1 cup	1 cup	1 cup
<b>Meat and meat alternates</b>	½ oz	½ oz	½ oz	½ oz	1 oz	1 oz	1 oz	1 oz
<b>Vegetables</b>	¼ cup	½ cup	½ cup	¼ cup	¾ cup	¾ cup	½ cup	½ cup
<b>Fruit</b>		½ cup		¼ cup		¾ cup		½ cup
<b>Grains</b>	½ serving	½ oz eq	½ serving	½ oz eq	1 serving	1oz eq	1 servings	1 oz eq

Select 2 of the 5 components for snack.  
Oz eq = ounce equivalents


Note: All serving sizes are minimum quantities of the food components that are required to be served.

For more information, please visit [www.fns.usda.gov/cacfp/child-and-adult-care-food-program](http://www.fns.usda.gov/cacfp/child-and-adult-care-food-program).  
Questions? Contact your State or Regional Office.  
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# Appendix B

## CACFP – INFANT MEAL PATTERNS






United States Department of Agriculture



# UPDATED CHILD AND ADULT CARE FOOD PROGRAM MEAL PATTERNS: INFANT MEALS





USDA recently revised the CACFP meal patterns to ensure children and adults have access to healthy, balanced meals throughout the day. The changes to the infant meal pattern support breastfeeding and the consumption of vegetables and fruit without added sugars. These changes are based on the scientific recommendations from the National Academy of Medicine, the American Academy of Pediatrics and stakeholder input. CACFP centers and day care homes must comply with the updated meal patterns by October 1, 2017.

**UPDATED INFANT MEAL PATTERN:**

-  **Encourage and Support Breastfeeding:**
  - Providers may receive reimbursement for meals when a breastfeeding mother comes to the day care center or home and directly breastfeeds her infant; and
  - Only breastmilk and infant formula are served to infants 0 through 5 month olds
-  **Developmentally Appropriate Meals:**
  - Two age groups, instead of three: 0 through 5 month olds and 6 through 11 month olds; and
  - Solid foods are gradually introduced around 6 months of age, as developmentally appropriate.
-  **More Nutritious Meals:**
  - Requires a vegetable or fruit, or both, to be served at snack for infants 6 through 11 months old;
  - No longer allows juice or cheese food or cheese spread to be served; and
  - Allows ready-to-eat cereals at snack.

**Learn More**

For more information on infant development and nutrition, check out the [USDA Team Nutrition's Feeding Infants Guide](#).





### PREVIOUS AND UPDATED INFANT MEAL PATTERNS: LETS COMPARE

	PREVIOUS			UPDATED	
	0-3 Months	4-7 Months	8-11 MONTHS	0-5 MONTHS	6-11 MONTHS
<b>Breakfast</b>	4-6 fl oz breastmilk or formula	4-8 fl oz breastmilk or formula 0-3 tbsp infant cereal	6-8 fl oz breastmilk or formula 2-4 tbsp infant cereal 1-4 tbsp vegetable, fruit or both	4-6 fl oz breastmilk or formula	6-8 fl oz breastmilk or formula 0-4 tbsp infant cereal, meat, fish, poultry, whole eggs, cooked dry beans or peas; or 0-2 oz cheese; or 0-4 oz (volume) cottage cheese; or 0-4 oz yogurt; or a combination* 0-2 tbsp vegetable, fruit or both*
<b>Lunch or Supper</b>	4-6 fl oz breastmilk or formula	4-8 fl oz breastmilk or formula 0-3 tbsp infant cereal 0-3 tbsp vegetable, fruit or both	6-8 fl oz breastmilk or formula 2-4 tbsp infant cereal; and/or 1-4 tbsp meat, fish, poultry, egg yolk, cooked dry beans or peas; or ½ -2oz cheese; or 1-4 oz (volume) cottage cheese; or 1-4 oz (weight) cheese food or cheese spread; or a combination 1-4 tbsp vegetable, fruit or both	4-6 fl oz breastmilk or formula	6-8 fl oz breast milk or formula 0-4 tbsp infant cereal, meat, fish, poultry, whole egg, cooked dry beans or peas; or 0-2 oz cheese; or 0-4 oz (volume) cottage cheese; or 0-4 oz yogurt; or a combination* 0-2 tbsp vegetable, fruit or both*
<b>Snack</b>	4-6 fl oz breastmilk or formula	4-6 fl oz breastmilk or formula	2-4 fl oz breastmilk, formula, or fruit juice 0-½ bread slice or 0-2 crackers	4-6 fl oz breastmilk or formula	2-4 fl oz breastmilk or formula 0-½ bread slice; or 0-2 crackers; or 0-4 tbsp infant cereal or ready-to-eat cereal* 0-2 tbsp vegetable, fruit or both*

\*Required when infant is developmentally ready.  
All serving sizes are minimum quantities of the food components that are required to be served

For more information, please visit [www.fns.usda.gov/cacfp/child-and-adult-care-food-program](http://www.fns.usda.gov/cacfp/child-and-adult-care-food-program).  
Questions? Contact your State or Regional Office.  
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# Appendix C

## USDA FOOD SAFETY TIPS



United States Department of Agriculture

**10 tips**  
Nutrition  
Education Series

### food safety tips for preschoolers



### 10 tips to keep food safe and clean

Keeping your preschooler safe is your number one priority. Building safe habits will be valuable throughout their lives. Follow these simple tips to keep food safe and clean for your preschooler.

#### 1 develop a healthy habit for life

Encourage handwashing after using the bathroom, before and after eating, after playing with pets, or whenever they are dirty. Preschoolers are less likely to get sick if they wash their hands often. Keep a stool by the sink to make handwashing easier.



#### 2 make handwashing fun!

Sing "Twinkle, Twinkle, Little Star" or the "Alphabet" song or count for 20 seconds each time to make sure your child is washing long enough. Have them pick out a favorite soap to keep them interested.

#### 3 send a safe, healthy lunch

Keep foods cold by adding a frozen juice box or small ice pack to an insulated lunch box. When using paper lunch bags, double bag to help maintain the temperature.

#### 4 keep hot lunches hot

Use an insulated thermos to keep foods like soup warm until lunchtime. Fill your thermos with boiling water and let stand for a few minutes. Then empty the water and fill with piping hot food.



#### 5 safe snacking

Many hands touching snacks can result in the spread of germs. Divide snacks up into small bags or buy single-serve packets. Rinse fruits and vegetables before slicing and serving them as snacks.

#### 6 stay clean

Young children can easily get sick because their immune systems are not fully developed. Keep food and surfaces clean. Wash surfaces before and after you prepare foods like fish, meat, eggs, and cheese for your preschooler.

#### 7 holiday eggs

Hard-cooked eggs are a fun tradition for many families. After boiling eggs, dye them in food-safe coloring and return them to the refrigerator within 2 hours to keep them safe to eat.

#### 8 some foods are hard to swallow

Avoid foods that are hard to swallow or cut them into small pieces, about 1/2 inch. Hard-to-swallow foods can include peanuts, popcorn, round slices of hot dog, hard candy, whole grapes, and cherry tomatoes.



#### 9 watch how they eat

To prevent choking, have your preschoolers sit down when they eat. Avoid letting them run, walk, play, or lie down with food in their mouth.

#### 10 seafood for preschoolers

Omega-3 fats in fish and shellfish have important health benefits for young children. But be aware of chemicals such as mercury. Choices that are often lower in mercury include salmon, sardines, tilapia, trout, pollock, and catfish.

## Appendix D

### ***Policy & Procedure - Identification and Prevention of: Shaken Baby Syndrome, Abusive Head Trauma, and Child Maltreatment:***

***Regulations: PA Office of Child Development and Early Learning Announcement C-22-03 Issued January 24, 2022.***

### **Potential signs and symptoms of shaken baby syndrome and abusive head trauma:**

Shaken baby syndrome/abusive head trauma is the occurrence of brain injury in newborns, infants, and children younger than 3 years caused by shaking a child. Even mild shaking can result in serious, permanent brain damage or death. The brain of the young child may bounce inside of the skull, resulting in brain damage, hemorrhaging, blindness, or other serious injuries or death. Caregivers/teachers care for young children who may be fussy or constantly crying. It is important for caregivers/teachers to be educated about the risks of shaking and provided with strategies to cope if they are frustrated. Staff should be knowledgeable about and be able to recognize the signs and symptoms of shaken baby syndrome/abusive head trauma in children in their care.

Violent shaking for just a few seconds has the potential to cause severe injuries. While shaking may cause injury to children of any age, children are most susceptible to being injured during their first year of life. Factors that contribute to a baby's vulnerability include:

- Babies' heads are heavy and large in proportion to their body size.
- Babies have weak neck muscles.
- Babies have fragile, undeveloped brains.
- There is a large size and strength difference between the victim and the perpetrator.

Victims of shaken baby syndrome/abusive head trauma may exhibit one or more of the following symptoms:

1. Irritability
2. Trouble staying awake
3. Trouble breathing
4. Vomiting
5. Unable to be woken up

<https://nrckids.org/CFOC/Database/3.4.4.3>

### **Strategies for coping with a crying, fussing or distraught child**

All [newborns](#) cry and get fussy sometimes. It's normal for a baby to cry for 2–3 hours a day for the first 6 weeks. During the first 3 months of life, they cry more than at any other time.

Check the following to discover if it is the source of the infants crying. Is the baby:

- Hungry
- Tired
- Needing to be [burped](#)

- Overstimulated
- has a wet or dirty [diaper](#)
- too hot or cold

Often, taking care of a baby's needs is enough to soothe a baby. But sometimes, the crying goes on longer.

### **Colic:**

Some babies cry a lot more than others. A baby who cries more than 3 hours a day, more than 3 days a week, for at least 3 weeks might have [colic](#). Usually, it starts when a baby is 2–5 weeks old and ends by the time the baby is 3–4 months old.

Colic happens to a lot of newborns. It's hard to see your baby cry so much, but colic isn't caused by anything a parent did or didn't do. The good news is babies outgrow colic.

### **What Is Shaken Baby Syndrome?**

Shaken baby syndrome, or [abusive head trauma](#), is when a child's [brain](#) is injured from [physical abuse](#). Most cases happen when a parent or caregiver shakes a baby while angry or frustrated, often because the baby won't stop crying. These injuries can cause permanent brain damage or death. **No one should ever shake a baby for any reason.**

Finding ways to ease a parent or caregiver's stress when a baby is crying can help stop shaken baby syndrome.

### **What Can Help a Crying Baby?**

You can't spoil your baby with too much attention. To soothe a crying baby:

- First, make sure your baby doesn't have a [fever](#). In a baby, a fever is a [temperature](#) of 100.4°F (38°C). Call the doctor right away if your baby does have a fever.
- Make sure the baby isn't hungry and has a clean diaper.
- Rock or walk with the baby.
- Sing or talk to your baby.
- Offer the baby a pacifier.
- Take the baby for a ride in a stroller.
- Hold the baby close against your body and take calm, slow breaths.
- Give the baby a warm bath.
- Pat or rub the baby's back.
- Place the baby across your lap on his or her belly and rub your baby's back.
- Put your baby in a swing or vibrating seat. The motion may be soothing.
- Play music — some babies respond to sound as well as movement.

Some babies need less stimulation

### **When a Baby Won't Stop Crying**

If a baby in your care won't stop crying:

- Call for support to take care of the baby while you take a break.
- If nothing else works, put the baby on their back in an empty [crib](#) (without loose blankets or stuffed animals) and check on the baby in 10 minutes. During that 10 minutes, do something to try to relax and calm down. Try washing your face, breathing deeply, or listening to music.

Call your doctor if nothing seems to be helping the baby, in case there is a medical reason for the fussiness.

## What Else Should I Know?

[The National Center on Shaken Baby Syndrome](#) offers a prevention program, [the Period of PURPLE Crying](#), to help parents and other caregivers understand crying and how to handle it.

[All Babies Cry](#) is a program that promotes infant soothing and ways to handle a baby's crying.

Tell anyone caring for your baby to **never shake the infant**. Talk about the dangers of shaking and safe ways to soothe a baby.

Keep in mind that all babies cry a lot and it will get better. The crying isn't caused by something you did or didn't do. Take care of yourself and ask for help so you can keep taking good care of your baby.

<https://www.dontshake.org/purple-crying>

<https://kidshealth.org/en/parents/babies-cry.html>

<http://purplecrying.info/sub-pages/protecting/shaken-baby-syndrome-sbs.php#:~:text=This%20period%2C%20which%20begins%20at,know%20anything%20about%20it%20and>

## Prevention and identification of child maltreatment

### Defining Child Maltreatment

Child maltreatment includes all types of abuse and neglect of children under age 18 by a parent, caregiver or another person in a custodial role (e.g., clergy, coach, or teacher). Four major types of child maltreatment are physical abuse, neglect, emotional abuse and sexual abuse. These types of child maltreatment are not mutually exclusive and often occur in combination.

- **Physical abuse** is the intentional use of physical force against a child, such as hitting, kicking, choking, stabbing, shaking, burning, or other actions that result in, or have the potential to result in physical injury.
- **Neglect** is the failure to meet a child's basic needs, including housing, food, clothing, education and access to medical care. The definition of child neglect varies among states, agencies, professional groups and disciplines, and is considered the most frequently unreported type of child maltreatment. Generally child neglect can be defined as "the failure to provide for a child's basic physical, emotional or educational needs or to protect a child from harm or potential harm."
  - **Physical neglect** is the failure to provide food, shelter or appropriate supervision.
  - **Medical neglect** has been defined by many states as failing to provide needed medical or mental health care to a child.
  - **Educational neglect** involves the failure of a parent or caregiver to educate a child or provide special educational needs.
  - **Emotional neglect** is the inattention to a child's emotional needs or failure to provide psychological care.
- **Emotional abuse** refers to actions and behaviors that harm a child's sense of self-worth or emotional well-being.



- **Sexual abuse** involves engaging a child in sexual acts including fondling, rape and exposing a child to other sexual activities. This type of abuse is the most under-reported type of child maltreatment. Actual rates of sexual abuse against children are likely higher than officially reported rates.

Neglect is the most common type of maltreatment perpetrated against children, accounting for 78 percent of all reports of child maltreatment. In some states, child neglect accounts for more than 90 percent of all child maltreatment cases.

### **Preventing Child Maltreatment in Child care:**

All caregivers/teachers have a responsibility to supervise children at all times. The physical layout of child care facilities should be arranged to allow for a high level of visibility in all areas used by children, including diaper changing stations and toileting areas, while upholding children's right to privacy. All areas should be within view by at least 1 adult in addition to the primary caregiver/teacher at all times.

For center-based programs, rooms should be designed so that there are windows to the hallways to keep classroom activities visible, or it should be ensured that inside doors to activity areas remain open during hours of operation. These arrangements reduce the risk of child abuse and neglect and the likelihood of extended periods in isolation for individual caregivers/teachers with children, especially in areas where children may be partially undressed or in the nude. For small family child care home caregivers/teachers, a plan should be intentionally made for how to ensure the most active supervision possible.

Caregivers/teachers should be educated and trained in child abuse prevention and remain aware of potential risks of abuse and neglect of a child when in care. Other facility staff should periodically walk into child care rooms to monitor/prevent potential instances of child abuse and neglect. Family home caregivers/teachers should not allow other adults in the household to be alone with children at any time.

<https://www.ncsl.org/research/health/preventing-child-maltreatment-defining-the-problem-discussing-solutions.aspx>

<https://nrckids.org/CFOC/Database/3.4.4.5>

### **Responsibility & Accountability**

Training addressing these particular areas will be completed by all newly hired classroom teachers prior to supervising children alone and within 90 days of hire. This is a FREE 10-hour web-based training.

#### **“Get Started with Center-Based Care: Building Blocks for Quality (PA residents only)”**

Penn State Extension Better Kid Care at:

<https://extension.psu.edu/programs/betterkidcare/lessons/get-started-center>