



THE ROCKEFELLER UNIVERSITY
CHILD AND FAMILY CENTER

INFANT & TODDLER PARENT HANDBOOK

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Contents

HISTORY	2
PROGRAM AND PHILOSOPHY.....	2
PHASE-IN	5
MORNING ARRIVAL.....	8
PICK-UP TIME	10
COMMUNICATION.....	11
CONTINUITY OF CARE	13
ROUTINES.....	14
ACTIVITIES	16
MATERIALS	17
MUSIC AND MOVEMENT.....	17
PHYSICAL ENVIRONMENT	18
OUTINGS AND TRIPS	18
BEHAVIOR MANAGEMENT/DISCIPLINE	19
LANGUAGE	21
THE STAFF	22
THE CHILDREN	25
HEALTH MATTERS	26
FOOD POLICY	30
SIDS	32
EMERGENCY PLAN	33
PARENT PARTICIPATION	34
PARENTS ASSOCIATION	35
TOYS FROM HOME	36
CHILDREN’S CLOTHES.....	37
HOLIDAYS AND CELEBRATIONS	38
CALENDAR	39
KEY CARD	39
THINGS TO BRING	39
ROCKEFELLER GROUNDS	40
IMPORTANT PHONE NUMBERS.....	41

Welcome to the Rockefeller University Child and Family Center. We look forward to a rewarding year with you and your child. Please read this handbook and save it to consult throughout the year as it will answer many of your questions about the philosophy, policies and procedures at our center.

HISTORY

The Rockefeller University Children's School (CS), founded in 1967, and Infant Toddler Center (ITC), founded in 1994, provided developmentally appropriate care and education for the youngest members of the Rockefeller University community.

We began offering full-day programs in 1992. In the spring of 1997, marking the 30th year that the university supported young children on campus, we wanted to acknowledge changes that the CS had gone through in the past five years in response to the needs of the Rockefeller University community. We wanted to provide continuity for children and parents within each building and as they moved from one building to the other. Part of providing continuity was finding a name that described in totality who we are. The new name, The Rockefeller University Child and Family Center, expresses our values and beliefs about what is important in high quality child care and education for infants, toddlers, and preschoolers. In 2001, we expanded our program to ten rooms to meet the needs of the growing Rockefeller University community.

PROGRAM AND PHILOSOPHY

We focus on the individual child, how she/he lives within a group, and believe in strong connections with each child's family. We seek to create a partnership with you. While we aim to provide a place for children where they can explore their interests and maximize their potential, these goals differ for each child at different times in his/her development. We strongly believe that each day in the child's life is important not just as preparation for the future, but for the here and now.

The CFC is a very special place for young children exploring the world. Those attending the program come from a wide variety of ethnic and cultural backgrounds. The mix of languages and customs provides rich and varied experiences for the children. In addition, the program is set amidst the spacious lawns and gardens of the Rockefeller University campus, which provides ample space for exploration and outdoor play. Our children's gardening program on the north end of the campus gives children a rich, hands-on experience with nature through planting, tending, harvesting, tasting and cooking.

**THE DEVELOPMENTAL INTERACTION APPROACH, THE REGGIO EMILIA APPROACH,
EMERGENT CURRICULUM APPROACH**

The core educational philosophy that guides our program is the “Developmental Interaction” approach. “Developmental” refers to our belief that children learn best when they are ready for new experiences. When a child is fully able to experience each stage of development in the social, physical, emotional and cognitive realms, she will then be prepared to move on to new experiences and learn new skills. Each stage is an essential building block in the growth of a child.

“Interaction” refers to the idea that experiences lead to learning when they occur in a socially and physically responsive environment. A carefully planned environment encourages safe, spontaneous, hands-on exploration and supports the development of curiosity, problem-solving, physical development and social growth. Young children learn best when they have many opportunities for interaction with the people and materials in their world. We endeavor to create an atmosphere that nurtures self-esteem through positive relationships with others along with respect and acknowledgment of each child’s individuality and competence.

The CFC also embraces elements of the Reggio Emilia approach, which views each child as highly capable and filled with the potential to co-construct their knowledge along with extremely observant, responsive teachers; children and teachers learn together. Emergent, thematic, project-based curriculum is the cornerstone of the Reggio approach. Mediums such as clay, wire, colored pencil and recycled materials are the means – the languages - through which children express what they have come to know. Additionally, observational drawings are key in training the child to see carefully and to transcribe that seeing. The process of learning is made visible to children and parents alike through documentation, which may include drawings, photos and the children’s or teacher’s descriptions of various aspects of a project.

CORE PRINCIPLES OF AN INFANT AND TODDLER CURRICULUM

At the CFC, our emphasis begins with the development of strong, warm, trusting relationships. The social environment paves the way for the children to benefit from our routines, activities, and physical environment. Infants and toddlers learn and develop by playing on their own, with a trusted adult and with their peers. We recognize that children learn through their senses, through hands-on experiences and through trial and error. Since young children learn holistically, we observe children’s interests and design related curricular activities, which integrate many domains of development. Here are some of the ways in which our program supports children’s overall growth:

Social/emotional development:

- Build strong, trusting relationships between children, parents and teachers in many ways including primary caregiving and continuity of care
- Provide a physically and emotionally safe and responsive environment
- Acknowledge and label children’s feelings

- Implement daily routines to give children a sense of predictability and security
- Encourage self-care skills to promote growing independence and choice

Physical development:

- Provide abundant opportunities for gross motor play and exploration, both indoors and out
- Provide a variety of activities and materials to challenge and strengthen children's fine motor skills
- Challenge children through Music and Movement classes

Language development:

- Actively support home language and second language acquisition and/or sign language
- Increase children's vocabulary through conversation, stories, songs, thematic studies
- Play with language through rhyming, word games, songs

Cognitive development:

- Provide abundant sensory activity choices – the natural means by which children learn
- Build on children's natural creativity, curiosity, wonder and delight in problem-solving
- Support curriculum based on children's interests and development
- Provide appropriate challenges for each child
- Plan for enriching science, social studies, math and literacy activities
 - Science: cooking, garden program, water and sand play, classroom pets
 - Social studies: family curriculum, visiting other classrooms, campus/community walks, multi-cultural language, music and traditions
 - Math: counting songs, number peg boards/puzzles, nesting cups, working with blocks, beginning sequencing/patterning/graphing
 - Literacy (which includes speaking, listening, writing, reading): reading books, doing puppet shows, sharing at circle time, drawing/painting, using word play, making simple books, introducing felt board stories, varying props for dramatic play to stimulate new scenarios

Examples of emergent, thematic curriculum in an Infant/Toddler Room:

- Me and not me
- Coming and going – here and not here
- Sounds in our world – animals, instruments, vocalizing
- Animals
- Nature: fall leaves, apples and pumpkins, ice, snow and water, spring rain, planting and garden explorations
- Making a mark through art materials
- Balls: rolling, bouncing, throwing and kicking
- Boxes
- Things that move/ Wheels/Transportation

- Babies and families
- Feelings
- Mixing and making (colors, cooking)
- Block play and construction
- Books (Brown Bear, Very Hungry Caterpillar, Baby Beluga)
- Five Senses
- Exploring the CFC

PHASE-IN

The necessary groundwork for continuity of care, routines and activities starts with phase-in.

Home Visits

The teachers make home visits before and during the phase-in period as a way of establishing closer links between home and the center. Home visits allow us to get to know your family and child better by seeing you together in your familiar environment. A home visit also allows your child to be introduced to new people in the safety of familiar surroundings. For older toddlers and for returning children, having a staff member visit them at home can make them feel special and can serve to highlight a new teacher, if they already know one or more members of their room's new team. Visits are arranged on an individual basis and are strongly encouraged. For children returning to the same room, home visits are optional. If you live off campus, a home visit is not always practical so teachers will schedule a time for you and your family to visit the room instead.

Phase-in to the Classroom

For every child, even returning children, the first days of the year at the CFC are filled with new experiences. For each child, we try to make this adjustment period as smooth and comfortable as it can be because it serves as a foundation for a positive and fruitful year at the CFC as well as for future transitions.

Helping children to form new relationships and say good-bye to their parents is a key component of the program. For this reason, we expect parents to spend time with their child at the CFC during the first weeks each year, helping their child to establish trusting relationships with their new teachers. During the phase-in period, children come in small groups for increasing periods of time (see your child's individual phase-in schedule). Parents spend time in the room playing with their child, assisting their child with daily routines and helping the child establish relationships with the teachers.

While the parents are still caring for their child in the room, teachers will observe and ask questions to enable them to continue consistency of care after the phase-in period is over. The amount of time that parents will be required to stay in the room depends on the child's own temperament, development, previous experience with child care and the parent's feeling about leaving the child at the CFC. Some children may be excited by the newness only to need extra support later as they try to settle in to their new day-to-day routine. Others will stay close by a parent for a long period before beginning to explore the room or meet new people. Still others will cheerfully say good-bye (even before mom or dad is ready) and grow steadily more comfortable as time goes on.

As the time spent at the CFC increases, parents leave for short periods of time, gradually extending the time the child spends at the center without them. We will probably ask you to do several trial separations and gradually increase the amount of time that you are away. Some children may need an earlier pick up time or a shorter day until they have settled into the classroom. Others may feel comfortable and understand that you are coming back at the end of the day from early on in the phase-in process. Sometimes children appear to adjust quickly to the classroom only to have a delayed reaction once the novelty has worn off. Phase-in is different for each child and family, and teachers will work with each family to determine the most supportive schedule for their child. Some children will take longer to feel comfortable and teachers will let you know if your child needs a more extended phase-in schedule.

Saying Good-Bye

*All parents **MUST** say "good-bye" to their children and tell them when they will return. You can say, "I will be back after nap time" or "I will be back after afternoon yard time." Leaving without saying good-bye may be easier for the parents than leaving while a child is crying, but it truly isn't easier for the child. Their tears and cries demonstrate their attachment to you. It is necessary and healthy to allow children to express their emotions. At the beginning of the year, many infants and toddlers feel overwhelmed when separating from their parents or caregivers. In order to ease this transition and provide a greater level of support, we encourage parents to physically hand over their child to a waiting teacher's open arms or lap. This conveys the message that the child will be safe and well-cared for by the teachers. Rest assured that children will be helped and comforted with gentle kisses, hugs and words. *Leaving without saying good-bye can also make future good-byes more difficult because the child may fear an unexpected departure and keep a watchful eye on you.* This fear can prevent him/her from engaging in play or interacting with teachers or peers. Leaving without saying good-bye is in direct opposition to the trust that you are trying to build with your child. Being clear about when you leave and when you will return is the best way for your child to develop trust and to feel able to let go even when sad. When you are ready for your good-byes, let the teacher know and say a clear, confident good-bye. *We know it is difficult to leave your crying child, however it can be confusing if you go back into the room or stay for a longer period of time once you have said good-bye to your child.**

During phase-in and at any time of the year, if your child is having a particularly difficult day and crying inconsolably for a period of time, we will call you. We will ask you to guide us in how to help your child. We may ask you to come and see your child, speak with him or her on the phone or try and arrange for an earlier pick up.

Parent Role in Phase-In

The following are suggestions for things you can do during phase-in:

- **Show your child around** the center and introduce him or her to the staff.
- **Be available for your child**, letting him or her venture off and return to you or remain by your side.
- **Make yourself comfortable.** Your body language and comfort level send your child messages about being at the CFC. It will be easier for your child to adjust if she or he gets the message that the CFC is a friendly and safe place for everyone in your family.
- **Familiarize yourself with the materials available** for the children.
- **Allow your child to participate at his or her own pace.** Your child will let you know when he or she is ready to join in an activity or interact with others in the room. If you have any questions or concerns about how the process is going for your child, please speak with the teachers privately outside of the room.
- **Familiarize yourself with the locations of supplies and storage areas** that you and the teachers will be using to care for your child (i.e. diapers, wipes, spare clothes and bedding).
- **Observe and begin to establish relationships with the teachers.** Although your child will be assigned a Primary Caregiver, all members of the teaching team can provide valuable support throughout the year.
- **Share information about your child with the teachers.** They will ask a lot of questions. They are not being intrusive; they want to be able to understand your child better. They cherish your advice as to how best to approach and handle your child. Please inform them of any changes that have recently happened or are expected in the near future (ex; moving, visitors, new sibling, a parent traveling). *Variations in care and/or routine that seem ordinary to an adult are unusual to a young child who has not had much experience with change.*
- **After the first day, sit back in a chair rather than following your child around the room.** If your child wants you to participate, you can suggest that he or she ask a teacher to help or play. Your encouragement will help him or her begin to establish a strong relationship with the primary caregiver. Some children may wish to play near their parent for a period of time while others may feel comfortable exploring the room with their parent close by.
- **Special sitters or relatives may assist** you by being in the room with your child if you absolutely cannot stay. Please remember, young children need consistency to feel secure. Since children separate differently from each person, having more than one

caregiver participate might prolong the phase-in process. Discuss your specific needs with the teachers so that they can help you devise the most supportive plan possible.

- The **amount of time it takes for your child to phase in** depends on many factors. Sometimes a child phases in easily only to need extra support later in the year. Some children may take months to feel comfortable at the CFC. The teachers are trained to understand the developmental task of separation and are skilled at implementing activities and routines in their classrooms to facilitate the separation process, but they need your active participation to succeed.

This may be your family's first experience with separation, and we are sensitive to individual needs and feelings. In order to ease the process, parents and teachers work together to create a bridge between home and the CFC. We have discovered that when you feel comfortable in the CFC environment, then your child feels more comfortable.

One of the most important things you can do is to establish a positive working relationship with each member of the teaching team. **Remember, communication with the teachers and with your child is the key to a successful experience.** Please do not hesitate to voice your questions, concerns and needs. It is the only way we will know what you want.

MORNING ARRIVAL

We ask that you arrive by 9:30am.

Mornings are an important learning time for children. Teachers carefully prepare a variety of activities to stimulate children's development and expand their interests. Free play offers children a way to ease into the day and to make independent decisions about what and whom to play with. Around 10:00 most Toddler rooms begin cleaning up in preparation for snack and circle time. When children arrive during morning transition times it can be hard for them to see what they have missed and to join the group. Teachers need to focus on the needs of the whole class during transition and meeting times and are often unable to spend individual time with parents and children who are dropped off late.

Your child's morning transition to the classroom can be facilitated with the establishment of a regular routine for saying good-bye that you will do every day. Planning to stay for a few minutes before you leave for work can make the leave-taking a little easier for some children. You can make reading a book to your child or helping him or her to get involved in an activity a part of the morning routine.

When it's time for you to leave, you can have a usual good-bye place (by the door, on the couch) and plan for a wave at the window afterwards. Some parents go to the door with their child and teacher and sing a good-bye song.

Your child may need help from a teacher; you may have to give your child to a teacher to hold as you depart. Your child may cry when you leave. Coming back to check on your child will only prolong the crying. If you are uncomfortable, you can call the room when you get to your office/lab to see how your child is faring. Usually children stop crying and get involved in an activity fairly soon after a parent leaves.

Even children who are happy throughout the day may have a hard time saying good-bye to a parent in the morning. It is normal for children to protest when a parent leaves, and some children may protest many mornings. Many children, though they greatly enjoy their friends and the activities of the CFC, would find it a perfect world if they had it all – you and the CFC!

Your leaving may also be difficult on days when there have been changes at home or discussions about upcoming changes: a parent traveling, visits by relatives, discussion about the arrival of a new sibling, discussion about moving, etc. Children hear what is going on around them; although they may not react at the moment, they take in information, especially if they detect stress or worry or overhear the name of a loved one. Again, it's important that you keep the teachers aware of any changes at home that may affect your child's day here.

The teachers have commitments and responsibilities outside the CFC just as you do. Please respect the pick-up and drop-off times. In the morning, the teachers arrive early to prepare and set up rooms and to gather their thoughts. For many of the teachers, this is an essential part of the day. If you arrive before 8:30 a.m., please wait with your child on the deck, in the common room, or in the hallway, rather than coming into the room. The teachers need uninterrupted time to finish their preparations so that they are able to greet you properly and give you their full attention when the day begins.

Late Arrivals and Doctor or Dentist Appointments

We understand that there will be days when your child has a doctor's or other appointment that means arriving late or leaving early from the CFC. We strongly urge that you make your appointments for early or late in the day. When children arrive at transitions such as morning clean-up, lunch or nap time, or are taken out and returned in the middle of the day, it often negatively affects the rest of their day. They are aware of what they have missed and often have difficulty with the rest of their day.

On days when we have early music and movement classes, we ask that children arrive 5-10 minutes before the class so that they have time to settle in and transition into the class with the rest of the group. If you arrive after music or movement has begun, we ask that you stay in the classroom with your child until the rest of the class returns to the room.

You can speak with your health care provider and request appointments at the end of the day to make your child's day easier. In addition, please inform your child's teacher the day

before the appointment so that we can incorporate the information into our planning. Also if you are running late, please call the room as a courtesy. Infant and Toddler classes go on frequent walks on and off campus and we do not want you to arrive to an empty room.

If you schedule an appointment during the school day, please be aware that saying goodbye for a second time is often confusing for children. If your child is not able to calm down and participate in the classroom activities after returning, we will call you to come pick him or her up. Children may not be brought back after 4:00pm.

PICK-UP TIME

Remember that the CFC closes promptly at 6:00pm. We expect that all children and parents will leave the CFC by 6:00pm.

A transition that frequently gets overlooked is pick-up time. Children must now make the transition from the CFC back to Mom, Dad or other care. They often greet their parents with confused emotions: “I’m so happy to see you,” is expressed along with “I’m angry that you left me,” or “Why did you come so early?” These emotions can be manifested in tantrums, refusal to cooperate, indifference to parents, a sudden need to do all the puzzles again, etc. Parents often feel confused and upset by their child’s behavior, especially if they expected the child to race into their arms and tell them happily what fun they had and how much they were missed. This can be a difficult part of the day and needs to be given thought and planning.

Teachers are more than willing to help you with this transition. Children do not have the same emotional agenda with the teachers as they do with their parents. They tend to make the biggest fuss (and reserve the most love) for their parents. Sometimes when emotions are high and everyone is tired at the end of the day, it is easier if the teachers help you get your child ready to leave. Please talk to the teachers if you need help or feel uncomfortable with what is happening at the end of the day.

The following are some things to think about for enhancing a smooth departure:

- **Since the CFC closes promptly at 6:00pm, it is important that you arrive 5 to 10 minutes early in order to ensure ample time for a smooth transition home.** Please be on time! *Even a short delay can seem endless to a child who is waiting.*
- **Arriving right at 6:00pm means that you are already late,** since it takes a few minutes to greet your child and gather his or her belongings. At 6:00pm children who have not yet been picked up will be waiting in the office of the Director who is closing the center that day. The teachers will leave a note on the classroom door specifying which Director will be with your child.
- **The classrooms, hallway and common rooms are not available for children to play or eat in after 6:00pm.** The teachers have straightened up, cleaned and prepared the rooms for the next day. Please do not bring your child or any siblings back to the

classroom to play after you have picked up. We expect all children and parents to leave the CFC by 6:00pm.

- **Arrive early enough to sit down and spend time with your child and talk to the teachers before leaving.** If you arrive right at closing time, the teacher will not be able to discuss your child's day with you or help facilitate your child's transition home.
- **Work with your child's teachers to develop a routine at pick up time that works for both you and your child.** The children don't have any choice or control over attending the center. Devising ways for them to have control over the departure often helps. For example, let them pick one activity to do with you before you leave. *Again, if you come right before 6:00pm, you will not be able to give your child choices, as we will need for you to leave quickly.*
- **Give your child some undivided attention before engaging in conversations with other adults in the room.** Parents often enjoy talking with each other at the end of the day. However, many children require a parent's full attention at departure and may act out or become upset if they don't have it.
- **Remember that you are responsible for your child at pick-up time.** If your child or a sibling leaves the room without you, please follow and bring him or her back.
- **If you are going to have someone else pick up your child, please let the teachers know in-person or in writing.** We cannot send a child home with anyone we do not know. Please introduce us personally to any babysitters, friends or relatives who will be picking up your child or leave us a photo for identification. We will not allow children to leave with anyone who does not have clear permission to pick him/her up.

COMMUNICATION

The building of relationships between parents and each member of the teaching team is the foundation for the child's positive experiences at the center. We encourage you to talk openly with the teachers in order to establish these relationships. Continuity between home and the CFC is essential to providing a meaningful experience for your child. It is important that you tell us about any changes or special activities in the home. The more familiar we are with your family, the more understanding, supportive and helpful we can be.

When possible, please inform teachers of any changes (e.g., upcoming travel, changing jobs, family or friends visiting for extended stays, illness in the family, moving [even a short distance], weaning off of the breast, bottle or pacifier, introducing the potty, etc.) before they happen. Changes at home often lead to changes in behavior at the CFC. We can care for and work better with your child if we are aware of the changes at home.

It is of utmost importance that you notify the office staff and teachers of any changes in address, phone numbers at home, at work or emergency contact information.

Likewise, teachers need to have **up-to-date information relating to your child's health**. Sharing information about allergies, illness, asthma-like conditions, and medications (both prescription and over the counter) will allow us to provide optimal care for your child. Examples of such medications/treatments include: nebulizers, inhalers, antibiotics, Tylenol, Benedryl and Pedialyte.

For infants and toddlers, each day you will complete a short daily log where you give us some information about your child's prior evening, night and morning at home. This information helps us to better care for your child. We encourage you to speak with the teachers each day as well, especially about any special instructions or unusual events. In infant rooms, the teachers use a "daily note" to record information about eating, sleeping and diapering. In toddler rooms, teachers keep track of this information on classroom charts for you to check at pick up time each day. In addition, teachers reach out individually to parents via written notes or email to share anecdotal information about your child's day. Group emails, photo sharing websites and blogs are other ways that teachers communicate about classroom activities and curriculum. For additional information about life and activities at the CFC, please look at displays of photographs or children's work in the halls and rooms and check your email for the CFC Newsletter.

Parent conferences are held twice a year. We strongly recommend that all parents attend. Parents who cannot attend a conference at a scheduled time may request a more convenient time. This is a time to exchange information and set goals as well as discuss your child's life at the CFC. Please feel free to arrange additional meetings with your child's teachers as needed.

Teachers are happy to discuss their observations about your child and share anecdotal information about your child and the group, but they will not have in-depth conversations with parents about children who are not their own. If you wish to speak with the teachers about your own child, please do so out of earshot of your child and the other children.

Pick-up and drop-off are times for sharing necessary information. However, to have an extended conversation or discussion, it is best to schedule a time to meet in person or talk on the phone. Please be aware of the teacher's need to be with the children during busy and difficult times.

The CFC newsletter is a valuable source of communication between the school and families. We tell you about curriculum and happenings in each room, upcoming school-related events as well as interesting community events for children and families. Additionally, there are informative articles on positive parenting, curriculum, child development and current educational topics.

Included on the CFC website is a calendar for the year. *Please note on your personal calendar any holidays or early school closings or special school events.* School closings and events will also be noted in the CFC newsletter.

Individual rooms may schedule meetings or group events throughout the year to discuss issues as they arise, to celebrate a birthday or simply to enjoy one another's company for a potluck breakfast or dinner. Parents are welcome to suggest topics for room meetings and/or plan a group potluck for parents, teachers, and children.

Open Door Policy

Parents are welcome to visit their child's room anytime once the phase-in period is completed. We encourage parents to spend time at the CFC. By spending time here, you communicate to your child that this is a place for your whole family and not just for your child. As parents build relationships with each other, the staff and the other children, we become a kind of extended family for each other. This is one of the benefits of on-site group infant and toddler care, so please feel free to join us for lunch or just come for a visit.

For some children, it can be confusing to see a parent unexpectedly. For this reason, we ask that you let the teachers know in advance when you are planning to stop by. There also may be some children who cannot tolerate a parent visit at certain times of the day. Sometimes when a young child sees a parent in the room or even passing by the playground or window, he or she may believe it is pick up time and be confused when not taken home. If this is the case, your child's caregivers will speak to you about other times of the day that will work better for you and your child to see one another.

CONTINUITY OF CARE

Continuity and consistency are essential components of quality care for infants and toddlers. While phase-in and communication go a long way in helping us provide consistency of care, there are several other components of continuity of care.

Primary Caregiving

Your family will be assigned a "primary caregiver" at the beginning of the year. This teacher carries out most of the daily routines with your child (eating, sleeping, diapering or toileting) and is responsible for building a particularly close relationship with your family and your child. Some children continue to need their primary caregiver throughout the year, while others become more comfortable with all the teachers in their group and eventually in the whole center. Children's individual styles of interacting and coping are respected. The level of

consistency and predictability that your child needs to feel safe and comfortable will be met by the staff.

Moving a Teacher with Children

The second way we establish continuity of care is by making an effort each year to have at least one familiar caregiver stay with your child or move with your child when she/he moves to a new room. This individual may not necessarily be your child's primary caregiver. When moving a familiar teacher is not feasible, rest assured that our teachers will share insights and information with one another as needed in order to ensure a smooth transition.

Moving Children with their Peers

The third way we provide continuity is by moving children in groups from one room to another at the end of a year. Educational research has shown that familiar children, as well as familiar adults, provide a sense of stability to young children in new circumstances. Usually, but not always, children spend one year in an Infant room and one or two years in a Toddler room. Each year is a little different from the last as we strive to create the best groupings based on the enrollment.

ROUTINES

A predictable routine helps children develop a sense of competence and involvement in their world. In the Infant room, teachers work closely with parents in developing a routine that is both familiar and predictable. The infants follow their own individual rhythms of sleeping, eating, diapering and playing. Don't be surprised if your infant's routine is slightly different at the CFC than it is at home. Also please give us as much detail as possible about your child's changing habits throughout the year. By sharing observations and ideas with one another, we can develop strategies that support each child's individual growth and development. As the infants mature, and as they approach the transition to a new year in a toddler room, we begin to prepare them for the more group-like routine of the toddler rooms.

The daily schedule in the Toddler room is posted on each room's door or parent information board. **We ask that you arrive by 9:30** and plan on having your child stay through nap time. When you arrive by 9:30 your child will have enough time to engage in the activities that the teachers have prepared for the group. At 10:00 there is a big transition, clean up time; typically children arriving then can be overwhelmed by all the activity in the room and will know that they have missed out on free play time. **For many children it is difficult to jump right into a group activity without having some unstructured playtime first. In addition, since teachers are focused on the needs of the group during the morning transition to snack or circle time,**

they do not have much time for individual check-ins with parents or to help smooth the goodbyes.

If it is necessary at any time during the year to arrive later in the morning or pick up early, please let us know in advance. Because our curriculum includes many walks and trips, we need to know if your child will be present to participate. We also need to tell the other children where your child is because they think about and care for each other.

Meals

Each toddler group has a morning snack, lunch and an afternoon snack together. A large part of social learning and family living involves food. Teachers sit with the children during meal times to facilitate a relaxed atmosphere. In this way, the children begin to participate in the social aspects of eating.

Older infants and toddlers are learning to eat independently and at meal times the teachers encourage this by providing finger foods such as crackers or dry cereals. We also ask parents to bring lunches with foods that are pre-cut so that children can easily feed themselves.

Small Groups

Small group time is essential for young children and teachers to build close relationships. We frequently create small groups of two to four children and an adult so the children can explore something in-depth or build on specific skills. Groups may go to the Common Room, visit another classroom, spend time in the garden, go for a walk on campus or go off campus for an outing. Sometimes groups stay in the classroom for a special project. During small group time, teachers can observe and interact with children in particularly meaningful ways.

Rest and Nap

Each Toddler group has a rest time after lunch. Children who are still taking two naps per day are accommodated. The toddlers sleep in a room separate from their classroom. In SFH the children sleep in the Common Room. In GSR the toddlers sleep in the Small Common Room. Teachers promote rest time in a variety of ways: turning off the lights, reading to children, rubbing backs or playing quiet music. We have found that most children do sleep. However, children are not required to sleep and are free to leave the nap room whenever they wake up. Children sleep as long as they wish and are not wakened by the staff. Don't be surprised if your child sleeps less at the CFC than at home because she or he doesn't want to miss anything or sleeps more because they are so busy that they get extra tired. If sleep becomes an issue for your family, as it often does in infancy or toddlerhood, the staff is very knowledgeable and will be happy to discuss it with you.

Families are responsible for providing a crib sheet and blanket, if desired, for their child. Tight fitting sheets and blankets (for toddlers) will be sent home weekly to be laundered. **No bumpers, pillows, blankets or crib toys are permitted for children under 12 months.** Sleep sacks are encouraged if you desire extra warmth for your infant during nap times.

According to New York City Department of Health regulations, **the CFC is required to have each child rest for at least one hour every day**, but children are not required to sleep. Teachers are present and closely monitor all children during rest times. We follow NYC guidelines for creating Safe Sleep Environments and all Infant Teachers are trained in Safe Sleep practices and prevention of SIDS.

Diapering and Toileting

If children are using diapers, parents provide diapers and wipes clearly marked with their child's name. Children's diapers are changed regularly. Toddlers who have learned to use the toilet on their own will be encouraged to do so. Your child's teacher can be a source of information and guidance in the toilet learning process. Due to the nature of group care, we require disposable diapers at the CFC.

Families take many different approaches to toilet learning. While the CFC respects that there are different ways to help children learn to use the toilet on their own, we are somewhat restricted in supporting all methods of toileting because of the nature of group care. In particular, in group care, children need to be able to show certain signs of readiness in order for caregivers to support their toilet learning. Readiness signs include staying dry for extended periods of time, being able to indicate in some way that they need to use the toilet and showing an interest in using the toilet. Please speak to your child's teacher when you feel that your child is ready for toilet learning.

These self-care skills are central to the curriculum at the CFC. The staff views these routine times of the day as opportunities for warm, positive one-on-one interaction. The march towards independence in dealing with life functions is an important part of infancy and toddlerhood.

ACTIVITIES

Infants and toddlers are learning all the time – not only when they are engaged in planned activities. While activities provide learning opportunities, they are not more valuable to infant and toddler learning than routines and interactions. With this understanding, we offer spontaneous, pleasurable experiences that foster natural development. Activities are mostly open-ended and emphasize process over product. Children are free to choose which activities they want to participate in and are offered encouragement to try new experiences.

Infants and younger toddlers are engaged in discovery of the properties of materials and items in their environment. They need repeated experiences before they are able to use materials symbolically. For example, one cannot build a train with blocks without an understanding that blocks are hard, solid, can be stacked or might fall over if they are not held steady, etc. Nor can one paint a picture of a house before discovering that paint is wet, that it drips, and that it can be spread with fingers and other tools. At the CFC, children have many opportunities to pursue in-depth investigations of materials. Only with this kind of knowledge (and the advent of symbolic thinking in the second half of the second year) can they begin to use materials to represent their world and express themselves symbolically.

The teachers are aware of each child throughout the day and how the child's day flows. They will let children figure things out for themselves whenever it is constructive to do so and will become more actively involved when it seems appropriate. We are helping children learn to exert control over themselves and to solve their own problems. This applies to social skills as well as cognitive and physical areas. Children feel good when they know they have some control over themselves and have an impact on their environment.

MATERIALS

CFC materials offer opportunities to develop physical, cognitive, social-emotional, language and creative skills. There is a mixture of teacher-made, found, recycled and purchased materials. Most materials are open-ended, meaning that they have a variety of possible uses and no one correct way to use them (e.g., play dough, water and sand). Also, we provide semi-open materials including blocks, Legos, and paint. These two kinds of materials encourage creative use, self-expression and allow children to work at their own developmental level. Finally, other materials such as puzzles, shape sorters, dolls, toy vehicles, and dramatic play materials are available and can be used to further enhance play and exploration. We avoid commercial or stereotypical items in order to promote the development of children's own creativity.

MUSIC AND MOVEMENT

A specialist teacher joins us for music once per week in each Infant and Toddler room. The Toddler rooms also have movement once per week. In the beginning of the year, music and movement times may be shorter and less structured. Each of the specialist teachers creates an environment where children are free to explore and participate in their own way. As the year progresses, children gradually learn to participate in music and movement as longer, whole group activities. The **music specialist** sings and plays guitar while offering a variety of highly enjoyable structured and unstructured movement and music activities such as singing and

moving to songs, clapping out beats, exploring simple instruments and dancing to different musical rhythms.

The **movement specialist** offers a well-developed curriculum to gradually build specific movement skills using songs, recorded music and stories. Through a combination of structured and unstructured activities, children explore movement materials and props such as a parachute, scarves, hoops and various types of balance beams. Movement helps children learn to enjoy moving in new, creative ways, develop body strength, coordination, spatial awareness and to develop self-regulation skills.

PHYSICAL ENVIRONMENT

The physical environment for infants and toddlers offers space for active movement indoors as well as outdoors; cozy, comfortable and quiet places to be alone or with an adult; ample opportunities for varied activities and spontaneous discoveries on tables, walls or floors and designated areas for eating, sleeping and diapering/toileting. Our classroom environments are designed to be flexible in order to suit the particular mix of individuals, both adults and children, and to grow as the children mature. Throughout the year, you will find a balance of familiarity (to help the children feel safe and understand that their world is ordered and predictable) and small changes in equipment and room arrangements (that offer variety, novelty and new challenges).

We feel strongly that when children spend a full day in a particular place, it should be comfortable, calming and visually pleasing. Order and attractiveness are important to us as they convey a sense of pride in our work with children as well.

The infants and toddlers at the CFC use the Front Deck area on the west side of SFH, the Berlin Garden and for older toddlers, the “Big kids” yard to the north of SFH for outdoor play. Our playgrounds offer many gross motor play opportunities including climbing structures, slides, scooters, balls, hollow blocks, sand, and water tables. Many activities go on outside throughout the year; we believe that exploratory/investigative activities such as gardening, painting, singing, building and sensory play can and should take place both indoors and out. Therefore, time spent outside is not solely dedicated to large muscle and/or child-directed activities.

OUTINGS AND TRIPS

Outings are an integral part of our program here at the Child and Family Center. Outings on campus, in the neighborhood and to local parks and playgrounds occur often, weather permitting. The destination is not always the emphasis of the outing. The journey itself can offer an abundance of interesting and exciting experiences for young children. Due to their closer proximity to the ground, children see things from a different angle than adults; they see

things that adults don't see and miss things that attract adult attention. Outings stimulate conversation, offer a greater variety of movement experiences, heighten the senses and support a child's curiosity about the world around them. Many of the trips are based on daily-life kinds of activities. Much as you would do at home, we take children to buy food for snack, go to a pet store, have photographs developed or go to a store to buy an item for the room. Outings can also influence and broaden a room's curriculum theme. For example, for a curriculum on animals, some classrooms may want to walk around the neighborhood in search of NYC animals or visit a pet store. Outings are best if they are unhurried and children have time to explore at their own speed. Trips are often taken with small groups of children (only two or three) but sometimes involve the whole class.

Your child's teachers will ask you to fill out a form indicating the types of outings your child can participate in. Permission forms will be updated periodically throughout the year as the children grow and become more independent.

Please let us know if a small group of children could visit you at your office or lab. Seeing you in your work place helps them form a mental picture of you and where you are when you are away from them, as well as give them exposure to the work of adults.

BEHAVIOR MANAGEMENT/DISCIPLINE

Young children have powerful feelings and need our help in learning to express them appropriately. We see problems and conflict as learning opportunities and view discipline as a way to guide children to respect themselves and others. Here at the CFC we partner with families to explore how to best help your child manage their behaviors and feelings and become a friend to others.

Our discipline goals include:

- Helping children establish internal controls. The ultimate goal is self-discipline.
- Helping children recognize, name and verbalize their feelings and needs rather than withdrawing or acting them out physically
- Helping to foster a comfortable and safe environment

A helpful guide for parents is Love and Learn, Discipline for Young Children, by Alice S. Honig. You can pick up a copy from the pamphlet packets in the hall.

Some positive discipline strategies:

- Setting clear, consistent rules helps children learn what is expected of them (i.e. "Blocks are for building, balls are for throwing").

- Using short, simple phrases helps children to focus on what is important (i.e. “indoor voices,” “Chairs are for sitting”).
- Establishing reasonable, predictable routines helps children to feel secure and to begin to manage their own behavior (i.e. “First we clean up the blocks and then we can read a story”).
- Giving limited choices supports children’s independence and can reduce power struggles (i.e. “Do you want to put your coat on by yourself, or do you want me to help you?”). Too many choices can be overwhelming and actually increase frustration for young children.
- Using natural consequences helps children better understand cause and effect relationships (i.e. “If you throw sand again, you will need to leave the sandbox”). Arbitrary consequences can lead to resentment rather than learning.
- Teaching children problem-solving skills supports their creativity and independence (i.e. “I see two children who both want the same stroller. What can we do? Hmm, maybe we can find another stroller!”). When adults model these skills by thinking aloud, older toddlers can be encouraged to make suggestions and to thus begin to learn how to solve problems by using their words.
- Acknowledging children’s feelings can help to defuse conflicts and develop empathy (i.e. “Hitting hurts. I can see that you want the truck, but I can’t let you hurt Tasia.”). A good rule of thumb is to limit behaviors not feelings.
- Addressing the behavior, not the child, helps children learn what is and is not acceptable without damaging their self-esteem (i.e. children are never “bad” even when a particular action might not be appropriate).
- Praising desired behaviors motivates children to keep on trying since they know that we are paying attention to their efforts (i.e. “You really used your words to ask for a turn with the bike!”).
- Gentle redirection keeps the focus on the positive and reduces the risk of a power struggle. Some useful techniques include:
 - Distraction: “Let’s go look at the fish.”
 - Humor: Appealing to children’s sense of humor can quickly reduce tensions and help lay the foundation for creative problem-solving.
 - Motivation: “Where does your coat go?” rather than “Hang up your coat.” Pretending you forgot where the coat goes often thrills young children.
 - Novelty: Singing, whispering or using a silly voice to get children’s attention can work wonders.
- Ignoring temper tantrums and waiting until the child is calm enough to talk will help both adult and child find a more effective way to address the problem. When children are completely upset, they will not understand rational arguments or consequences. By modeling self-control, adults help children learn to better regulate their own emotions.
- Anticipating problems is often the best way to avoid potentially difficult situations. Noticing patterns of behavior and examining potential triggers can help parents and teachers develop an effective intervention. Regular, on-going communication between

the parents and the teaching team makes it possible to address concerns as soon as they arise.

We never:

- Use threats or bribery
- Use physical punishment
- Belittle children, use sarcasm or otherwise attack a child's self-esteem
- Isolate children or make them feel unsafe
- Associate discipline with eating, diapering/toileting, or sleeping. No child is ever confined to his or her crib.

Discipline is deciding which things you are going to insist on. Discipline helps children to cope with the challenges of daily living, to interpret their world and learn social skills. Discipline is also intricately tied to a child's development and temperament. Learning how to self-regulate takes time and practice. By focusing on the process, rather than perfection, we help children develop the skills to become capable, caring friends. Your child's teachers are excellent resources for you to help figure out what expectations are appropriate for your child at any given point in their development.

LANGUAGE

At the Child and Family Center, we are careful about the spoken word and the body language that we use with the children. The use of "no" is limited. Instead, the staff uses simple and direct explanations that offer reasons and suggest more appropriate actions. Teachers model clear, effective communication and problem solving skills.

Children are encouraged to use words to express their feelings as well as to work out difficulties. Even the very youngest children are exposed to verbal problem solving. Teachers try to put a non-verbal child's feeling into words. "You are angry because ----- took your toy," "It looks like that makes you sad," etc. We show how physical acts can be expressed verbally. Once children begin to speak we encourage them to ask for what they want and to speak up for themselves to let their peers know what they need: "Mine," "I don't like that," and "I need space" are common expressions that help children advocate for themselves. It is important to allow children to express their feelings verbally no matter how negative they sound so that they can learn to work through difficulties verbally rather than physically.

Second Language Learners

Families often express concern about their children learning English and/or retaining or continuing to acquire their home language. At the CFC, we strongly encourage you to use your home language with your child at all times. Current research shows that very young children

acquire language in the context of a relationship, and that children do best if they hear a single language from a single adult. In addition, research shows that mastery of one language offers the best foundation for learning other languages. The teachers mostly speak English with the children at the CFC and your child will gradually acquire English through their experiences with us. Many of the teachers at the CFC have a second or third language and you will often hear them using a child's home language in times of stress or misunderstanding. Unfortunately, it is not possible for us to cover all the languages that are spoken in our diverse community here at Rockefeller. During home visits teachers will ask you for critical words in your child's home language, and in the classroom teachers may introduce sign language as another supportive way for children to communicate basic needs.

THE STAFF

The CFC staff consists of early childhood professionals who have varying levels of degrees in the field of family and child development. They have been chosen for their dedication, interest, creativity, and experience with infants, toddlers and their families. Each group has a Head Teacher who has or is pursuing a Master's degree in Early Childhood Education or a related field. Each group also has two teachers, assistant teachers or aides who have a Bachelors degree, an Associates degree, or a Masters degree in early childhood education or a related field, or a high school diploma.

The staff works staggered shifts to cover the nine and 1/2 hour day at the CFC. Therefore, although our ratio is three to eight in the Infant room and three to ten or eleven in the Toddler rooms, there may be only one or two teachers present during the early or late hours of the day. Staff schedules may shift and vary slightly in order to cover the highest enrollment times for a particular group in a given year.

Specialists

We have three kinds of specialists working at the CFC – child development, enrichment and special needs.

Child Development Specialist

Jane Davidson, Psy.D, is our child development specialist from the Jewish Board of Family and Children's Services (JBFCs). She takes on many roles at the CFC: observing in classrooms, consulting with Directors, teachers and parents and leading staff and parent workshops.

Enrichment Specialists

The enrichment specialists are Bari Koral, the music teacher, Rachel Gordon, the movement teacher, and Jessica Howard, the preschool art teacher.

Infants and toddlers have music once per week. Toddlers have movement once per week. Preschoolers have music and movement twice per week. The two older preschool rooms (Blue and Gold) have art once per week with the art teacher in the art studio.

Special Educators

Some children in the CFC receive services for a variety of special needs. These services, which are often provided through NY State Early Intervention program or the NYC Board of Education, are in place to strengthen particular skills and to support the child's *goals for* participation in our community and in the larger society. Although they are here for one child, they also interact with the other children and the teachers; they are part of our community. What do they do? The specialists may work directly in the room with the child and include others or they may work in the new Therapy Room in Caspary 1A.

Some of the therapists that you may be in contact with at the CFC are:

SEIT (Special Education Itinerant Teacher)

A SEIT works to foster the child's interaction with the other children, materials and teachers. The children are being helped to shape their behaviors so that they are positively reinforced by the responses they get when they do them on their own. The SEIT is also there to build rapport with the other children so that the child is not singled out and perceived as *different*. The SEIT encourages the child's independent participation in the room. The regular educational teachers are still responsible for the child when the SEIT is in the room, so that the child can continue to develop a relationship with all of his or her teachers.

PT (Physical Therapist)

A PT helps a child to move independently and function in the classroom by assisting the teachers in adapting the environment or, where necessary, providing hands-on help. When appropriate, devices are introduced so each child can learn to be self-reliant. Physical therapy goals are focused on gross motor skills such as crawling, walking, climbing in the playground, bike riding, dancing, and facilitating interactive play between children of differing skill levels.

OT (Occupational Therapist)

An OT helps a child to function more productively and become increasingly independent. An OT will help a child move, explore, use his/her hands, etc. An OT would work directly with the child's body and also adapt the environment for success. The key word with OT

is “function” –he/she is there to help the child function in his/her environment in the most expansive way possible.

Speech-Language Therapist

This type of therapist helps the children strengthen their communication skills to facilitate language comprehension and expression, so the children are able to follow multi-step directions and use a wider vocabulary. They may also work with a child to promote articulation skills, so they can correctly pronounce sounds and words. When necessary, the speech-language therapist will work with the child on feeding skills, stuttering, and play skills. The overall goal is for the child to have more clear and effective communication with peers and adults.

Student Teachers, Student Observers and Pediatric Residents at the CFC

The CFC is committed to providing placements for student teachers, observers and pediatric residents. We believe that it is our responsibility to train and support the next generation of teachers/practitioners here at our center which serves as an exemplary model for them given our highly experienced and qualified teachers, the enriched environment and extensive professional development. Indeed, student teachers ask to be placed here. Student teachers benefit our community by providing us with many opportunities for mentoring, by supporting curriculum development and by supporting the classroom. After their placement, student teachers sometimes join the CFC as part time or full time teachers.

Student teachers come to the CFC from institutions such as Bank Street College of Education, Hunter College, New York University, the CUNY Center for Worker Education, and the Borough of Manhattan Community College. Most are nearing the end of their programs, having been enrolled in coursework on child development, working with parents and the community, curriculum development, the history of education and more. Before they begin their placement, they get a thorough orientation, provide us with a resume, course description and have their medical records reviewed by OHS to ensure that they are fully immunized. They are supervised by our CFC teachers and observed throughout their placement by their field supervisor.

Student teachers are just that - learning to be teachers. They are never alone with children and do not change diapers or toilet children. They may implement curriculum and help with feeding, holding and napping under the supervision of a classroom teacher. They meet regularly with the room team to discuss what they are learning and how to improve their teaching skills.

We also have students who come into our classrooms to observe child behavior for a college course. Mostly these students sit and take notes about the behaviors they observe in the social, emotional, physical and cognitive realms. They may observe vocalizing/talking, movement patterns, problem solving behaviors, conflict resolution, interaction with materials, etc. These observers have minimal interaction with the children.

In coordination with the Child Development Program at Cornell, we have pediatric residents from Cornell observe in our rooms as part of their rotation. This is a valuable part of their training - seeing children at different age levels in an enriched Early Childhood setting.

Finally, we have a variety of Early Childhood professionals visiting our center throughout the year. We host meetings for professional organizations, serve as a model childcare site for the Bank Street Infancy Institute and for staff development visits by other centers. We have hosted visitors from as far away as Romania, Dubai and Iceland. These visitors receive an orientation about the philosophy and mission of the CFC and are accompanied by a Director as they tour the school. Some may quietly observe in the classrooms and then meet with the Directors to debrief afterwards.

Each classroom team will communicate with parents about student teachers or any other visitors to the room via emails and communication boards.

Please note that **student teachers must get permission from the parents before they may take photos or videos of the children in the room.** Permission forms are given to all student teachers before they begin at the CFC. **Visitors are not allowed to take photographs or videos of the children.**

THE CHILDREN

The children at the CFC in the Infant and Toddler rooms range in age from three months to approximately two and a half years in September. The Infant rooms have eight children from three months to eleven months of age, and each Toddler room has a group of ten children from one year to roughly two and a half years of age.

Mixed-Age Groups

Interactions and relationships between children are fertile ground for growing and learning. Although groupings may change from year to year based on enrollment, children at the CFC have many opportunities to interact with peers of different ages. Research shows that younger children are able to engage in and maintain more sophisticated play with the support and structure provided by older children. Older toddlers learn as much from the infants and younger toddlers: their skills and play are reinforced when they model for them or directly help younger children. It gives the older children the opportunity for a repetition of skills, something children naturally choose and need in order to solidify skills. Interacting with younger children adds to their feelings of competence and growing independence. Widely differing social skills are required depending on whether the child is engaged with an older or younger playmate. Over time, both younger and older children learn the skills required to interact with different aged children. Learning to live with, and ultimately, respect others in the group, is a central focus of the program.

HEALTH MATTERS

The Department of Health, Division of Day Care which is our licensing agency, requires that every child in the center has a physical examination within three months of entering the CFC and at regular intervals thereafter. The completed health form must be in our files by the first day of the year. No child will be admitted until this form is received with complete immunization information. Parents are also required to submit medical forms to the CFC after every “well visit” for your child and each time your child is immunized throughout the year. Children are not allowed to attend the CFC until their records are up to date. If your child is under a physician’s care for any special health problem, is taking medication, has asthma or any allergies, be sure that these items are noted.

Hand washing is the most effective way of cutting down on the spread of germs in the center. Teachers wash their hands and spray the changing tables with bleach solution after every change. They wash their hands before preparing and serving food and spray the lunch and snack tables with bleach solution. The children are taught to wash their hands after toileting and before meals. We also ask families to wash their own hands and those of their child when they enter the room each morning.

When is a child too sick to be brought to the Child and Family Center?

The illness, or child’s reaction to it, requires more care than staff can provide or compromises the health and safety of other children. If your child is too ill to play outdoors, then he/she is too ill to be here.

- Signs and symptoms of possible illness such as: low grade fever (99-100F or 37.2-37.8C), unusual lethargy or irritability, unusual clinginess, persistent crying, constant runny nose, uncontrolled coughing or wheezing, persistent abdominal pain, lack of appetite or other signs of illness which require a higher level of care than staff can provide in a group setting and/or which compromise the health and safety of staff and other children.
- Child has persistent diarrhea (3 or more in last 24 hrs or if uncontained in diaper or underpants).
- Significant fever as defined below, until evaluated and approved for inclusion by your child’s pediatrician
 - Infants six months and younger should be excluded and referred to the child’s pediatrician when they have:
 - Axillary (armpit) temperature 99 degrees Fahrenheit (37.2 C) or above
 - Rectal temperature of 101 degrees Fahrenheit (38.3 C) or above; or
 - Children over six months of age should be excluded and referred to the child’s pediatrician whenever a child has a significant fever. A significant fever is:
 - Axillary (armpit) temperature of 100 degrees Fahrenheit (37.8 C) or above
 - Oral temperature of 101 degrees Fahrenheit (38.3 C) or above;

- Rectal temperature of 102 degrees Fahrenheit (38.9 C) or above; or
- Child has a new-onset, undiagnosed rash with sores in mouth, open lesions, fever and/or behavioral change.
- Child has weeping lesions, fever within the past 24 hours or blisters in mouth accompanied by drooling (or otherwise passing along saliva via mouthing of hands, toys, etc)
- Conjunctivitis (pink eye) until symptoms have resolved, or until 24 hours after medications have been administered, and approved for inclusion by your child's pediatrician
- Untreated infestations, such as scabies or lice; child must be free of lice and nits before returning to the CFC.
- Vomiting two or more times in a previous 24-hour period, or any vomiting accompanied by symptoms of dehydration or other signs of illness
- Contagious stages of chicken pox, until six days after the onset of rash or until all sores have dried and crusted, unless children are grouped in a room only with other children with chicken pox
- Any of the following illnesses until approved for inclusion by your child's pediatrician:
 - Mouth sores with drooling, or Herpetic gingivostomatitis, an infection caused by the Herpes simplex virus
 - Diarrhea due to Shigella, Salmonella, Campylobacter, Giardia, E.coli type 0157:H7, Versinia, Cryptosporidium, until there are two negative stool tests obtained at least 48 hours after treatment (if prescribed) is completed; or unless a plan for grouping children has been approved by the local or State Health Department
 - Active tuberculosis, until treatment has been initiated and readmission has been approved by the local health unit
 - Impetigo, until 24 hours after medical treatment has been initiated unless there is only a small patch of impetigo that can be cleaned and covered so no other children can come into contact with the sore
 - Strep throat, or other streptococcal infections elsewhere in the body until 24 hours after the initial antibiotic treatment
 - Mumps, until five days after onset of gland swelling
 - Rubella (German measles) and measles, until seven days after onset of the rash
 - Hepatitis A viral infection (infectious hepatitis), until one week after onset of illness, and until immunoglobulin has been administered to appropriate children and staff, or as directed by the local health unit
 - Shingles, if sores cannot be covered by clothing or a dressing or until sores become crusted
 - Pertussis (whooping cough), until five days of a total course of 14 days of antibiotic treatment has been completed
 - Diphtheria, until readmission has been approved by the local health unit
 - Hepatitis B, until readmission has been approved by the local health unit

- Meningitis or meningococcal disease, until readmission has been approved by the local health unit
- Other illness or symptoms of illness as determined by the program

If your doctor places your child on an antibiotic, for an ear or throat infection for example, the child should not be brought to the center until he/she has been on the medication for at least 24 hours and is fever-free without over-the-counter medication.

Since we do not have the facilities to care for sick children at the CFC, you will be called to come and take your child home immediately if he/she becomes sick during the day. If you cannot be reached, we will call the emergency numbers that you have provided. Please be sure to give us several alternatives.

If your child is sent home sick, he/she will not be admitted the following day unless the child's health care provider provides a written note authorizing the child's return and the above conditions have been met. (Please see the CFC website for the Doctor's Note form.)

If your child is ill and will not be attending the CFC, please call your child's room by 10:00 a.m. Children and teachers are concerned when a child is absent. We also notify other parents if the group has been exposed to a contagious disease. The Department of Health monitors clusters of contagious diseases in the city and asks us to report any instance of them. If you take your child to the pediatrician ask when he/she can return to group care and request a written note for the CFC. (Please see the CFC website for the Doctor's Note form.)

With most childhood diseases, children who have been exposed but are not symptomatic are not excluded from the center, but everyone is alerted to watch for signs and symptoms. When children are in the center, they must be able to participate in all activities, including water and outdoor play. In the long run, less time is missed if early signs of a cold or other illness are heeded and the child remains at home to rest.

Medication

The CFC is certified to administer medication to children once parents provide the required documentation. Medication permission forms can be found on the CFC website.

We can apply topical, over-the-counter medication such as diaper cream or sunblock on your child as long as you have signed a permission form. These permission forms have to be renewed every time you change medication and every six months. Over the counter medications which are given orally, such as Benedryl, Tylenol or Pedialyte, may be administered by an appropriately trained staff member after parents and the child's health care provider have filled out a medication permission form.

Prescription medication, including emergency medications such as an epi-pen, an asthma inhaler or a nebulizer, may be administered by appropriately trained teachers after parents and the child's health care provider have filled out a medication permission form identifying the exact symptoms or circumstances under which medication is to be given, the dosage and the duration of the treatment. A prescription alone is not adequate. Teachers keep track of medications administered in a medication log. If the medication needs to be refrigerated it should be placed in a refrigerator, sealed and labeled and out of a child's reach.

Over the counter and prescription medications need to be clearly labeled with the child's first and last name and in the original containers. All instructions and permissions for medication must be updated at least every six months.

We do not recommend medications if your child is functioning in the classroom. However, if your child has a fever under 101 Fahrenheit/38.3 C (for teething, for example) parents may give the child over the counter medication in the classroom.

It is imperative to notify your child's teacher of all medications and/or treatments your child is taking, including : nebulizers, inhalers, antibiotics, Tylenol, Benedryl and Pedialyte.

We rely on your cooperation and full disclosure about illness and medications that your child is taking so that we can respond appropriately and safely to your child's needs and can determine whether or not your child is healthy enough to be at the center and not contagious to the other children or teachers. Also, not knowing if a child is on a medication results in the teacher's inability to provide correct information to emergency responders when needed, causing possible serious reaction to the medication administered by the emergency responders to the child.

Allergy and Asthma Protocols

For children with life threatening allergies and/or asthma, we have attached a detailed protocol (pages 42-43) to ensure that we minimize the risk of exposure to allergens and have an up to date action plan in place with appropriately trained staff. Once a child is diagnosed with a significant food allergy or other life threatening condition, parents must meet with both the program director and the child's head teacher in order to develop an action plan. For children entering the CFC with such a diagnosis, an action plan meeting must be scheduled prior to the first day of school. A sample allergy action plan can be found on the CFC website. Action plans must be updated at least every six months.

Mandated Reporting of Child Abuse

New York State law requires that any suspicion of child abuse or neglect be reported to a central hotline. Head teachers, as part of their certification requirements, take a course in child abuse and neglect. The CFC staff has an annual training session on the detection and reporting of child abuse and neglect.

Child abuse is defined as when a parent or guardian inflicts serious physical injury upon a child, creates a substantial risk or serious physical injury or commits a sex offense against a child. Abuse also includes situations where a parent or guardian knowingly allows someone else to inflict such harm on a child. Maltreatment (including neglect) means that a child's physical, mental or emotional condition has been impaired or placed in imminent danger of impairment by a parent or guardian:

- failing to provide sufficient food, clothing, shelter, education; or
- failing to provide proper supervision, guardianship, or medical care (refers to all medical issues, including dental, optometric or surgical care); or
- inflicting excessive corporal punishment, abandoning the child, or misusing alcohol or other drugs to the extent that the child was placed in imminent danger.

FOOD POLICY

Parents provide all food for infants, including baby foods and prepared formula or breast milk in labeled plastic bottles. Infants' bottles need to be taken home and washed each day, as we do not have adequate facilities for sterilizing bottles or preparing formula.

Toddlers bring their own lunches and a simple afternoon snack; the center provides milk or water. Please print your child's name clearly on his/her lunch containers and include protein (meats, cheese, yogurt, etc.), carbohydrates (bread, pasta, etc.), vegetables, and fruit.

Because of allergies: Peanuts, peanut products and tree nuts are strictly forbidden in children's or adult's food at all times.

Each room has a refrigerator that accommodates lunches in small labeled bags and a microwave oven if food needs to be heated. Because it is important that children learn not to associate healthy food with a reward, no food is considered dessert. At the CFC, portions of all the food you send will be served and your child will be allowed to eat foods in the order they choose.

We recommend that you send fruit, a vegetable, protein/ dairy (meat, egg, yogurt, tofu, or cheese) and a starch (rice, pasta, bread) for your child's lunch.

Please send healthy food only, no “junk food”. We define junk food as any food that is high in fat, sugar and/or salt and low in nutritional value including highly processed foods or pre-packaged meals. Some examples include candy, chips, cookies, cake, doughnuts, McDonald’s, Lunchables or deep fried foods such as french fries. Check labels on foods such as yogurt and granola bars, which can be high in sugar and fillers. *Since juice has little nutritional value, we serve water and milk for snacks/lunches. Please save juice boxes for a special at-home treat or for birthday celebrations in the room.*

Children under four should not be given: hotdogs (whole or sliced into rounds), whole grapes, hard candy, nuts, seeds, raw peas, dried fruit, pretzels, chips, peanuts, popcorn, marshmallows, spoonfuls of nut butter or chunks of meat larger than can be swallowed whole – **they are a choking hazard.**

We encourage toddlers to feed themselves. Lunches and snacks should be prepared in a way that is easiest for the child to handle independently. **All foods should be prepared so that it is ready to eat (i.e. cut into small pieces, peeled, etc.).** Please offer your child small, manageable portions. Offering variety will often encourage eating. Infants and toddlers are “neophobes”; they tend to dislike things that are new. New food should always be tried at home first before being sent for lunch. Children learn to like new and different foods when they are offered more than once, in small amounts, if they see you eating them and offered frequently in a calm and relaxed meal setting.

Once food has been served to a child, it is unsafe to re-serve that food at a later time. We will send home leftovers only so you can see how much was eaten that day. This food should be discarded.

Please send in a fork and spoon daily that we will send home with lunch containers. We wish to be more ecologically conscious and use less plastic ware. **ALL PERSONAL ITEMS – CONTAINERS, UTENSILS, ETC. MUST BE LABELED with your child’s first and last names.**

FOOD SAFETY

Young infants will either be held or fed sitting up. Older infants will be encouraged to self-feed once they show signs of readiness. A teacher will always be close by to support children as necessary during snack and meal times. Children are not permitted to walk about with bottles, cups or food while in the center-

Filled bottles of breast milk or formula will be refrigerated until right before feeding; after feeding, unused portions will be discarded.

Prepared bottles of powdered formula will be kept covered, refrigerated and discarded after 24 hours; an open container of concentrated formula will be covered, refrigerated and discarded after 48 hours. Unused expressed breast milk will be kept covered, refrigerated and discarded after 48 hours. Frozen breast milk will be discarded after two weeks. If the freezer does not have a door, then the CFC suggests that you store frozen breast milk less than two weeks.

All personal items – bottles, pacifiers, containers and utensils **MUST BE LABELED** with your child's first and last name.

Allergies and Food Sharing

Please be aware that some of the children in the center have allergies, and other children may have allergies we do not know about. Food of an unknown source or with unknown ingredients should never be given to any child and foods should not be shared because of the risk of serious problems.

Because of allergies: Peanuts, peanut products and tree nuts are strictly forbidden in children's or adult's food at all times.

Children do not share food. Sharing of utensils, cups, bottles, or plates is never allowed.

SIDS

As a parent, you probably know that SIDS is still the most common cause of death in babies between the ages of one month and one year. So naturally, we need to be concerned about it. While doctors are not able to predict which babies may be at risk, they have found that there are *certain risk factors* we can control.

We pay close attention to these at the center and you do in your home.

To lower the risk of SIDS:

- Always put the baby to sleep on his/her back. This has been shown to be the single most important step in lowering the risk of SIDS. Of course, in the later months, your baby will determine his/her own favorite sleep position, but at that point the risk will have diminished.
- Make sure that the baby is put to sleep on a firm mattress in a crib that meets national safety standards.
- Keep the crib free of pillows, blankets, comforters, crib bumpers, mobiles and stuffed toys.

- Use a specially designed sleep sack or blanket sleeper if an additional layer is desired. Babies only need the same amount of clothing or cover as adults in order to be comfortable in varying temperatures. Overheating is a risk factor for SIDS.
- Never allow anyone to smoke around the baby.

All of our Infant Teachers receive training in SIDS prevention and how to create a safe sleep environment. We hope that you will share any questions and/or concerns about this subject with us so that we can work together to keep the risk of SIDS as low as possible.

GENERAL SAFETY INFORMATION

Parental Supervision

The CFC expects that when a parent is in a room he or she is in charge of their child. Parents are not responsible for other children in the room. *In general, the teacher assumes you will care for your own child while in the room, but if for some reason you wish the teacher to do so, please make sure that this is clearly communicated.*

Visitor Sign In Log

All visitors to the CFC need to sign in. The GSR sign-in log is located on the bookshelf near the main entrance. The SFH sign-in log is located in the Assistant Director's Office.

Send Word Now

All families are required to sign up for the Send Word Now system in order to receive emergency notifications from the CFC. Signing up for email, text and telephone calls is the surest way to receive timely notifications. The Send Word Now form can be found on the CFC website.

EMERGENCY PLAN

The Child and Family Center has an extensive emergency plan which is part of the Rockefeller University Emergency Preparedness and Response program. The plan, which is available online, outlines the roles and responsibilities of the Child and Family Center (CFC) staff and University support staff in the event of a disaster or other problem affecting the care or safety of the children or staff of the CFC. Efforts will be made to maintain childcare activities, to the greatest extent possible, in order to ensure that the needs and safety of the children will be met. The children and teachers also have monthly fire drills and regular evacuation drills.

The shelter in place evacuation site for the children in SFH is the Yellow Room. The shelter in place evacuation site for the infants and toddlers in GSR is the Small Common Room. The area of refuge on campus is in the Weiss lobby. The off-campus evacuation site is the first floor Faculty House playroom at York Avenue and 63rd Street. In case of an emergency, families will be contacted through the Send Word Now system.

In the event of weather related or other city-wide emergency, the CFC follows the closings of the New York City public schools. When the NYC public schools are closed, the CFC is closed. In such cases, we will contact parents via Send Word Now with as much advance notice as we are given.

PARENT PARTICIPATION

The CFC invites parents to participate as much as they can in the lives of their children while at the CFC. Parents should feel free to spend time in their child's room, call to check on their children, have lunch with the group, go on outings, do special projects or read to children.

The Children's Library

The Children's Library is located across from the Violet Room in the GSR building. Books may be borrowed for one week. The children's books may be checked out by accessing the librarything.com program.

The adult library includes pamphlets and books near the office in GSR. You may take parenting books home for one week without signing them out. In the SFH building pamphlets can be picked up across from the Purple Room

The Children's Library needs constant upkeep as it is used by many, many children each day. Parents are needed to repair books, shelve books, check the shelves and do general maintenance. Each classroom is responsible for the upkeep for one month. Each month the room parent organizes two work times either in the morning or evening. The room parent surveys the parents to see which time is best for the group.

Library classroom work months:

**October: Blue / November: Gold / December: Green / January: Ruby / February: Orange
March: Pink / April: Red / May: Yellow / June: Violet and Purple / July: Blue and Gold**

On your child's birthday or to mark a special occasion, you may wish to donate a book to the CFC. A special bookplate naming the donor will be placed in the chosen book.

Room Breakfasts

Rooms will sponsor room breakfasts throughout the year, sometimes with parents volunteering to bring in a special food from home. Parents and teachers are also welcome to organize potlucks for lunch or dinner for special occasions. Always remember to check with the teachers for the latest information on food allergies in the room. Nuts and peanuts are never permitted at room breakfasts.

Room Parents/PA Board Room Parent Liaison

For each classroom, the CFC asks for one or two parents to volunteer to be a Room Parent and one to be a Liaison to the PA Board. Room parents help maintain communication between the CFC, the Parents Association, teachers, administration and families; relay parents' questions, concerns and ideas with the Directors and help create community spirit by raising awareness of the Parents Association and CFC activities. Room parents recruit other parents to help organize library work time, keep parents informed of Parents Association activities, solicit parent involvement in all CFC and room activities and show support for the teachers. If you are interested in becoming a Room Parent, please speak with the teachers in September.

Outings

Throughout the year, your child's class may go on outings around the neighborhood. When the room decides to venture a little further away, to the zoo, for example, parents may be asked to join the children. Going on outings is wonderful way to spend time with your child and support the room's activities at the same time.

PARENTS ASSOCIATION

An active Parents Association serves as a liaison between Rockefeller University and the Child and Family Center. All parents with children in the CFC are members of the Parents Association. The Parents Association Board is made up of members elected by the whole parent body. The board meets monthly. It sponsors numerous special activities for parents and children, as well as fundraising events. With the assistance of parent volunteers, the Association also runs the RU T-shirt Shop, the proceeds of which go to support the Child and Family Center. The minutes from the meetings are emailed to all parents.

The mission of the Parents Association Board is:

1. To foster and encourage parent participation in the Child and Family Center by making parents aware of opportunities for involvement in the Center.
2. To promote community-building and communication among parents, teachers, directors, and University administration, through regular Parents Association Board meetings, discussions with administrators, distribution of board meeting minutes, and regular reports in newsletters.
3. To raise funds, beyond those generously contributed by the University, to enrich and enhance the educational experiences of the children.

Fundraising Opportunities

Each year the Parents Association does focused fundraising to make specific purchases for the CFC. In the past, money has been raised to buy Brio trains, digital cameras, iPads, musical instruments, large motor equipment for the center and special books for the children's library. Parents can be involved with fundraising at different times with various activities throughout the year.

October and February – CFC Bake Sale: Parents contribute the baked goods and help sell them in Weiss.

January – Bari concert

All year round – The T-shirt Shop: The RU T-shirt Shop is open by appointment. Throughout the year the T-shirt shop sponsors sales. During those sale days there are parent volunteers who participate on the designated sale days.

TOYS FROM HOME

Transitional objects are welcome at the CFC. Your child may have a teddy bear, special blanket or pacifier that he or she uses frequently or in times of stress or transition. The staff will keep track of these transitional objects and children will not be required to share them. Sometimes children simply need to bring a piece of home with them to the center and back home again at night.

However the teachers cannot keep track of various other toys or objects from home. If possible, it is best to leave treasured objects at home since they are not easily shared, can create conflict with peers and are particularly missed if they get lost at the center. If you do

choose to bring them to the center, then please have your child part with them prior to entering the classroom. Each child has a cubby and bin, which can provide a safe storage space for small special items. If you and your child need help parting with their treasured objects, please speak to the teachers and they will gladly help you.

Please cooperate with the center's policy of not having toy guns, weapons, or masks, in the CFC. We have found that TV or movie character toys based on aggressive and violent stories can lead to the same kind of behavior in the room. However we welcome stuffed or soft animals or soft dolls and blankets.

CHILDREN'S CLOTHES

Sturdy, comfortable, washable clothes are best for the CFC. We recommend that your child wear clothes that are not special to the CFC. Save the special clothes for weekends or family events. The children will get soiled participating in daily sensory activities or playing outside. Smocks are provided in each room, but a certain amount of staining is inevitable in a varied art program. Children should not be made to feel they have done something wrong if they get paint on their clothes.

Your child will need two to three changes of clothing, including a second pair of shoes. Socks with non-skid material on the bottom are best for infants and newly walking toddlers. **Please label all of your children's clothing since many children have similar items.**

We recommend pants with an elasticized waistband (or snap legs for infants). These are easily managed, and for toddlers, encourage independence, especially during toileting routines. Suspenders, belts, and pants with snaps and buttons often complicate the dressing process. All children should be dressed so they can enjoy outdoor play every day. Non-skid shoes afford maximum safety for both indoor and outdoor activities. Shoes with Velcro fasteners are preferable to laces as children can close them themselves, promoting dressing independence. During the winter, our yard remains snowy long after sidewalks are clear. We will take the children for walks in cold weather. Boots and snow-pants are a necessity as the children play outdoors all winter long. Please attach your child's mittens/gloves to the sleeves of his or her coat. Raincoats and rain boots help make it possible for your children to enjoy the outdoors during rainy weather in all seasons.

Please do not send your child to the CFC with clothing or other items such as lunch boxes, backpacks and toys that feature superheroes, cartoon or commercial characters. Such possessions can be highly prized, leading to unnecessary conflict. In addition, children often like to imitate powerful characters, which can contribute to more aggressive play.

HOLIDAYS AND CELEBRATIONS

Here at the CFC we reflect and integrate into our curriculum the broad cultural and linguistic diversity of our children and families. We celebrate holidays and honor cultural traditions by emphasizing those aspects that are appropriate to all children and that relate to our overall program goals. We mainly focus on family traditions. These may include special stories, foods, art projects, songs, dance or clothing.

We are delighted when families come into the classroom to share their special holidays and family traditions with us. If you wish to do so, please speak with the teachers so that together you may plan an activity appropriate for the room. Some of the holidays we have enjoyed learning about in the past are Chinese New Year, Korean New Year, Diwali and Sankta Lucia.

Halloween can be a frightening time for young children. We celebrate at the center without commercial masks or costumes. Please do not send masks or costumes on Halloween. Teachers incorporate appropriate aspects of the holiday in their plans for group discussions, art activities, music and movement and creative dramatics.

Birthday celebrations at the CFC are different from the kind of parties you may want to plan for home. The emphasis here is on celebrating your child's special day in a way that is consistent with our philosophy. Specifically, the fun is in being together and acknowledging the excitement that children of this age feel about their birthdays.

Each class will have their own special ritual to mark the day – perhaps the birthday child picks a special story, makes a special hat, uses a special birthday placemat or table cloth or has a special banner made by his or her friends. Perhaps the parents come in to lead a special art project or other classroom activity. It is important that birthday celebrations at the CFC feel predictable to the children so they know what to look forward to on their special day and enjoy celebrating with their friends.

Our mission at the CFC is to be able to include all children in our birthday and other room celebrations. **For this reason, foods brought for celebrations must be something all children, including those with allergies, can have.** Some rooms will not be able to serve all foods. Before planning to bring food to your child's room, please speak with your child's teacher about acceptable options.

The following foods are excellent for CFC celebrations: plain cupcakes, mini-muffins, Jell-O, ice cream or sorbet, fruit salad, banana bread or plain cake (sheet cake with no commercial characters on it). **However, please check on allergies in the room when planning celebration treats.** A pizza lunch is also an option for toddlers. Any food offered at the celebration should be for both children and adults (no separate food for adults).

PLEASE **DO NOT** BRING PARTY HATS, TABLE CLOTHS, PLATES, CUPS, FANCY CAKES, CUPCAKES WITH CHARACTERS AND/OR THICK, HEAVY ICING ON THEM, PARTY FAVORS, GOODIE BAGS, BALLOONS OR BANNERS! THESE ARE ALL GREAT TO HAVE AT AN “AT HOME” PARTY.

If you are having a party at home, please mail the invitations to the children at their homes. Do not put them in the children’s mail pouches or ask teachers to be responsible for them.

You will be asked to fill out a *Birthday Celebration Planner* a week or so before your child’s birthday so that the room will know what to expect on your child’s special day.

We mark the end of the academic year with a pot-luck dinner held in July. The CFC closes at 4:45 p.m. on this day so that the teachers are available to help set up. Parents provide wonderful food for the occasion, and the school supplies plates, flatware, and good weather.

CALENDAR

The Calendar is posted on our website each year. Please note on your personal calendar any holidays, early center closings or special events. If you make note of them now, you will be able to plan ahead for them. Center closings and events are also noted in the monthly newsletter.

KEY CARD

If you are a member of the Rockefeller University, please have your key card programmed to open the door to GSR or SFH. The Security department of the University will issue a key card to non- RU parents of children attending the CFC. For each key card you need (including spouse or caregiver, if necessary), please give the CFC administrative assistant or director \$10. She will leave a receipt in your mail pouch, located next to your child’s room. You will then need to take the receipt to the Security Office in the Nurse’s Residence, and a key card will be issued to you. We supply the Security Office with a list of parents who may receive a key card. After your child leaves the CFC and you return the key card, your \$10 will be returned to you. When every parent has a key card, it makes arrival and dismissal times much easier.

THINGS TO BRING

First day

- Family photos, including your child, parents, siblings, grandparents, relatives, sitters, friends, and pets so that we can create a special collage for your child.
- Extra clothes (pants, shirts, sweater, two pairs of socks and underwear). Everything must be **fully labeled** with your child’s first and last name.

- A blanket, labeled
- Two full size crib sheets for the child's cot, labeled
- Diapers and wipes

Optional Items

"Comforter" toy or objects, labeled (i.e., teddy bear, doll, cloth diaper, or any other toy or object which will help the child feel at home at the CFC).

ROCKEFELLER GROUNDS

The Rockefeller University grounds are a special resource for the children and teachers. We are outside almost daily, smelling flowers, feeling tree trunks and grass, working in the CFC Children's Garden, and seeing the great variety of plantings and artwork all over the campus. The grounds provide a rich resource for conversation and language development on our walks.

We share the grounds of Rockefeller University with scientists, students, and workers. To promote neighborliness, safety and good feeling, we remind you to keep your child off the tennis court when people are playing.

We make every effort to keep people from the Rockefeller community out of the CFC buildings and playgrounds during the operating hours of the center because traffic through the area impinges upon children's play and safety.

WHAT TO DO IF YOU HAVE A PROBLEM

Financial – talk to the Vice President for Human Resources in Founder's Hall.

Concerns about your child – see the teacher first. The Assistant Directors supervising the Infant and Toddler teachers, the Director, and our Consultant from the JBCFS may be other helpful resources.

Concerns about a staff member – talk to that person, and/or the Assistant Director, and/or the Director (important phone numbers on the following page).

IMPORTANT PHONE NUMBERS

Karen J. Booth, Director	212-327-7071
Cell phone	917-939-1306
Tamara Rowe, Assistant Director	212-327-7073
Cell phone	917-807-6824
Alexa Pomales, Assistant Director	212-327-7002
Cell phone	646-996-3425
Kathy Burke, Administrative Assistant	212-327-7072
Cell phone	646-533-8512
GSR Green Room	212-327-8007
GSR Gold Room	212-327-8008
GSR Blue Room	212-327-8009
GSR Ruby Room	212-327-7123
GSR Violet Room	212-327-8384
GSR Pink Room	212-327-8385
GSR Orange Room	212-327-8386
SFH Purple Room	212-327-8006
SFH Red Room	212-327-8003
SFH Yellow Room	212-327-8002
GSR Small Common Room	212-327-7457
GSR Big Common Room	212-327-8024
SFH Common Room	212-327-8004
Berlin Garden	212-327-8141
Front Deck	212-327-8142
Big Kids Playground	212-327-8143
Indoor Play Space	212-327-7616
Therapy Room	212-327-8077

Protocols for Supporting Children with Allergies

1. Health Form:

- a. A completed medical form must be submitted *before* a child can attend the CFC
- b. The doctor fills in all pertinent health information including whether the child has allergies
- c. Kathy creates a list of all CFC children with allergies, what they are allergic to and what medications are necessary to treat symptoms
- d. This list is copied and distributed to each classroom and all common areas
- e. The Head Teacher will inform parents of severe allergies and food restrictions within the room.
- f. Any visitors to the room, ie. specialist teachers, therapists, substitute teachers, student teachers, are informed of any child with an allergy by the core classroom teachers

2. Emergency treatments and paperwork:

If an EpiPen, Twinject or other emergency medications or treatments are prescribed:

- a. Doctor and parent fill out and sign a **Written Medication Consent Form**
- b. Doctor and parent fill out and sign a **Food Allergy Action Plan Form and/or Asthma Action Plan**
 - Please note that medication consent forms and action plans must be renewed every 6 months; check expiration date on medications and remind parent in advance to renew prescription.
- c. Both forms, along with the emergency medication/s are hand delivered to one of the Directors for initial oversight. The Director will then give forms and medications to the child's teachers for safe, accessible storage.
- d. Before the child begins at the CFC or upon diagnosis of a severe allergy, the Director sets up a meeting with the child's parents and the teachers to discuss the child's allergies, the Food Allergy or Asthma Action Plan and to learn how to use emergency medications such as the EpiPen, Twinject or nebulizer.

At this meeting an Individual Health Care Plan is developed which will:

- Designate one teacher (and a backup teacher) to be responsible for any food given to the child, including monitoring the child during mealtimes
- Designate a teacher (with backup) to give any needed medications and/or treatments
- Specify any additional training needed

- Outline how to limit exposure to the food allergen in that classroom via cooking projects, birthday parties, field trips, etc. Provide safe food storage, snacks, seating arrangements and cleaning procedures.
 - Specific recommendations from the child's allergist may be requested to complete the plan.
- e. Medications and copies of forms are stored together in a safe, but accessible place in the child's classroom and originals are placed in the child's main file
 - f. Whenever the child leaves the building, teachers will take along the Action Plan and emergency medications.
3. **Exposure or possible exposure:**
- a. Consult Allergy or Asthma Action Plan
 - b. Administer epinephrine if needed
 - c. Call 1111 and indicate to the dispatcher a possible anaphylactic allergic reaction and that advanced life support medications are needed (EpiPen Jr. Or Twinject)
 - d. Call parent or emergency contact person
4. **Staff trainings:**
- a. All staff members are regularly trained in minimizing risk of allergen exposure, recognizing allergy symptoms and implementing emergency response protocols
 - b. Full time staff regularly receive pediatric CPR and First Aid training
 - c. Identified staff are trained in specific protocols to administer medications and/or treatments according to a child's Individual Health Care Plan.
 - d. Continue to train staff in Medication Administration Training (MAT)