



Seton Hill
UNIVERSITY

Child Development Center

Parent Handbook

1 Seton Hill Drive
Box 471
Greensburg, PA 15601

724.838.4258

Maria Stone, Director
mstone@setonhill.edu

Mary DePalma
mdepalma@setonhill.edu

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*****Restrictions during COVID-19 Pandemic supersede less restrictive guidelines, policies and procedures located herein*****

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WELCOME

The teachers of the Seton Hill University Child Development Center welcome you and your children to our program. In an early childhood environment, it is crucial for teachers and parents to work together to develop the most comfortable and enriching atmosphere for young children. We are aware of both the difficulties that children experience when going to school for the first time, and the reluctance that parents may feel when sharing their children with unfamiliar adults. As parents, you want to be certain that your children are entering an early childhood setting that will provide a safe and nurturing experience of “school.” We have compiled for you this handbook of information. We hope through this source and other communications that you will share in and reinforce your children’s experiences. We look forward to a successful partnership between home and school.

PHILOSOPHY (2.A.01)

The Child Development Center is a laboratory school located on the Seton Hill University campus and coordinated under the direction of the Education Program of the University. The school is devoted to enhancing the total development of the child. The curriculum for the center is designed to meet individual developmental needs in critical areas of growth - cognitive, social, emotional, and physical. Because children are the first priority of the Child Development Center, great efforts go into making sure that these early school experiences are enjoyable, challenging, and enriching. Children are encouraged to develop skills, form ideas, think for themselves, and make choices while interacting and working in small groups, large groups, or independently. Here the children learn through manipulation, imitation, experimentation, and practice while developing self-confidence and self-esteem. The children are encouraged to explore, express feelings, engage in constructive play, and create many unique projects. Children are also taught to cooperate, share, play, and work with others.

MISSION STATEMENT (10.A.01)

The Child Development Center is an accredited early childhood environment dedicated to providing an excellent education for children and their families as well as serving as a learning laboratory for future teachers.

ACCREDITATION/LICENSING (6.A.03, 10.B.04)

The Child Development Center has been accredited by the National Academy of Early Childhood Programs since 1994. The Academy is a division of the National Association for the Education of Young Children (NAEYC), an organization that establishes guidelines for excellence in Early Childhood Programs. The accreditation process is voluntary. Accredited programs meet and maintain stringent criteria in areas of health, physical environment, leadership & management, relationships, teaching, curriculum, child assessment, staff, and families and community relationships. Additionally, the center is licensed by the Pennsylvania Department of Education as a Private Academic School.

STAFF (6.A.05)

Full-time teachers trained and state certified in early childhood education staff the center. Full-time staff hold a bachelors and/or master's degree in early childhood education or a related field. Along with the full time professional staff, university students are employed as assistant teachers. Students from various university classes may be involved in the school at intervals throughout the week as observers or helpers. Itinerant staff from outside agencies may provide services to the children.

A. SUBSTITUTES AND VOLUNTEERS (6.A.04)

All substitute teachers and volunteers in the Child Development Center attend an orientation meeting and are given a tour of the center. The orientation meeting includes a review of following: health, safety, and techniques. This information addressed at the meeting is included in the Staff Handbook. All substitute teachers and volunteers must be at least 18 years of age. Additionally, volunteers will secure the appropriate Health and Safety requirements as outlined in this handbook. Volunteers do not work alone with children. They must be with, and supervised by, regularly scheduled educators at all times.

B. CHILD ABUSE REPORTING (6A.10, 10D.5)

All staff have complete a state approved 3 hours training on recognizing and reporting child abuse. Under the Child Protective Services Act, mandated reporters must report any suspicion of child abuse or neglect to the appropriate authorities. If you suspect that a child is being abused or neglected, contact the center's director immediately. If you suspect abuse or neglect on the part of the director/lead teacher, notify Dr. Kathleen Harris, the Dean of the School of Education and Applied Social Sciences (extension 1035 or direct dial 724-830-1035). All suspected cases of child abuse will be immediately reported to Child Line as mandated by the Child Protection Service Law 1-800-932-0313. Within 48 hours, the accusing party shall submit a written report to the Child Protective Service Unit responsible for investigating the report. Staff who report suspicions of child abuse/neglect where they work are immune from discharge, retaliation, or other disciplinary action for that reason alone, unless it is proven that the report was intended to do harm. If a staff or volunteer at the Center is accused or reported of abuse or neglect of a child the Director or Dean of the School of Education can temporarily remove the child from contact with the staff during the investigation and/or temporarily remove that staff from service or take other appropriate action pending the result of the CPS investigation.

C. EMPLOYEE AND VOLUNTEER HEALTH AND SAFETY REQUIREMENTS (10.D.01, 10.E.04, 5.A.09)

In accordance with Pennsylvania statutes for school employees, and in recognition of policies required by The National Association for the Education of Young Children for accredited childcare facilities, all personnel working in the early childhood center must meet the following requirements:

1. A criminal clearance check (Act 34) must be completed through the Pennsylvania State Police Department.
2. Child Abuse Clearance (Act 33) must be completed through the Pennsylvania Department of Welfare.
3. FBI Federal Criminal History Record (Act 114) registration available online. Must be completed through Identogo.
4. Arrest/Conviction Report and Certification Form (Act 24) must be signed and dated by employees.
5. Participating in a 3 hours Mandated Reporting Class every 5 years.
6. Evidence of a recent negative Tine Test (tuberculosis) must be presented. Tuberculosis screening by the Mantoux method at initial employment and subsequently at least once every 2 years.
7. Pre-employment physical and subsequent physicals every two years.
8. Maintain an up-to-date health information form.
9. Personnel must wear disposable gloves in food preparation areas or when administering to children's bathroom needs and first aid needs.
10. To limit the spread of germs all personnel must wash hands:
 - Upon entering from outside
 - After assisting a child with toileting or wiping a nose
 - Before snack
 - When preparing food
 - After touching pets or harmful chemicals (5.A.09)

Any employee with symptoms of a communicable disease or infection that can be transmitted directly or indirectly and which may threaten the health of the children shall be excluded from attendance until the employee is no longer considered a threat to the health of others. Likewise, all employees shall be notified of communicable diseases or infections transmitted by the children.

Employees are strictly prohibited from carrying prescription or over the counter medication on their person in the classroom. Prescription and over the counter medication must be kept in personal belonging in the employee locker area. Employees required to carry emergency medicine must notify the director and provide a medical certification from a health care professional outlining the need of the medication.

CURRICULUM (2A.6, 2A.7)

In the Commonwealth of Pennsylvania, early childhood programs have no mandated curriculum. However, there are Early Learning Standards recommended by the Pennsylvania Department of Child Development. These standards encourage a curriculum and daily schedule, which is developmentally appropriate for children in their early years. The center generates thematic integrated curricula. When themes are chosen, activities are planned to correlate with the theme and to address a variety of curricular areas. The environment is prepared to extend the thematic learning, promote self-initiation, and cooperative learning. The curriculum focuses on developing a variety of skills in young children. The skills are related to the social, emotional, physical, and cognitive developmental domains. The curriculum also focuses on creativity,

interests, learning styles, and adaptability. Please note that all children learn and mature at different rates; therefore, all children will not accomplish the tasks in the same way.

INTEGRATING AND ADAPTING THE CURRICULUM (2A.6, 2A.7, 2A.8)

Everything from the physical layout of our classrooms to our materials, activities, and themes is informed by our curriculum. Our Child Development Center uses an approved thematic curriculum as a flexible framework for our teachers to support the development of daily plans and learning experiences. Finally, our teaching staff look to our children and their families for their interests and needs, incorporating everything from language considerations to a child's favorite color into their daily planning.

ASSESSMENT (3B.2, 4A.1, 4A.2, 4A.3, 4E.3, 4E.4)

Assessment is an ongoing process in an early childhood environment. There are established objectives and goals for children attending the CDC (Appendix C: Objectives & Goals), and child assessment is based on these stated objectives and goals. Children are assessed primarily by observation and include all developmental domains. The areas include; social, emotional, physical, cognitive, language, and self-help skills. All children will be given an age appropriate version of the Brigance Inventory and Screen within the child's first 3 months in the program and screened again when leaving the program. Additionally, teachers collect portfolio information and conduct brief individual assessments. Assessments help teachers do the following:

- Define the strengths and weaknesses of each child.
- Discover developmental delays and arrange for developmental screening and referral for diagnostic assessment.
- Identify interests and needs of children.
- Evaluate progress and improve instruction.
- Modify instructional curriculum
- Challenge and remediate areas of each child's development.

Only trained teachers conduct assessments. In addition to the knowledge of child development as certified teachers, they strictly adhere to the scripts and directions of the Brigance Inventory Screenings as outlined in procedural safeguards. The results of the assessment are confidential and shared with parents during conferences. To ensure confidentiality, assessment results are kept in respective individual portfolios. Children's portfolios are kept in locked file cabinets in teachers' offices. Copies of the progress reports are located in Appendices D and E. Home observations of children are a valuable source of assessment. Parents are encouraged to share developmental milestones, struggles, and accomplishments.

INCLUSION (3B.2, 10.B.10, 7.B.04, 10E.3)

Seton Hill University recognizes the differing learning needs of children and adheres to all state and federal education regulations for private academic schools. We make every attempt to include children with special needs in our Child Development Center. Please speak to the CDC director if you have a child with special needs or considerations. The emotional and

developmental health of our children is as important to us as their physical health. When program staff suspect that a child has a developmental delay or other special need, this possibility is communicated to families in a sensitive, supportive, and confidential manner and with any related documentation or an explanation of the concern. Suggested next steps and information about resources for assessment will also be shared. The director is available to sit in on conversations or conferences involving a child with special needs. No child will ever be observed on an individual basis without prior written consent of the parent. When a child has an outside specialist who has developed an IEP, IEP, or other individualized plan for that child, we ask for a copy of these documents so we, along with families and specialists, can address these needs and implement the recommendations of the professionals involved.

In some cases, we may not be able to provide the accommodations available in a special education program. Suspension of placement will be made for any student whose educational needs cannot be accommodated or met within the scope of the Child Development Center. In addition, as a private early childhood program, we reserve the right to:

- Make referrals.
- Require additional evaluations.
- Reserve the right to limit the number of special needs children to 2 per session.
- Dismiss any child who is endangering the safety of other children and/or compromising the educational environment.

Any enrolled child with and Individual Education Plan (IEP) or Interagency Service Planning Team (ISPT) will be ensured the following:

- Center teachers must be present at all IEP/ISPT meetings.
- The IEP/ISPT will be read and kept confidential by appropriate university personnel
- Center teachers will work with the multidisciplinary team to implement, prioritize and modify appropriate goals that meet the needs of the child and the educational environment of the Child Development Center.
- Formulate any strategies or interventions on an individual basis to meet the need of the child.
- Any materials need to implement the IEP/ISPT will be provided by the agency, agency support staff, or the Intermediate Unit.
- The center requires copies of all school related case note documentation and/or other forms of communication between agency support staff, behavior specialists, and the family.
- The center reserves the right to sign and/or initial communication logs between school, families, agencies, and support staff.

Guidelines to follow for agencies and their support staff in the Seton Hill University Child Development Center:

- Copies of clearances, (Act, 33, 34, and Federal Fingerprint) an up-to-date physical and tuberculosis test for all agency support staff.
- Agency identification badges must be worn by the support staff while on duty in the school or on school grounds.

- Require agency support staff to be present on all school days and school sponsored events when the child is in attendance. This includes events scheduled outside of the regular schedule. The agency, not the school, is responsible for securing /arranging for a Substitute for the support staff when absent. Either the agency or the support staff must notify the school of the absence and provide the name of the substitute.
- The agency will immediately notify the director of any change in status of the support staff.
- The agency BSC and support staff must sign in when entering the school and sign out when departing.
- The center requires the agency support staff to focus on assigned clients. Inappropriate or non-essential interaction by agency support staff with center staff, other children, or other university students will not be tolerated. Any grievance will be referred in writing to the providing agency. Two written grievances will be grounds for dismissal of the agency support staff.
- The center prohibits the use of cell phones by agency support staff in the classroom except for emergencies. In the event of an emergency, the agency support staff will utilize the cell phone in an area that will provide privacy.
- The center expects agency support staff to have appropriate attire.
- All information observed and/or heard by the TSS/BSC will be maintained as confidential.
- The center requests that support staff accept direction from the teacher in whose room they are assigned.
- Require providing agency and their support staff to read and sign policy agreement form. The Inclusion policy like all center policies may be changed as necessary. Parents and providing agencies will be informed of any change in policy.

ENROLLMENT

When a classroom has a wait list, the following priority order applies:

1. Siblings of currently enrolled children of employees of Seton Hill University.
2. Children of employees of Seton Hill University.
3. Siblings of currently enrolled children (not employees).
4. Siblings of previously enrolled children.
5. All other children.

All other things being equal, children are enrolled based on the date the application and registration fee was received by the university. **A child is not considered registered until the registration form and registration fee are submitted.**

A. ENROLLMENT TIMELINE

Advance Registration forms including the coming year's tuition rates go out to currently enrolled families between December and January. Families re-enrolling a child or a sibling must submit the Advance Registration form. If no form is submitted, a space is not guaranteed.

The Child Development Center will contact families on the waiting list to let them know if there is an open spot in the classroom between February and March.

B. PAYMENTS

The Student Accounts Office processes tuition bills. All bills are made to parents electronically. Payments may be mailed directly to Seton Hill University, Student Accounts Office, One Seton Hill Drive, Greensburg, PA 15601. Please do not send tuition payments to the CDC office or to school with your child. Refunds will be made in accordance with the Refund Policy (see paragraph entitled Refunds).

Non-Sufficient Funds (NSF) Checks: The Business Office assesses a \$35.00 fee for checks returned from the bank marked, “insufficient funds.”

C. REFUND POLICY

The deposit made at the time of your child’s admission into the Child Development Center is non-refundable under any circumstances. Tuition refunds do not apply to vacation, snow days, disciplinary action, or childhood maladies. Tuition refunds will be made on a prorated basis if a child completely withdraws from the program for the following reasons:

1. Relocation of a parent/guardian or changes in guardianship status
2. Chronic illness or disability
3. The early childhood teacher or another qualified early childhood professional deems your child “not ready” for school
4. Other reasons for withdrawals will be determined as indicated below
5. Members of the Student Accounts Office, the university administration, and the Education Program will review the situations on a case-by-case basis.

To formally withdraw from the Child Development Center, a parent must notify the director in writing. Final determination of the refund amount will be based on the written notification date.

IF STUDENT WITHDRAWS	PERCENTAGE OF REFUNDS
After the first day of classes through the close of drop/add	100% (tuition and fees)
After the drop/add period has ended through the first 25% of the semester/session	50% (tuition; no fees)
After the first 25% through the end of the semester/session	0% (no tuition; no fees)

D. LATE FEES

Late fees will be assessed for the following reasons:

Late tuition payments: All delinquent accounts will be assessed a 1.5% late payment fee for each month that the account is past due. Additionally, the payer agrees to be responsible for all collection and legal fees that may be incurred. Envelopes must be postmarked on or before the due date to avoid the late fee. After 30 days, any tuition invoice not paid will result in the removal of your child from the program.

Late pick up of children: Any child not picked up at the designated dismissal time: 12:00 noon for morning session, 3:30 pm for afternoon session, will be charged \$10.00 for the first fifteen minutes and an additional \$5.00 for each five-minute interval until the child is picked up. Adults picking up the children will be given a late fee voucher upon collecting the child. The voucher payment is due no later than the beginning of the next school session. Parents or guardians found delinquent in paying the vouchers will be asked to remove their children from the program until the voucher is paid.

HEALTH AND SAFETY

A. FIRST AID AND CPR

At least one staff member who has a certificate of satisfactory completion of pediatric first-aid training, including management of a blocked airway and providing rescue breathing for infants and children, is always present with each group of children.

B. GENERAL HEALTH CARE POLICY

1. HEALTH RECORD AND IMMUNIZATION POLICY (5.A.01)

The Secretary of Health of the Commonwealth of Pennsylvania, together with the authority provided by legislative acts and regulations for school immunizations, has mandated that children be immunized against well-known childhood diseases before their entry to school. An enrolled child shall have an age appropriate health report on record at the center no later than 30 days prior to the start of school. An age appropriate health assessment shall comply with the recommended schedule for routine health supervision as referenced by the American Academy of Pediatrics Guidelines for Health Supervision. A copy of the most current immunization requirements can be obtained through the director of the center or by contacting the Pennsylvania Department of Health. Enrolled children behind on immunizations must provide a make-up schedule from their health care provider. After each make-up immunization, a new health report will be provided to the center.

2. EXEMPTION FROM IMMUNIZATION (5.A.11)

A written, signed and dated statement from the child's parent or guardian must document exemption from immunization for religious belief or personal objection equated to a religious belief. Exemption from immunization for reasons of medical need shall be documented by a written, signed and dated statement from the child's health care provider. This statement shall be kept in the child's record file.

3. EXCLUSION FROM SCHOOL FOR ILLNESS, INFECTIONS, AND COMMUNICABLE DISEASES (5A.14, 6A.8, 10B.19)

We believe every child has the right to a healthy environment. If an illness prevents a child from participating comfortably in activities or creates a greater need for care than the staff can provide without compromising the health and safety of the other children, or if we believe a child is contagious or exhibiting signs/symptoms of a contagious illness, a staff member will contact the child's parent or guardian immediately and send the child home. Parents/guardians should make every effort to pick their ill child up within an hour of this notification.

Notify the center when children are absent due to an illness. It is critical to notify the teachers when a child has contracted an infectious or communicable disease. Refer to the chart (Appendix I) for specific information regarding infectious and communicable diseases. In the event that someone is infected by a vaccine-preventable disease to which children are susceptible occurs in the program, any underimmunized children (a person who has not received the recommended number or types of vaccines for his or her age according to the current national and local immunization schedules), will remain with the director and a parent/guardian will be promptly notified. Guidance from Appendix I, as well as directives from the child(ren)'s pediatrician will inform the length of exclusion and next steps.

A child must be kept home or sent home for any of the following:

- Temperature above 100.1 degrees
- Diarrhea or vomiting
- Unidentified skin rashes that have not been diagnosed by a physician. Children will need a signed note from the physician indicating they are not contagious before returning to school.
- Sore throat or difficulty swallowing
- Evidence of lice, scabies, or other parasitic infection
- Communicable or contagious diseases. Please refer to the ILLNESS, INFECTIOUS, AND COMMUNICABLE DISEASES CHART on Appendix A.
- Persistent cough or severe cold
- Pain

When a child becomes ill at school:

- Parents will be immediately notified to pick up their child
- The sick child will be excluded from the group and taken to the teacher's office
- Ill children may not participate in school activities
- Children must be symptom free for at least 24 hours or as the chart recommends

Upon notification of a communicable disease, the staff will notify families and provide information about the illness, signs, symptoms, and treatment. The confidentiality of the ill child and his or her family will be guarded by teachers and staff in all communications with other families. Any reportable infection will be

conveyed to the Pennsylvania Department of Health. Please be considerate of the other children and staff in the program by keeping your sick child at home (5.A.05).

C. MEDICATION POLICY (5.A.11, 10B.19)

Prescription and non-prescription medication will be dispensed by the center teachers for emergencies or chronic conditions. Children enrolled in the Child Development Center attend for limited hours. Medication schedules should be adjusted around attendance time.

- a. Prescription Medication
 - a. Written orders from the physician should detail the full name of the student; the name of the licensed health care provider, the medication, dosage, date prescription was filled, proper storage, medication schedule, and the expiration date or period of usage
 - b. Written consent must be provided by the parents or guardians
 - c. Medication must be supplied in the original container
 - d. Medication cannot be shared between home and school
 - e. Medication must be handed by parent to teacher with all necessary documentation
 - f. All prescription medications are kept in a locked container
- b. Non-Prescription Medication
 - a. Written verification must be provided by the physician, parent, or guardian
 - b. Medication must be supplied in the original container
 - c. Medication cannot be shared between home and school
 - d. Medication must be handed by parent to teacher with all necessary documentation
 - e. All non-prescription medications are kept in a locked container

D. FIRST AID POLICY (9.C.10)

According to our NAEYC guidelines and the standards in the book, *Caring for our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs*, written in conjunction with the American Academy of Pediatrics and other public health related agencies, the Seton Hill University Child Development Center will maintain a fully equipped first aid kit as well as portable kits for off-site use. The contents of the first aid kits are available upon request. The contents are inventoried monthly by classroom teachers to assure items are in stock. Additionally, parents are asked to sign a consent approving procedures used for minor first aid emergencies. In accordance with NAEYC regulations, lead teachers are trained and certified in pediatric first aid, CPR, and the use of an Automated External Defibrillator.

E. ALLERGIES (5B.5)

1. FOOD ALLERGIES

The center protects children with food allergies from contact with the problem food in the following ways:

- a. Teaching staff review and initial any individualized allergy specifications.
- b. Parents/health care provider will supply an individualized list of approved foods including brand names.
- c. Teachers request permission to post information about the child's food allergy, the child's picture, and an individualized food list in food preparation area.
- d. Teaching staff check posted allergy information when preparing food.
- e. Parents will provide safe snacks for the child. The daily snack will be sent home, when applicable, to be used at the discretion of parents.
- f. Food for parties, cooking projects, and other special events will be approved by parents in advance.
- g. Parents/health care providers must keep the teaching staff updated about new or emerging allergies.
- h. Teaching staff document the type and quantity of food consumed via the Tadpoles app.

2. CHRONIC ILLNESS and NON-FOOD ALLERGIES

The center requests notification of all chronic illnesses/non-food allergies (i.e. pets, medication, environmental). Precautions will be taken in the following ways:

- a. Teachers request permission to post information about the child's chronic illness/allergy and the child's picture in a discrete area used only by staff.
- b. Parents/health care providers will supply details about the chronic illness/allergy in terms of causes, symptoms, reactions, and treatments.
- c. Children allergic to a type of animal will not be exposed to that animal (See Pet Policy).
- d. If a child has any other health concerns as are related to food or feeding (diabetes, special diets, medical conditions that require feeding equipment), teaching staff document the type and quantity of food consumed via the Tadpoles app.

F. OUTDOOR PLAY AND APPROPRIATE CLOTHING (5A.11)

Active indoor and outdoor play is a regular part of our school day. Weather permitting and acceptable play area conditions, children will play outdoors. In coordination with the book *Caring for our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs* and our Health Consultant, the following standards have been established. When children play outdoors:

- They shall wear clothing that is dry and layered for warmth in cold weather.
- They shall have the opportunity to play in the shade and have access to water.
- They shall wear sun protective clothing and sun screen (see below) or both.

- If necessary, parents may apply insect repellent on children before coming to school.
- Sun screen, SPF 15 or above, should be applied before coming to school.

Children will not play outdoors:

- When wind chill is below 15 degrees Fahrenheit.
- When the heat index is 90 degrees Fahrenheit or above.
- When air quality index is in the “unhealthy” range.
- When public health authority determines a high risk of insect- borne disease.

Please send your child to school dressed in clothes that are suitable for running, climbing, and other vigorous activity, and weather-appropriate. Sneakers or shoes with rubber soles are recommended. All loose items such as hats, mittens, and boots should be labeled. All children should bring a full size backpack to school each day in which is kept a seasonally appropriate change of clothes. Because the children work with paint, clay, and other messy materials, they should wear clothes that can be laundered easily.

G. MAINTAINING A HEALTHFUL ENVIRONMENT (2L.11, 5A.19)

Program staff protect children and adults from hazards, including electrical shock, burns or scalding, slipping, tripping, or falling. Floor coverings are secured to keep staff and children from tripping or slipping.

The routine frequency of cleaning and sanitizing all surfaces in the facility is as indicated in the Cleaning and Sanitation Table. Ventilation and sanitation, rather than sprays, air freshening chemicals, or deodorizers, control odors in inhabited areas of the facility and in custodial closets.

A toy that a child has placed in his or/ her mouth or that is otherwise contaminated by body secretion or excretion is to be washed by hand using water and detergent, then rinsed, sanitized, and air dried (or washed and dried in a mechanical dishwasher) before it can be used by another child. When spills of body fluids occur, staff clean them up immediately with detergent followed by water rinsing. After cleaning, staff sanitize nonporous surfaces described in the Cleaning and Sanitation Table. Staff clean rugs and carpeting by blotting, spot cleaning with a detergent/disinfectant, and shampooing or steam cleaning. Areas that have been recently painted, carpeted, tiled, or otherwise renovated are ventilated before they are used by children.

All rooms that children use are heated, cooled, and ventilated to maintain room temperature and humidity level. The maintenance staff or contractor certifies that facility systems are maintained in compliance with national standards for facility use by children.

Staff maintain areas used by staff or children who have allergies or any other special environmental health needs according to the recommendations of health professionals.

Additionally to ensure the health and hygiene, staff wash or sanitize their hands:

- Before and after handling food,
- Before and after administering medication,
- After handling garbage,
- After cleaning. (5A.19)

Resources and fact sheets for families regarding eco-healthy practices are available electronically in the PARENT COMMUNICATIONS folder of the Shared Drive. Examples of eco-healthy topics include choices of furnishings, materials, supplies, and procedures that eliminate or reduce people's (children, staff, families) exposure to environmental health hazards such as unhealthy air, heavy metals, and chemicals. Hard copies are available upon request. (2L.11)

H. PETS

Pets have always been special visitors in our center. To continue this tradition, we must comply with the regulations established by the National Association for the Education of Young Children, NAEYC. Those standards are as follows:

- Advanced notice must be given before a pet visits the classroom.
- Reptiles are not allowed in the classroom because of the risk of salmonella.
- Visiting animals must have documentation from a veterinarian or an animal shelter to show that the animal is in good health, fully immunized and suitable for contact with children.
- Pet owners and teaching staff will supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals.
- Children allergic to a type of animal will not be exposed to that animal.

I. OTHER IMPORTANT SAFETY INFORMATION

- Children must not be left alone in a car, in the classroom, or any other part of the building. They must always be within sight and sound of an adult.
- A parent or caregiver may not to enter the CDC playground when staff is not present.
- We make every effort to keep your child safe. Please help us by encouraging your child to follow all safety rules.

ENSURING THE NUTRITIONAL WELL-BEING OF CHILDREN

A. FOOD SAFETY REQUIRMENTS (5B.3, 5B.8, 5B.9, 5C.5)

In accordance to NAEYC standard, staff will take the following precautions to ensure food safety:

- Nonperishable food items are purchased on a semester basis.
- Perishable food items are purchased on an as needed basis.
- Perishable food items are stored as required on the label. Open foods are kept in sealed containers unless refrigeration is necessary.

- Perishable food items are checked weekly for expiration dates. Staff thoroughly wash all fruits and vegetables prior to eating.
- Children’s food or beverages are never microwaved using plastic or polystyrene (Styrofoam™) containers, plates, bags or wraps.
- Nonperishable food items are checked between semesters for expiration dates.
- All unused foods are discarded at the end of the school year.
- Snacks brought for sharing at the Child Development Center must be either whole fruits or commercially prepared packaged food in factory sealed containers.
- Snacks are stored or refrigerated as the label requires. Because food is not prepared on site, the center does not follow any federal food safety standards. However, USDA’s Child and Adult Care Food Guidelines are included in the Parent Handbook in Appendix A. A healthy snack list is also sent to parents via Parent Handbook Appendix B. This topic is also addressed at the Parent Orientation Meeting. There are specific procedures for handling food before, during and after snack and for cleaning/sanitizing kitchen after snack. These procedures are posted in the kitchen. The annual health consultant review reports food safety compliance and provides suggestions related to food safety issues.

For children in the Prekindergarten program, lunches are eaten in the center but are sent from home every day. As with snacks, there are specific procedures for handling food before, during, and after meals, and for cleaning/sanitizing the kitchen and surfaces. These procedures are posted in the kitchen. All lunches packed from home are stored in the center’s refrigerator until they are prepared. Parents are welcome to send foods which need to be warmed in the microwave, but all foods must already be prepared (i.e. items cut/sliced/peeled).

B. SNACKS

One of the strongest beliefs held by the Child Development Center is the development of healthy eating habits. This includes providing nutritious snacks. In compliance with our NAEYC regulations, “food that comes from home for sharing among the children must be either whole fruits or commercially prepared packaged foods in factory sealed containers” (5.A.02). Child Development Center parents are asked to bring a snack once a semester and will be notified through the monthly calendar. Crackers are always available for children who prefer not to choose the provided snack. Snacks provided by the center will meet the United States Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP) guidelines (Appendix A: USDA Child & Adult Care Food Program Requirements). A list of healthy snacks is provided (Appendix B: Nutritious Snacks). Gum is not permitted for snacks. Additionally, staff does not offer children younger than 4 years these foods without permission from parents: hot dogs, whole or sliced into rounds; whole grapes, nuts; popcorn; raw peas, and hard pretzels; spoonful of peanut butter or chunks of raw carrots or meat larger than can be swallowed whole (5.B.14).

C. BIRTHDAY POLICY

Treat Bags are for special occasions. Individual children should not bring treat bags for classmates for school parties. Birthday treat bags are permitted but not required. Party invitations will be distributed at school only when all children in the respective class are included.

FAMILIES (7.A.04, 7.A.11, 7.A.14, 7.B.02)

The National Association for the Education of Young Children (NAEYC) recognizes that “early childhood programs and families are two main environments in which children grow and develop. NAEYC has determined that early childhood programs can enhance children’s experiences and development by understanding families, respecting families, working with families, and sharing information with families” (Ahnert & Lamb 2003; Brooks-Gunn, Berlin, & Fuligni 2000; Epstein 1995; Lally & Mangione 2002; Olsen & Fuller 2003 Rimm-Kaurman & Pianta 2005). The Seton Hill University Child Development Center is dedicated to maintaining a positive relationship with the families of its enrolled children. We believe that families are an integral part of our program. The following are possible ways for family involvement:

- Family members are welcome visitors at all times
- We recognize and appreciate the diversity among families. Family members are encouraged to share cultural holidays, values, traditions, routines and customs. This information will better enable teachers to build connections between home and school (7.A.04).
- If English is not a family’s primary language, every effort will be taken to provide written information in the family’s native language. Efforts will also be made to assist any non-English speaking child to participate fully in the program (7.B.02).
- Family members may volunteer with event planning such as parties, fund raisers, and community service projects (7.A.14).
- Family members may assist with clerical jobs both in and out of the school. Family volunteers, in the school, must meet the requirements as outlined by the Volunteer Policy in this handbook.
- Family members are welcome to discuss program improvements with the director.

Program staff is available to discuss additional family involvement strategies.

A. CONFIDENTIALITY (4.E.07, 10D.6)

Confidentiality is an essential characteristic of a positive learning environment. Information shared between parents/caregiver and teaching staff or information gathered by administration and teaching staff is confidential. All staff must sign a confidentiality form (Appendix J: Confidentiality Form). This form prohibits the disclosure of information under the Family Educational Rights and Privacy Act of 1974. Confidentiality must be maintained in and out of the school setting regardless of how or where information is attained. Intentional disclosure of information to any unauthorized person could subject the employee to criminal and civil penalties imposed by law.

Additionally, employees who violate the Confidentially Policy are subject to disciplinary action and/or dismissal from employment.

The CDC staff operates as a cohesive unit; all staff members interact with every child. Student workers are informed of sensitive information when they are part of the team to promote a safe environment, support inclusion, and foster specific goals and objectives. Individually identifiable information will be released when written permission is granted.

In accordance with Health Insurance Portability and Accountability Act (HIPAA) guidelines, official written records for each child are filed in a locked area in the director's and lead teacher's office. The files are released only to authorized staff or those for whom parents sign a written release, the child's parents or legal guardians, and the Center's regulatory authorities (10D.6). The children's files include enrollment forms, conference reports, health assessments, incident reports, reports of diagnostic assessments, and individual education plans. The same consideration and procedures are in place for staff files. Staff files are kept in the director's office in a locked cabinet. Staff files include: unofficial transcripts, health assessments, references, clearances, performance evaluations, emergency contact information, and various forms required for employment.

B. COMMUNICATION

Throughout the year, teachers will communicate with families in the following ways:

- Parent Orientation Night
- Monthly Calendars and Newsletters
- Progress Reports
- Parent Teacher Conferences
- Open House
- Daily Tadpole reports

In addition, communication may take place through notes, special conferences, email, or by phone. The center provides "phone hours" during the school day. Please understand these are the preferred times to reach teachers. In case of an emergency, please call at any time. When requested, the teachers shall establish oral or written communication in the language or mode of communication which is understandable to the parents.

Child Development Center: 724- 838-4258

Phone hours: 8:30-9:00 AM, 11:00-11:40 AM, or 2:30-3:00 PM

Email: Mrs. Stone: mstone@setonhill.edu or Mrs. DePalma: mdepalma@setonhill.edu

C. PARENT/TEACHER CONFERENCES (4A.1, 4A.2, 4E.2)

Fall Semester: During September, phone conferences will be scheduled for newly enrolled children. All children will have a fall semester evaluation sent home in November. The teachers will conduct conferences as needed. Parents and/or teachers may request a conference at any time during the school year.

Spring Semester: The Child Development Center will hold parent conferences for all children during the spring semester. When parents are unable to attend the spring parent conference, telephone conferences may be arranged at the convenience of both the parents and teacher. Parents receive copies of their child's evaluation.

D. CUSTODIAL PARENT (7.A.05, 10.B.08)

The custodial/primary parent must file a copy of the affidavit or court order, including any limitations of the non-custodial parent, with the director of the center. Both parents will receive all information from the Child Development Center unless otherwise ordered by court. It is requested that parents who have custodial agreements for an enrolled child schedule one parent/teacher conference at a mutually agreeable time and date. It will be assumed that both parents have access unless a copy of the affidavit is on file. A letter or verbal message is not binding to the school.

E. STUDENT RECORDS (4.E.07, 10.B.08, 7.C.08)

Collection of school records is done primarily at the beginning of each school year. Physical examination forms that become more than 1-year-old during the school years are collected as needed. The school records collected consist of:

- An updated application with current address, parent names, all applicable phone numbers, school district, allergies, and medical information
- Parent Permissions Form
- Emergency Contact Form with Medical ID Number
- Child History Form
- Parent Handbook and Verification Form
- Health Report (Physical, Immunization and Date of Exams) collected at the beginning of the school year and updated as required during the school year.

Once paper records are collected, electronic files are created in addition to the paper files.

1. DISSEMINATION OF STUDENT RECORDS

The forms listed above are included as part of a summer parent packet. The parent packet is distributed to all enrolled families at Parent Orientation. Forms are also available under the Griffin's Lair link of the Seton Hill University website. Procedures to access the additional forms are included in the parent letter enclosure of the summer packet.

2. COLLECTION OF STUDENT RECORDS

Completed student record forms may be returned via mail or brought directly to the center and must be on file before children start school.

3. TRANSFER OF SCHOOL RECORDS AND TEACHER REPORTS

The transfer of school records forms is given to parents at spring parent conferences. If a parent does not attend a parent conference, the transfer of school record form will be given to the parent at arrival or dismissal time. Student's official school record begins in kindergarten; some districts request preschool records. Upon receipt of a signed transfer of records card, a copy of the academic record will be mailed directly to the school of choice. Request of additional teacher information to be used by an outside professional agency will be honored as directed by the respective agency.

4. DISPOSITION OF PUPIL RECORDS

All collected record documents are returned to families at the end of the school unless specified by parents. Upon receipt of a signed transfer of records card, a copy of the academic record will be mailed directly to the school of choice. The original will be sent home to parents. Electronic files are updated yearly and when children enter or leave the program. Information of children no longer in the program is deleted.

5. MAINTENANCE OF SCHOOL RECORD

School records are required yearly by the Child Development Center. Teachers keep student records in a locked file cabinet located in their respective offices. School records checklists are used to ensure each document had been collected. The checklist also indicates when new physical examination forms are due. Electronic files are also kept in the event paper files are destroyed.

F. PROGRAM EVALUATION

During the spring, our Child Development Center uses NAEYC's Family and Staff surveys to formally evaluate our school's program, establish goals for continuous improvement and innovation, and to plan for overall program quality.

G. BABYSITTING POLICY

Our educators have a duty of professionalism both within and outside the Child Development Center setting. This policy is for staff and parents who wish to arrange for babysitting outside school hours:

- It can be a conflict of interest for an educator to babysit a child currently in his/her classroom.
- Confidentiality of children, families, and other staff members must be adhered to and respected. A breach of this confidentiality is grounds for dismissal from the CDC staff.
- Seton Hill University Child Development Center has no control over the conduct of staff outside his/her position of employment, and the CDC's duty to safeguard children does not extend to private arrangements.

- Seton Hill University Child Development Center does not take any responsibility for health or safety issues, conduct, grievances, or any other claims arising out of the staff member's private arrangements outside school hours.
- In the event that babysitting duties are viewed to interfere with any aspect of the staff member's employment, including any preferential treatment of a child, the CDC may require that the arrangement be terminated as a condition of the staff member's continued employment at Seton Hill University.

PROBLEM RESOLUTION (10.E.01, 7.C.02, 04, 10B.20)

While it is expected that each member of the CDC community work cooperatively, there may be times when a parent or employee would like to discuss a problem situation that has occurred. In the event that such a conflict occurs, a resolution process may be used to address the conflict and to prevent disruption of the efficient operation of the program. Parents and employees are encouraged to discuss complaints or problems with the director of the Child Development Center. If the problem is not resolved with the director, the parent or employee is encouraged to discuss it with the Senior Administrator (Chair of the Division of Education Program). A final hearing may be requested of the Dean's Staff. This request must be put in writing. Once all parties have been heard, the decision of the Dean's Staff will be final.

The ultimate goal of the program is to ensure the children and parents receive the highest quality education in a safe, caring, and supportive environment that provides superior opportunities for developmentally suitable physical, emotional, and cognitive growth. To achieve this goal, the program believes that every staff member should clearly understand what is expected and be given every opportunity to meet those expectations. Through the conflict resolution process, each staff member is supported and encouraged to maintain superior performance, behavior, and attendance standards.

COMMUNITY (7.C.05, 8.A.01)

The National Association for the Education of Young Children (NAEYC) acknowledges the importance of linking early childhood programs to the community. An effective reciprocal relationship between an early childhood program and the community benefits not only the community and the program but also its families and children. A list of local and regional services and agencies that pertain to children and families is available upon request.

PROGRAM OPERATION AND SPECIAL CONSIDERATIONS

A. ARRIVAL/DISMISSAL

The morning session of the 3-year-old program runs from 9 a.m. to 12 p.m. and the afternoon session runs from 12:30 p.m. to 3:30 p.m. The full-day Prekindergarten program runs from 9 a.m. to 3:30 p.m. Parents are asked not to bring children to the school before 9:00 a.m. or 12:30 p.m. When arriving late, accompany children into the center. DO NOT endanger children by sending them into the school alone or dropping them off early. For the safety of children and teachers;

- Please keep children in cars seats until the teachers get them from the cars.

- Please put your car in “park” when children are exiting or entering your car.
- If the adult driving is on the phone during arrival or dismissal, please excuse yourself from the call until your child has safely exited or entered the car. Our primary concern is always safety.

Drop Off and Pick Up: When on Seton Hill Drive, make the first left turn. Make a right turn onto the paved road. Stay to the right and follow the road around the cul-de-sac. The first car should stop at the steps. During arrival, the teachers will assist the children exiting the cars. If possible, car seats should be placed on the passenger side of the car. During dismissal, the teachers will bring the children to individual cars. Please assist your child with car seats and seat belts.

Emergency Pick-Up List: The Child Development Center provides parents the opportunity to generate a list of approved persons who may pick up their child/children in the event of an emergency. Parents should give thoughtful consideration of the people placed on that list. Parents should inform persons that they are on the Emergency List and that they will be required to show identification when collecting children. Please explain the arrival and dismissal times and procedures. The school must be notified in writing if someone unfamiliar will be picking up your child, or if there is any change in your child’s normal routine. The teachers will not release children to a stranger without the permission of the parents and identification of the unfamiliar driver. Parents are reminded that pick up must be by 12:00 and 3:30 P.M. Parents who do not comply with this policy will be asked to pay a late fee (see policies) or remove their children from the program.

Please send written notification to Child Development Center of all carpool arrangements.

B. DAILY ROUTINE (2.A.07)

3s Program

9:00-9:30 / 12:30-1:00 Arrival and Free Choice Time
 9:30-10:00 / 1:00-1:30 Circle Time: Story Time, Physical and Musical Movement
 10:00-10:05 / 1:30-1:35 Transition Time
 10:05-10:35 / 1:35-2:05 Multi-age Group Structure Time
 10:35-10:40 / 2:05-2:10 Transition Time
 10:40-11:00 / 2:10-2:30 Snack
 11:00-11:40 / 2:30-3:10 Free Choice Center Time/Outside Play
 11:40-11:45 / 3:10 – 3:15 Clean Up
 11:45-12:00 / 3:15-3:30 Dismissal

Pre-K Program

9-9:30: Arrival, Table Job
 9:30-10:00: Circle Time, Helpers
 10:00-10:40: Morning Activity

10:40-11:00: Snack
11:00-11:30: Free Choice Center Time/Outside Play
11:30-12:00: Lunch
12:00-12:30: Rest Time
12:30-1:30: MWF – Math and Literacy Centers; TR – Social Studies/Science
1:30-2:00: MWF – Fine Motor; TR – Social Skills
2:00-2:30: Snack
2:30-3:00: Free Choice Center Time/Outside Play
3:00-3:15: Closing Circle
3:15-3:30: Dismissal

C. REST PERIOD

Each day, children in the Prekindergarten program will have a rest period. It is a time for them to decompress after the first half of the day, and engage in an independent, quiet activity such as a nap or read a book. With all of the sensory stimulation and input that occurs throughout the day, this will be an important time to re-center. Materials for rest period (i.e. small blanket/sleeping bag, pillow) will be sent from home each Monday and will be sent home at the end of each week to be laundered.

D. SCHOOL CANCELLATIONS

The following policy applies to all of our children. Closings are made on an individual, case-by-case basis and take into consideration road conditions and significant weather that impacts roads/travel, accessibility of our school to families and staff, delays and closings of surrounding school districts. Remember that a safety-first approach should be your first consideration regarding inclement weather and your decision whether or not to attempt to get to school.

If school must be canceled due to severe weather, parents will be informed as follows:

- Parents may call the center at 724-838-4258. The teachers will have cancellation information recorded on the voice mail by 8 a.m.
- An email from the director will be sent to all parents/guardians.
- Parents may email teachers; mstone@setonhill.edu or mdepalma@setonhill.edu. In most cases, the center will remain open unless the university closes, though decisions are made as needed, and will depend on road conditions, the continued forecast with temperatures and wind chills, and the status of the school districts in the immediate area. In addition to severe weather, we have given thoughtful consideration for other emergencies. SEE APPENDIX G FOR EMERGENCY PREPAREDNESS LETTER

E. FIELD TRIP POLICY (10.B.08)

During the academic year the Child Development Center students will participate in two types of field trips: on campus and off campus. The on-campus trips involve visits to various university areas. The off-campus trips are to local or regional points of interest.

All field trips (walks included) require staff to have a communication device (i.e., cell phone), first aid kit, and all pertinent emergency information.

On-Campus Field Trips: Each year parents sign a permission form allowing their children to participate in the on-campus field trips. The on-campus trips may be planned or spontaneous. Seton Hill University is a small rural campus where the children are never required to cross city streets. While visiting points on campus, students are accompanied by teachers and assistant teachers. The group size varies from 15 to 30 children with the ratio consisting of 1 adult to every 5 students.

Off-Campus Field Trips: As needed, parents sign permission slips allowing their children to participate in the off-campus field trips. Parents and extended family are encouraged to participate on the school sponsored field trip. Students and parents have transportation options:

- Transportation by charter bus is provided by the Child Development Center when applicable. If students choose to ride the bus a parent must accompany them.
- Parents may provide their own transportation.

If a child does not have a family member to accompany them, with parental permission, an assistant teacher will be assigned to chaperone. Lead teachers and assistant teachers on the trip will supervise. The ratio is 1 adult to 1 student.

F. TOYS FROM HOME

Children are encouraged to bring toys and other treasures to school only on specified Fridays for Show and Tell. They will be asked to keep personal items in their lockers on other days. If you are sending a valuable item to school for Show and Tell, the teachers should be notified in advance in order to safely store the item.

REDIRECTION OF BEHAVIORS (1E.1, 3B.2, 10B.18)

The CDC staff helps children to become independent problem solvers and self-disciplined members of a classroom community. This is, of course, a long-term effort. While working toward that end, the children are encouraged to solve as many of their own problems as best they can. A framework is provided by making sure that they understand what behavior is expected of them. When a child's behavior is disruptive, unsafe, or hurtful, staff employ a variety of techniques to help children understand a better way to behave. Our goal regarding discipline is to teach children new skills and give new knowledge to help respect appropriate limits. Healthy relationships are at the core of good and responsive behavior. To achieve this, the staff always focus on the child's positive behavior, which is encouraged through praise, recognition, and reinforcement. If a child is having problems following or accepting a limit, the child is told what the limit is and how he or she can achieve or comply with the limit. This is always done in a gentle and consistent manner. We do everything possible to help each child succeed and provide positive learning experiences. Staff do not, under any circumstances, ever use physical punishment. Discipline is not administered by withholding snacks, food, or humiliating any

child. Parents will be advised of any issues that arise in regards to behavior. The director is available for discussion about this at any time.

Children are never permitted to hit or injure other children or destroy property. The teachers will work with the children and their parents to help develop self-control and impulse control, but reserve the right to apply exclusionary measures for any child who is endangering the safety of other children and/or compromising the educational environment (Appendix F: School Rules). Exclusionary measures (seclusion or expulsion) would be the last possible option after communicating safety and/or behavior concerns and creating an improvement plan with parents, and not considered until all other possible interventions have been exhausted and there is agreement that exclusion is in the best interests of the child. If exclusionary measures must be taken, the director will offer assistance the family in assessing services and alternate placement. This policy complies with federal and state civil rights laws. (1E.1)

APPENDIX A

Meal Pattern Requirements for Children & Adults

Taken from:

Child & Adult Care Food Program (CACFP)
United States Department of Agriculture
Food and Nutrition Service

Breakfast Meal Patterns

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

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

Lunch and Supper Meal Patterns

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

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

Snack Meal Patterns

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

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

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

In effect since October 1, 2017

APPENDIX B

Nutritious Snacks

Taken from:

School Snack Guide

United States Department of Agriculture

Food and Nutrition Service

- Apple wedges
- Applesauce
- Baked potato chips
- Baked whole grain pita chips
- Bananas
- Bell pepper strips
- Carrot sticks
- Celery sticks/stuffed with cheese or peanut butter
- Cheese cubes
- Cold meat cubes
- Cornbread
- Crackers
- Dips with raw vegetables
- Fruit kabobs
- Fruit parfaits
- Graham crackers
- Granola bars
- Grapes (seedless-cut for children under 4)
- Melons
- Muffins
- Nectarines
- Peanut butter on crackers
- Pears
- Popcorn
- Pretzels
- Raisins/Craisins
- Rice cakes
- Salad
- Salsa/Guacamole with baked tortilla chips
- Strawberries
- Sugar-free pudding cups
- Tangerines
- Trail mix
- Vegetable soup
- Yogurt
- 100 calorie snack packs

** Food items at school must observe calorie limits, fat ceilings, sugar caps, and nutritional requirements though the USDA encourages everyone to follow their guidelines.*

APPENDIX C

Child Development Center Objectives and Goals

Social Emotional Development

- Learn to share and wait for a turn
- Develop appropriate manners
- Learn to participate in cooperative and dramatic play
- Understand the needs and feelings of others, verbalizing own feelings
- Accept the rules and taking responsibility for one's own actions
- Build self-esteem
- Foster independence
- Separate from parents

Physical Development: Gross and Fine Motor Skills

- Develop and refining of gross motor skills to promote coordination, large body movements, balance, and spatial awareness individually and with a partner
- Enhance of fine motor skills to promote dexterity, eye-hand awareness, coordination, spatial awareness, and control with writing and drawing implements
- Participate and appreciate the creative arts reflected in dance, art, music, drama, and movement activities

Cognitive Development

- Develop counting, one to one correspondence, recognizing numbers 0 to 20
- Develop of perceptual skills such as discrimination, matching, sorting, comparing, contrasting, measuring, classifying, and interpreting data
- Develop visual skills to increase an awareness of size, shape, color, patterns, whole/part relationships, seriation, and quantity
- Develop of the power of recall, predicting, investigating, experimenting, and sensory discovery and curiosity
- Understand directionality, order, and positions

Language and Literacy

- Associate letters with shapes and sounds, identifying letters
- Use age appropriate writing for representation and communication
- Demonstrate knowledge of names of objects and classmates
- Speak with fluency and understanding vocabulary
- Take part in oral communication
- Use speech to express feelings and ideas

Self, Healthy Living, and Community

- Develop independence by dressing, toileting, and caring for personal/school materials
- Understand healthy and safe living practices that reflect positive body image, good hygiene, good nutritional practices, and rules for safe living
- Understand self as part of a community in terms of positive multicultural images, role in family, and school

APPENDIX D

Seton Hill University Child Development Center 3-Year-Old Progress Report CHILD'S NAME: CHILD'S DOB:	NOT YET	IN PROCESS	PROFICIENT	NOT YET	IN PROCESS	PROFICIENT	SCHOOL YEAR:
SOCIAL-EMOTIONAL DEVELOPMENT	FALL		SPRING			NOTES	
Smiles & shows other appropriate emotional responses							
Separates from parent without reluctance							
Relates positively to adults but is not overly dependent							
Talks comfortably with other children							
Maintains interest in play activity without encouragement from an adult							
Controls volume of speech when directed and when participating in singing and language games							
Responds to redirection							
Shows pride in accomplishments or products created							
Takes responsibility for own behavior in staying within the rules of games and activities							
LANGUAGE DEVELOPMENT							
Follows a simple direction ("sit down," "clap hands," etc.)							
Attends to a short story which is read directly or played on recording							
Names objects in the environment							
Speaks effectively in short conversations and in response to questions							
Takes leadership role in beginning of a conversation							
Repeats song or finger play from memory							
COGNITIVE							
Draws a human figure with major body parts							
Compares sizes of objects							
Recognizes the basic colors							
Sorts objects by color, category							
Identifies simple shapes							
Recognizes and names the letters of the alphabet on sight							
Recites letters of the alphabet							
Knows own first and last name, age and sex							
Recognizes name from a group of names							
Understands number concepts: <ul style="list-style-type: none"> - Verbally counted to - Visually recognized - One-to-one correspondence - Organizes objects when counting 							
FINE MOTOR SKILLS							
Holds crayon or pencil appropriately							
Prints name							

APPENDIX D (Continued)

Seton Hill University Child Development Center Progress Report	NOT YET	IN PROCESS	PROFICIENT	NOT YET	IN PROCESS	PROFICIENT	SCHOOL YEAR:
CHILD'S NAME: CHILD'S DOB:							
	FALL		SPRING			NOTES	
Strings beads/lacing							
Can successfully assemble a simple 5-piece puzzle							
Uses scissors smoothly and with moderate control							
GROSS MOTOR SKILLS							
Gallops continuously for a defined distance							
Can walk on tip toes							
Climbs stairs with alternating feet							
Hops on both feet							
SELF HELP							
Learning to dress self							
Can wash and dry hands							
Takes responsibility for toilet needs							
Can hang coat and backpack							
Able to manipulate buttons, zippers, and other fasteners							
Picks up and takes care of toys and materials when playing							
BODY AWARENESS							
Ankles Back Chest Elbow Chin							
Heel Jaw Knees Wrist Fingernails							

Favorite Friend: _____

Favorite Place/Activity to Play: _____

	Fall	Spring
Height		
Weight		

Parent Signature – FALL

Date

Parent Signature – SPRING

Date

APPENDIX E

Seton Hill University Child Development Center 4-Year-Old Progress Report CHILD'S NAME: CHILD'S DOB:	NOT YET	IN PROCESS	PROFICIENT	NOT YET	IN PROCESS	PROFICIENT	SCHOOL YEAR:
SOCIAL-EMOTIONAL DEVELOPMENT	FALL			SPRING			NOTES
Smiles & shows other appropriate emotional responses							
Separates from parent without reluctance							
Relates positively to adults but is not overly dependent							
Talks comfortably with other children							
Eager for and seeks out new activities and experiences; exhibits curiosity							
Plays cooperatively in groups of three or four children							
Controls volume of speech in an indoor setting							
Responds to redirection							
Shows pride in accomplishments or products created							
Takes responsibility for own behavior in staying within the rules of games and activities							
Exhibits consideration for others; and a sense of humor							
LANGUAGE DEVELOPMENT							
Attends to a short story							
Follows three or more successive directions in order							
Names objects in the environment							
Speaks effectively in short conversations and in response to questions							
Takes leadership role in beginning of a conversation							
Repeats song or finger play from memory							
Knows and exhibits the appropriate reading progression; i.e. from top-bottom and left-right							
COGNITIVE							
Draws a human figure with major body parts							
Compares sizes of objects							
Recognizes the basic colors							
Recognizes and names the uppercase letters of the alphabet							
Recognizes and names the lowercase letters of the alphabet							
Knows own phone number and address							
Knows own first and last name, age and sex							
Identifies the following shapes: circle, square, rectangle, triangle, oval, heart, diamond, star							

APPENDIX E (Continued)

Seton Hill University Child Development Center 4-Year-Old Progress Report	NOT YET	IN PROCESS	PROFICIENT	NOT YET	IN PROCESS	PROFICIENT	SCHOOL YEAR:
CHILD'S NAME: CHILD'S DOB:							
	FALL		SPRING			NOTES	
Copies the following shapes: circle, square, rectangle, triangle							
Sorts objects into sets							
Completes a simple pattern							
Understands number concepts: - Verbally counted to - Visually recognized - One-to-one correspondence - Organizes objects when counting							
FINE MOTOR SKILLS							
Holds crayon or pencil appropriately							
Prints name							
Strings beads/lacing							
Can successfully assemble a simple 9-piece puzzle							
Uses scissors smoothly and with moderate control							
GROSS MOTOR SKILLS							
Gallops continuously for a defined distance							
Skips continuously for a defined distance							
Hops on one leg							
SELF HELP							
Learning to dress self							
Can wash and dry hands							
Takes responsibility for toilet needs							
Can hang coat and backpack							
Able to manipulate buttons, zippers, and other fasteners							
Picks up and takes care of toys and materials when playing							
BODY AWARENESS							
Ankles Back Chest Elbow Chin Heel Jaw Knees Wrist Fingernails							

Favorite Friend: _____

Favorite Place/Activity to Play: _____

	Fall	Spring
Height		
Weight		

Parent Signature – FALL

Date

Parent Signature – SPRING

Date

APPENDIX F

School Rules

- Always walk
- Use appropriate volume
- We care about each other's feelings
- Hands are for helping, not hurting
- Listen to the teachers
- Use nice words with your friends and others

School rules are introduced and discussed on the first day of school. The teachers review the rules daily for the first few weeks of school. When behaviors need redirected, teachers first remind the children of the relevant rule. If the behavior continues, the teacher will give another reminder. The second reminder will be accompanied by a logical consequence should the behavior continue. Example: a child is throwing a toy. First, the teacher will remind the child that hands are for helping, not hurting and explain that hurting a toy could hurt someone. The second reminder would be similar but include that if throwing continues, that toy will no longer be available for playing.

Occasionally, when behaviors are physical, disruptive, or consistent, teachers will ask a child to "take a break." Children will sit at a classroom table with appropriate choice materials as a way to calm the child. Teachers talk with the child about why they needed to take a break from the activity during which inappropriate behaviors were occurring. Teachers will help the child return to the group if necessary.

Teachers always intervene when a child is going to hurt another child, him/herself, or destroy property.

Teachers will inform parents of any behavior concerns.

APPENDIX G

Emergency Preparedness Letter

Dear CDC Families,

This letter is to inform you of our procedure for the safety and welfare of the children attending Seton Hill University Child Development Center. Doors to the Child Development Center are locked at all times and only accessible by security, maintenance, custodians and staff. Our Emergency Plan provides for response to various types of emergencies. Depending on the circumstance of the emergency, we will use one of the following protective actions:

- ***In-place sheltering***: Sudden occurrences, weather or hazard related, may require taking cover inside the building as the best immediate response.
- ***Evacuation***: Students are evacuated to a safe area using one of the two (A or B) options of relocation noted below.

As stated in the CDC Parent Handbook, campus security monitors severe weather conditions or other hazards and will notify the director in the event of each circumstance. If severe weather is imminent, the children will shelter in place. If advanced warning of severe weather conditions is determined, the children may be moved from the Child Development Center to the Administration Building of the university. Additionally, campus security scans local police and fire channels for local emergency situations.

Total evacuation of the Child Development Center may become necessary if there is an emergency affecting the facility. In the case of an evacuation, there will be two options for relocation:

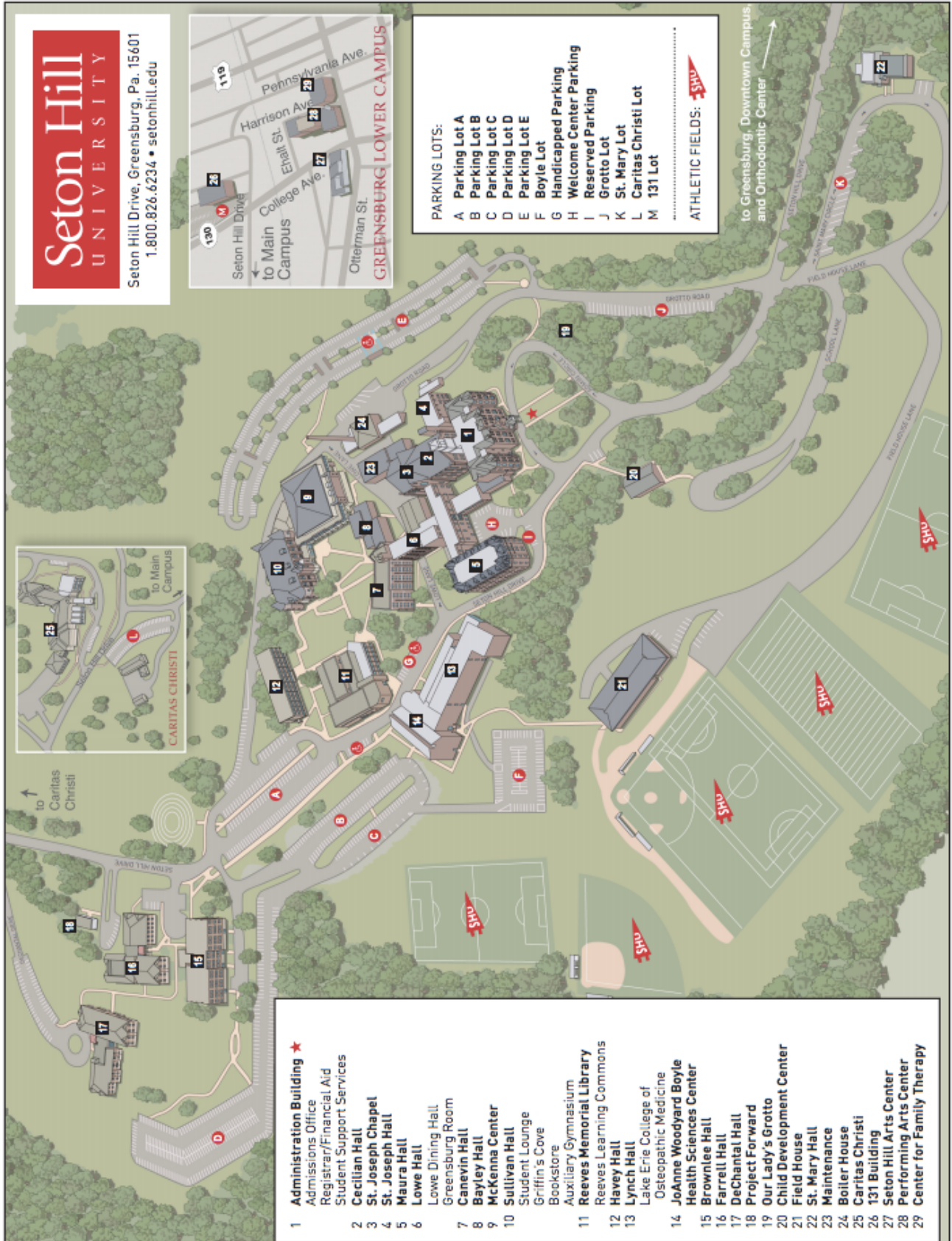
- A. Emergency Relocation Facility: **Closest safe building on Seton Hill's campus**
- B. Emergency Relocation Facility: **131 Building on College Avenue**. This site is located directly opposite the entrance to Seton Hill Drive. It is less than a ¼ mile from campus. This site was selected because of proximity to campus and items that are available at the center to assist evacuated children until a parent or guardian can arrive.

Modified Operation: May include cancellation, postponement, or rescheduling of normal activities. These actions are normally taken in case of a winter storm or building problems such as utility disruptions.

Please check the CDC Parent Handbook for cancellation procedures related to severe weather. Should the center close due to a building problem, parents will be notified via phone or email.

APPENDIX H

Campus Map



APPENDIX I

Common Childhood Illness, Infectious, and Communicable Diseases

Disease & Incubation	First Signs	Length of Contagion	Time Excluded from School
Chicken Pox 12-21 days (usually 13-17)	Slight fever; appetite loss; small raised pimples; rash	1 day before onset to 6 days after appearance of rash	Minimum 7 days and until all crusts are dried (about 10 days)
Hand, Foot, & Mouth 4-7 days	Low grade fever; sore throat; malaise; oral lesions; hand/foot rash	3-7 days	Highly contagious; 5-7 days though may be shed in stool for months
Croup 3-5 days	Barking cough; congestion; sore throat; fever; hoarseness; wheeze/respiratory distress	3-5 days	3-5 days
Fifth's Disease (Parvovirus) 1 week	Cold-like symptoms; headache; muscle aches; lacy rash	1 week prior to rash; no longer contagious once rash appears	May attend school with rash
Gastroenteritis (Stomach Virus) 2-3 days	Nausea; vomiting; diarrhea; fever	As long as diarrhea/vomiting persist; 2-5 days	Until symptom-free for 24 hours
German Measles 14-25 days (usually 18)	Cold-like symptoms; sore throat; possible swollen glands; fine pinkish rash on face, arms, and hands	Onset of first symptom until rash disappears	Usually 4-7 days after onset; must have physician approval for return
Impetigo 4-10 days	Purulent skin lesions develop orange tinted crust	As long as lesions are present	After 24 hours of medical treatment; must have physician's verification of treatment
Influenza (Flu) 2-3 days	Fever; congestion; malaise; body aches; cough; occasional vomiting/diarrhea	5-7 days	1 week after onset of symptoms
Lice Hatch in 2 weeks	Infestation of scalp; extreme itching; nits attached to individual hairs	Until lice and eggs are destroyed	Until treatment confirmed; all nits removed from hair

Measles 7-14 days (usually 10)	Slight fever; red, watery puffy eyes; dry cough; red spots in mouth; large itchy blotches	4 days before rash appears until at least 4 days after	Minimum 7 days; must have physician approval to return
Mumps 11-26 days (usually 18)	Moderate fever; congestion; headache; vomiting; gland swelling	1-2 days before onset until all swelling disappears	Usually 7-10 days after swelling disappears; must have physician approval to return
Pinkeye (Conjunctivitis) 24-48 hours	Irritation; redness; discharge; itching; edema; light sensitivity	During active infection	After 24 hours of medical treatment
Ringworm 10-14 days	Flat spreading ring-shaped lesions; reddish dry and scaly or moist and crusted	As long as lesions are present	After 24-48 hours of medical treatment; must keep lesions covered
Scabies Days to weeks	Lesions or rash prominent between fingers and spreads; extremely itchy, especially at night	Until treated	Must have physician's verification of treatment
Strep Throat/Scarlet Fever 1-7 days (usually 2-5)	Fatigue; restlessness; sometimes vomiting, fever, sore throat	Uncertain; usually from first symptom to complete recovery; 14 days	After 24 hours of treatment with prescribed medication
Whooping Cough 5-21 days (usually 7)	Low fever; dry cough; cold-like symptoms; later coughing fits with gasping	First symptom of cold-like symptoms to 3 weeks after onset of cough	Minimum 5 days on prescribed medication
Acquired Immune Deficiency Syndrome (AIDS)			Confirmed on an individual basis according to approved university policy