



Child Development Center

License #141284

Parent Policies and Procedures Handbook 2023 - 2024



Jordan Center
32000 Campus Drive
Salisbury, MD 21804
Phone: 410-334-2962
Fax: 410-572-8774



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Section 1 – Our Program



Welcome

Wor-Wic Community College Child Development Center (WWCCDC) opened the Margaret Twilley Jordan Center in August 2006. We are pleased that you have selected us to provide quality childcare and a stimulating early childhood educational experience for your child. We serve children ages 2 to 5 years of age year-round and ages 5 to 12 during the summer session. In partnership with Wicomico County Public Schools, we offer a pre- kindergarten program for children ages 3 and 4 years old. WWCCDC can support 77 children and is committed to satisfying the diverse needs of families within the community. The Child Development Center is a laboratory placement site offering field experiences, practicum, and student observations in the classrooms.

This handbook is available to help answer questions you may have regarding our policies (rules) and procedures (defined steps). You will find important information concerning our philosophy, goals, and enrollment procedures. Please read and refer to the handbook as needed. Call to schedule a tour of the facility and feel free to discuss any concerns or questions you may have with the center Director.

Our Philosophy

We believe each child is unique and possess a wide range of strengths and weaknesses. develop at a different pace. It is our belief that they learn at a different pace but learn best about their world through hands-on, stimulating, and engaging activities. A child's day must include personal attention, gentle guidance, and developmentally appropriate activities in all domains of learning. We are committed to providing a fun, rewarding program with lessons that allow for the use of manipulatives, the exploration of the five senses, and the discovery of a child's interest. We provide a diversity of constructed early education experiences that promote exploration, critical thinking, cooperative play, and the development of mutual respect. Each member of our team and every aspect of our program is dedicated to empowering a child to perform their best in a safe, clean, nurturing, and a stimulating environment.

Our Mission

The mission of the Child Development Center is to provide quality childcare and education services to families. The environment is nurturing, inclusive and culturally diverse. Our mission is to build upon a child's natural curiosity to create a community of independent and confident learners. Our desire is to ensure that each child has appropriate developmental, social, and emotional skills to prepare them for school readiness and success. We proudly provide *care* for children in a highly structured program throughout their busy school *day*. College students have access to complete laboratory field experience and observations. Team members are empowered with ongoing professional development and opportunities for personal growth.

Our Goals

The goals of the Child Development Center are to:

- *Provide a caring, safe, nurturing environment.*



- *Provide a developmentally appropriate curriculum that engages children in activities to promote problem solving, higher order thinking skills and creativity;*
- *Create an environment conducive for learning and exploration;*
- *Reinforce positive behavior, self-awareness, and cooperative skills through the use of praise and positive reinforcement;*
- *Allow students enrolled in an education program the chance to view and develop appropriate teaching pedagogy;*
- *Provide a well-rounded daily schedule that addresses all domains of learning and meets the needs of all students enrolled;*
- *Build a solid foundation between family, school, and community;*
- *Prepare children entering kindergarten with school ready to learn; □*
- *Maintain a professional early childhood teaching staff; and*
- *Be a model early childhood program for our local community.*

Nondiscrimination Policy

Wor-Wic Community College does not discriminate on the basis of age, gender, race, color, religion, national origin, marital status, sexual orientation, genetic information, gender identity, disability, income level, limited English proficiency or any other characteristic protected by law. The College is in compliance and subscribes to full access to all college facilities as outlined in the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. We are a center of inclusion for all. Children with a special need are offered enrollment in the Jordan Child Development Center when space is available. Accommodations will be considered on an individual basis.

Right of Privacy

As authorized by the Family Educational Rights and Privacy Act (FERPA) all records pertaining to students under the age of eighteen are confidential. Student records are confidential and will be accessible to Office of Child Care and authorized center personnel only or person(s) who present documentation verifying legal parental rights.

Section 2 – Program Quality

Research has proven that a child’s brain is developed from birth to five years. The early years play a fundamental role to influence future school success. As members of the National Association for the Education of Young Children (NAEYC) and the National Coalition for Campus Children’s Centers (NCCCC) our purpose is to support excellence in programs supporting young children in communities of higher education. Quality programs meet established standards, are evaluated regularly, and seek continuous improvement. We strive to be purposeful, focused, nurturing, connected, and respectful as an integral part of higher education in America.

Accreditation and License

The center accreditation process is voluntary with the Maryland State Department of Education (MSDE). We are licensed through the Division of Early Childhood - Office of Child Care (OCC). Identification number is #141284. NAEYC Self-Study Cycle for national accreditation.

Federal Identification Number

The Wor-Wic Community College Federal Identification Number is **52-1048147**. This number is used for tax reporting purposes and to claim reimbursement for dependent care flexible spending.

Maryland Excels is a voluntary Quality Rating and Improvement System (QRIS) that awards ratings to childcare and early education programs based on nationally recognized standards and best practices in key areas: Compliance, Professional Development, Accreditation, Developmentally Appropriate Activities, and Administrative Practices. We have achieved a Maryland EXCELS Level **5** rating for quality childcare and early education. Our community and State partnership recognitions give credence to a unique composition of services intended to enhance the developmental growth of children and family engagement.

National Association for the Education of Young Children (NAEYC) - Promotes high quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research. The center maintains membership and will be pursuing accreditation.

Partnerships

An important part of the early childhood experience is our volunteer programs and partner collaborations. We welcome volunteers and recognize the valuable contribution they make as members of our school community. If you are willing to share your time and talents and love for children, we welcome you!

Staff Requirements

Supporting your child's learning experience is a well-trained, qualified management team composed of a Center Director, PreK Teachers, PreK Teacher Assistants, Child Care Teachers, Child Care Aides, and an Administrative Associate. All staff have been approved by the Office of Child Care, completed a physical and criminal background check. As a laboratory site our classrooms are supported by interns completing field experience and practicum.

Per the Office of Child Care all employees of the Child Development Center must have the following information completed and on file prior to beginning working with students:

- medical evaluation form
- documentation of completion of basic first aid training and cardiopulmonary resuscitation
- documentation confirming the completion of all appropriate course work for their position.
- documentation (by the center director) stating that the employee completed OCC Orientation and has been made aware of all safety and discipline procedures.
- documentation (by the center director) stating that the employee has been made aware of the requirements and procedures for reporting suspected child abuse and neglect.
(According to Family Law Article 5-704-5-705)
- a current Federal and State Criminal Background Check and Child Protective Services Clearance.

Center Director

The Center Director is responsible for overseeing all aspects of the childcare facility. He/she will serve as a liaison between parents and Wor-Wic Community College Child Development

Center, supervise and evaluate staff and complete all administrative tasks related to center operation and management.

Classroom Teacher

Lead teachers are in charge of all aspects of their assigned classroom. They are responsible for following the assigned curriculum, implementation of lesson plans/units, daily interaction with parents, classroom discipline, and overall supervision of the classroom. In addition, each lead teacher has met the following minimum requirements:

1. Has an associate's degree in early childhood education.
2. Has completed at least 2 years of experience working under supervision primarily with preschoolers in a licensed child-care center, nursery school, church-operated school, parks and recreation program or similar setting;
3. Be at least 19 years-old;
4. Effective January 1, 2016, 3 clock hours of approved training in complying with the Americans with Disabilities Act.

PreK Teachers must meet Maryland State teacher certification requirements in Early Childhood. **PreK Teacher Assistants** must hold an Associate of Arts degree or a Preschool Child Development Associate Credential (CDA).

Child Care Classroom Assistants

Classroom assistants are responsible for assisting lead teachers in each classroom. They assist the teacher with a variety of duties and help to ensure the classroom environment is conducive to learning. In addition, classroom assistants must be at least 18 years old, meet OCC requirements and complete 90 hours of childcare training.



Section 3 – Curriculum and Assessment

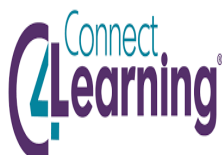
The Curriculum

The educational curriculum is an important attribute of the Child Development Center. We understand the importance of developmentally appropriate educational experiences and their role in the success of children as they develop and grow. We believe the early years are the most important learning period in a child's life. Ninety percent of a child's brain growth happens by age five. School readiness is fundamental, and we are committed to helping children enter kindergarten ready to succeed.

State approved curriculum used for two-three-year-old's is Frog Street Toddler.

It is designed around the latest early brain research and includes 52 weeks of activities created specifically for little ones 18-36 months old. The program is designed to equip caregivers to foster essential growth, meet the needs of all learners, and embrace the joy of learning each day.

Four-five-year-old's and PreK4 use Frog Street Pre-K (FSPK) Curriculum which combines theme-based learning with fun activities incorporating interactive exercises. Teachers work to provide children with stimulating and engaging learning activities. **Pre-kindergarten** Program use Connect for Learning and Frog Street Three Year Old Curriculum.



Assessments

Various tools are used in an early childhood classroom to assess, screen, and measure school readiness in four domains: social foundations; language/literacy, mathematics, and physical well-being and motor development. The Devereux Early Childhood Assessment (DECA) is a tool also used that focus on three protective factors: attachment, self-control, and initiative which is related to the social and emotional development of a child. Assessments are used to inform instruction, monitor progress, interventions, family engagements, and sharing during parent conferences.

Brigance Developmental Screening

A screening tool that is used as a snapshot to identify students for delays and giftedness. All children are screened within 60 days of enrollment. Parent input is a necessary component of this screening. The results are used as a guide to plan and conduct developmentally appropriate-age activities. Screenings also help with early identification and intervention for additional assessments.

Inclusion in the Classroom

The team recognizes and respects the uniqueness of all persons and will build an inclusive classroom. Our ultimate goal is to help assist all children and families to participate fully in our program, including children with identified developmental delays, learning limitations, and development needs.

Learning Centers

Your child's preschool classroom is an invaluable teaching tool. The physical environment is carefully designed to delight, intrigue and inspire young learners. Each classroom is divided into *Learning Centers* that provide self-guided or directed activities that are realistic and child friendly. Each area invites your child to explore and marvel at the wonders of the world around him. No matter which area captures

their interest on a particular day, he/she will be developing important skills. Here are some key examples:

- **Circle Time**

Circle Time is where your child starts their day through meaningful experiences like storytelling, singing songs, show and tell, and matching games. Children learn to express their ideas, associate the written word with the spoken word, and discover their world independently.

- **Art**

Children experience art through the freedom of touching, feeling, pulling, twisting, tearing, pasting, bending, scraping, cutting, pounding, shaping, and so much more. They will enjoy experimenting and creating with various colors, lines, shapes, objects, and sizes while developing and refining small muscle movements.

Children gain practice in problem solving, sharpening their powers of observation, and beginning the process of logical thinking, and developing motor skills. Art is a hands-on activity for your child.

- **Music**

Music activities give children opportunities to use their entire bodies for



learning and exploring their surroundings, build awareness by listening to the many kinds of sounds, and help children experience the release and freedom of body movement. Children will be encouraged to test their vocal and kinesthetic abilities and to have fun while they are experimenting. We emphasize the enjoyment of participation while building listening muscles.

- **Block Area and Manipulatives**

The Block Area is where children can stack and count blocks to help them learn measurement, size, weight, and number concepts. They also build hand-to-eye coordination, and develop control of their wrists, hands and fingers. They will develop a respect for working with others and problem-solving skills through trial and error. If a block structure falls, your child might try it a different way until satisfied with the results.

- **Dramatic Play**

We invite children to make believe with dress-up clothes, props and child-sized furniture. They try new careers, learn to share, make friends and express different emotions. Children also learn life skills like turning knobs on and off or buttoning and zipping clothes. This area is changed according to the thematic study during the year to provide firsthand experiences at the grocery store, post office, restaurant, home, hospital, etc.

- **Math**

Children learn sorting and counting skills, putting materials in order and patterning. Math is a way of discovering “same” or “equal” and problem solving. Children begin to count and identify objects, shapes, and patterns. Through manipulating small materials, children will also begin to understand basic concepts such as big/little, large/small, same and different.

- **Science**

Children have the opportunity to have hands-on, real-life activities that encourage a sense of discovery through sensory table activities. The activities include splashing water, scooping, pouring, playing with living things, using magnets, magnifiers, sand and water tables.

- **Sand and Water**

Children have the opportunity to further explore early science and math concepts through the manipulation of sand and water with rakes, scoops, shovels, and sieves. This also allows for increased social connections and practice with new language skills while developing sensory motor intelligence.



- **Technology**

Use of technology with either computers, tapes or iPads on-site offers an added advantage for increasing flexibility with manipulative objects, social interaction, and problem solving. Preschoolers are introduced to software that initiates play and learning and development of cognitive skills. Most children are curious about computers and will enjoy listening and interacting with storybooks and text.

- **Reading/Writing**



Children need a quiet place where they can relax and enjoy the wonderful world of literature and develop fine motor skills. This area provides a genre of books to choose from, writing areas, and story tapes to listen to. Books are age appropriate, within reach, and reflect a variety of cultures and habits around the world. Reading is fundamental every day and encourages an understanding of spoken, printed text and illustrations.

- **Physical Development**

Play gives children the opportunity to practice movement skills especially outdoors. To ensure that children learn basic physical skills, adults must intentionally plan gross motor activities such as bending, climbing, jumping, throwing, and dancing. Little muscles get a range of movement options inside, on the playground and during leisurely investigative walks on campus.

Cubby Area

The staff at the Child Development Center strive to help your child develop independent skills as they carry out their day. Included in the development of these skills is the assignment of storage cubbies and other daily tasks. The key to your child's success will be encouragement and confidence in their own ability to manage their belongings. Students will be encouraged to store "labeled" personal gear, including coats, hats, lunches, sheets, blankets and completed work in the cubbies. Bedding is sent home at the end of each week for laundering. **All cubbies must be emptied weekly.**

Developmental Domains and Referral

Early intervention that requires a specialist for a behavior or therapeutic plan will be referred to a partner agency that will support the family for a positive outcome. Parents must give consent for collaborative services to begin. The child development center cannot condone or be a participant of child negligence when it is determined or evident that a child has a learning or behavior issue requiring attention.

Section 4 – Classroom Operation

Attendance

Regular attendance matters. It is an important factor in a child's social and cognitive development. When children are absent, they often miss foundation skills to build on for the next level. Studies show that attending a high-quality early learning program strengthens school readiness and long-term academic performance. We encourage regular attendance.

Please be aware of the following financial policies:

- If a child does not attend due to illness or other absence, parents are still responsible for paying tuition.
- No tuition is charged to accounts for any holiday that the college is closed.

- If the Child Development Center closes early due to inclement weather, tuition is still charged according to the scheduled rate.
- Wor-Wic Community College Board of Trustees review tuition rates annually. Rates may change after review and approval. All rate changes will coincide with the college fiscal year and take effect July 1st. Parents are notified of all changes in advance.

Arrival Times

To ensure that your child receives the full benefit of our early education program, we highly recommend that children arrive by 9:00 a.m. for breakfast. The formal day begins immediately following breakfast. Children who are present during this time have a better start to the day. Routine morning arrivals ensure less disruption and better learning opportunities for all children. See Director for accommodations or call Administrative Associate for late arrivals at 410-334-2962.

Sample Classroom Schedule

Time	Event
7:30 am – 8:30 am	Arrival: Free Play
8:00 am – 8:30 am	Miracle Minutes
8:30 am – 9:00 am	Theme Based Activities
9:00 am – 9:30 am	Wash Hands/Clean-up Time/Transition to Breakfast
9:30 am – 10:00 am	Circle Time
10:00 am – 10:20 am	Discovery Centers
10:20 am – 10:45 am	Small Group Activity
10:45 am – 11:15 am	Campus Walk and Outdoor Play
11:15 am – 11:30 am	Story Telling/Creative Arts Activities
11:30 am – Noon	Lunch
Noon – 12:30 pm	Quiet Activity/Dismissal
12:30 pm – 2:00 pm	Naptime (Students who remain all day and afternoon students)

Services Offered

- Safety and security standards
- Flexible hours 7:30 a.m. to 5:00 p.m.
- Open door policy for parents
- Breakfast, afternoon snack and monthly special
- Qualified and credentialed teachers
- Age-appropriate curriculum
- Pre-Kindergarten Classroom



Hours of Operation/Schedule of Session

We are open Monday through Friday from 7:30 a.m. – 5:00 p.m. year round. Camp Jordan summer sessions for ages 5 -12- year-olds. The Child Development Center follows the Wor-Wic Community College operating schedule. This schedule does not

follow that of neighboring county public schools. Observed **holiday closures** include New Year's Day, Martin Luther King, Jr. Day, Good Friday, Memorial Day, Juneteenth, Independence Day, Labor Day, Thanksgiving (Wednesday before and Friday immediately following) and Winter Break.

Unscheduled Closings

Should a situation arise where the school must close or operate on a delayed schedule an announcement of closing will be made as soon as possible through television and/or the Wor-Wic website. Please sign up for campus alerts:

<https://worwic.omnilert.net/subscriber.php>

Please note the Child Development Center is open when the college is open.

The following media outlets will broadcast such announcements:
www.worwic.edu Phone: 430-334-2800 Television: WBOC 16 and WMDT 47

As a rule – the following guidelines will apply to the Child Care Center's schedule.

If the college is open, the Child Development Center will follow a normal operating schedule. ***If the college is delayed***, the Child Development Center will open when the college opens.

If the college is open but daytime classes are cancelled or delayed, the Child Development Center will follow a normal schedule.

If Wor-Wic Community College is closed, the Child Development Center is **closed**.

PREK program follows Wicomico County Public Schools openings and closings.

In situations where an unscheduled event forces the closure of the Child Development Center, Wor-Wic Community College will make every effort to contact parents of all students enrolled at that time. Staff will utilize emails, websites, telephone and television stations listed above to announce the closure. We will also attempt to contact parents and emergency guardians via telephone. For this reason, it is imperative that all information recorded on the student emergency card be up-to-date and accurate.

Section 5 – Enrollment and Tuition

Custody Agreements

Families must inform the center director of any custody agreements involving children enrolled. A copy of the agreement must be provided at the time of enrollment and with any subsequent change to the agreement. Without a custody agreement on file, the center cannot prevent a parent (custodial or noncustodial) from picking up a child.

Enrollment Policy

1. The Child Development Center is open primarily to those students currently enrolled at the college. Students may use the center on a prearranged basis while

- attending class, job assignments, completing laboratory hours, or researching in one of the campus media centers.
2. Students must provide a current copy of their class schedule, complete an enrollment agreement form, and provide the material fee required.
 3. All blocks reserved regardless of attendance must be paid until an official Withdrawal Request form is received in the child development center to avoid childcare tuition charges.
 4. A WCC student who enrolls a child for a semester and does not bring the child to the CDC by the end of the college "Last Day to Drop" will forfeit his/her enrollment space and will be responsible for all childcare tuition charges.
 5. Priority is given first to students, second to employees, and then to families of the community. A child with a sibling already enrolled will receive priority when space is available.

A minimum of three full day enrollment is required for Wor-Wic students and employee children. Full-time enrollment is mandatory for community families.

Enrollment Procedures

The Child Development Center must maintain an on-site, confidential, enrollment file for each child. Records must also be maintained regarding state licensing, such as attendance reports, injury reports, health checks, etc. The following registration documents must be completed and in your child's file prior to his/her first day of attendance:

1. Wor-Wic Community College Application for Child Care
2. Parent/Guardian Authorization Form
3. Health Inventory Form, Part I, II and III (OCC 1215)
4. Health Inventory – Addendum (OCC 1215-A)
5. Emergency Form (OCC 1214)
6. Maryland Department of Health and Mental Hygiene Immunization Certificate (DHMH 896)
7. All About My Family Form
8. Official copy of Wor-Wic Community College class schedule with a detailed description of study times/lab hours. **Failure to submit a copy of a Wor-Wic Community College registration will change the tuition rate to a community rate.**
9. Child Development Center Consent Forms: Parent Handbook, Photograph/Video/Observation Authorization, Parent's Guide to Regulated Child Care, Communicable Disease Summary (DHMH)

Wor-Wic Community College is not responsible for anything that may happen as a result of false, incorrect or incomplete information provided by a parent or guardian on the Emergency Form or any other documentation given to the Child Development Center.

Tuition Rates

Participant Status	WEEKLY TUITION CHARGE	PARTIAL DAY BLOCK CHARGE 7:30 am - 12:30 pm 12:00 am – 5:00 pm	FULL-DAY BLOCK CHARGE	SEMESTER MATERIAL FEE
Current Students	\$145.00 per week	\$17.00 per block	\$34.00 per day	\$10.00 Part-time \$20.00 Full-time
WWCC Employees	\$155.00 per week	\$19.00 per block	\$38.00 per day	\$10.00 Part-time \$20.00 Full-time
Community Members	\$165.00 per week	Full-time only	Full-time only	\$30.00 Full-time

Material Fee is charged each semester and is due with all required forms prior to enrollment.

Summer Camp Sessions

Session	June - August
Registration Fee	\$30.00
Weekly Tuition	\$175.00
Days of Operation	Monday - Friday
Time	7:30 – 5:00 pm
NO PART-TIME RATES	

Late Payments

Past Due Accounts will be assessed \$25.00 within one week from payment due date. The center reserves the right to terminate enrollment agreements. If an account goes into default, a final notice will be issued to the family by the college Business Office and an additional \$25.00 fee is assessed to the student/parent account. If charges on the final notice, including the late fee is not satisfied within a reasonable timeframe, the Business Office will forward the account to the Maryland State Comptroller’s Office for collection of funds and the Comptroller’s Office will also apply a 17% fee to the balance.

Late Pick-Up

While we understand that situations arise that may delay you, we ask that all children be picked up according to the posted schedule. This helps to ensure ratio coverage and care of service. In the event that you have not picked-up your child on time, a \$10.00 late pick-up fee is calculated for every 15 minutes you are late. The child may not return until payment is received. Please refer to the schedule below to determine late pick-up times and/or to determine any necessary fees.

Time/Session	Late Fee Amount
Before 12:30 pm	No Fee
12:30 -12:45 pm	\$10.00 fee
12:45 -1:00 pm	\$20.00 fee
5:00 pm – 5:15 pm	\$10.00 fee

Trial Period

Sometimes a child may experience a difficult time adjusting to being separated from the family. Enrollment acceptance into the center may require a 'tryout period'. At the end of such time, the center reserves the right to accept or dismiss a child from the program if adjustments are not favorable.

Waiting List

Wor-Wic on occasion maintains a waiting list, reflecting the ongoing demand for childcare. A non-refundable Administrative Fee of \$25.00 is required. Applicants on the Waiting List are contacted when a space becomes available for enrollment. An enrollment application must be completed and a visit to tour with the Director should be scheduled with the Administrative Associate.

Withdrawal Policy

If a student withdraws from all courses, their child remains enrolled until the end of the term. At the time of withdrawal, the cost will increase from student rate to community rate. A family who has been unenrolled due to a payment situation may re-enroll when the account is paid in full. The family will be offered enrollment when space becomes available according to priority.

The child development center requires a two-week notice in advance of a child's last day. If proper notice is not given, you will be charged two weeks for tuition. Unpaid balances are forwarded to the Wor-Wic Business Office for collection.

Section 6 – Health and Wellness Policy

Administration of Medications (Prescription and Non-Prescription)

Approved staff administers medication only for emergency situations. Such situations would involve the use of bronchial inhalers or epi pens. Said medications will be kept in a locked cabinet. Parents of any children in need of said medications must have a physician's authorization and will need to complete all medication authorization forms prior to leaving the medication with staff. Parents will also be responsible for administering trainings on the use of said medications to staff. All other medications will be administered by the parent at the appropriate time. Any medications administered in the Child Development Center must be in the original prescription bottle and have written directions available for review. Anyone having questions or concerns regarding this policy is advised to speak with the director.

- Medications will be administered in accordance with the MSDE – Office of Child Care regulations (COMAR 13A.16.11 Health).
- Prior written permission from the child's parent is a requirement. If possible, arrange the time of dosage so the child receives the medication at home.

- Fill out a separate Medication Authorization Form for each prescription or nonprescription drug.
- Exception is given to children who are diabetic. Accommodations allowed with trained staff, physician, and parental consent.



**ASTHMA
FRIENDLY
CHILD CARE**

We are an Asthma Friendly school and support student health by maximizing asthma management. An asthma plan is implemented for children identified.

Prescription Medication

Medication may not be administered to the child unless:

- A Physician must authorize.
- Parental permission to administer the medication is documented on a completed, signed, and dated medication authorization provided by the Office that is received at the center before the medication is administered.
- Must be in a container labeled by the pharmacy or physician with the child's name and expiration date.
- If the medication is a prescription, at least one dose of the medication should have been given to the child at home prior to coming to school.
- The child may receive medication only according to the written instruction of a licensed health practitioner.

Non-Prescription Medications

- A child may receive only ONE DOSE PER ILLNESS, except Basic Care items such as:
Sunscreen, diaper ointments and cream. Parent Authorization is still required.
- Over the Counter (OTC) medication needing more than one dose must have a written order from the health care provider with prescriptive authority and parent written authorization (fever reducers, antihistamines, cough syrups, nose drops, mild cortisone creams, etc).
- A licensed health practitioner must approve the medication and dosage for the child to receive more than one dose.
- Approval from the licensed health practitioner must be in writing (signed Medication Order form) or oral permission given directly to the center.

Child Abuse and Neglect Policy

Wor-Wic Child Development Center is committed to providing a working and learning environment that is safe, nurturing, educationally creative, and free from any crime and the fear it may elicit. It is the aim of the child development center to be proactive of Child Protection issues by developing a "zero tolerance" policy and maintaining a process that requires active participation from anyone connected with the child development center.

- All staff, employees, volunteers, and interns that have contact with children at the child development center are required to sign and notarize a Release of Information (ROI) -

(OCC 1260) granting permission to the Office Child Care to examine any files and records of child and adult abuse and neglect in the possession of the State or Local Department of Social Services.

- In addition to a ROI, all employees and interns must complete criminal history records information (CHRI) investigation for the State of Maryland and the Federal Bureau of Investigation through the Criminal Justice Information Systems (CJIS).
- All volunteers and interns that have contact with children must notarize the Consent for Release of Information Background Clearance Request (DHR/SSA 1279) from Child Protective Services; undergo a review of the National Sex Offender Registry and Maryland Judiciary Case Search.

Definitions of Abuse (includes but not limited to)

Child Abuse is the physical, sexual, or mental injury of a child by any person who is responsible for the supervision of that child or by any household or family member. Child Neglect is leaving a child unattended or failing to provide proper care by any parent or person who is responsible for the supervision of that child. This indicates that the child's health or welfare is harmed or placed at substantial risk of harm. All personnel are knowledgeable and informed of physical and behavioral indicators for sexual abuse, physical abuse, child neglect, and mental abuse.

Sexual Abuse

Sexual Abuse of a child, whether physical injuries are sustained or not, includes any act that involves sexual molestation or exploitation of a child by a parent or other person who has permanent or temporary custody or responsibility for the supervision of a child or by any household or family member. Sexual abuse includes incest, rape or sexual offense in any degree, sodomy and unnatural or perverted sexual practices.

Physical Abuse

Abuse is the physical or mental injury of a child by any parent or other person who has permanent or temporary care, custody, or responsibility for supervision of a child, or by any household or family member, under circumstances that indicate that the child's health or welfare is harmed or at a substantial risk of being harmed.

Child Neglect

Leaving a child unattended or other failure to give proper care and attention to a child by any parent or other person who has permanent or temporary care, custody, or responsibility. The supervision of the child under circumstances that indicate that the child's health or welfare is harmed or placed at substantial risk of harm, or there is mental injury to the child or a substantial risk of mental injury.

Mental Injury

Mental Injury is defined as the "observable, identifiable, and substantial impairment of a child's mental or psychological ability to function. Indicators of mental injury may include any or all of the behavioral indicators listed above.

Mandatory Reporting

Family Law Article Annotated Code of Maryland mandates the direct reporting of the following individuals: * **Health Practitioner** * **Educator** * **Human Service Worker** * **Police Officer**

Reporting Procedure

Child Protective Services (CPS) at 410-713-3900 (option #1). CPS after hour telephone number is 410-548-8941. Abuse cases can also be reported to the local law enforcement department – Wicomico Sheriff's Department at 410-548-4890/91.

Child Abuse Reporting Requirements

All staff members, substitutes, volunteers and anyone connected with the Child Development Center who has reason to believe that a child has been abused or neglected on the premises of the college or in another setting must report that belief directly to the child protective services unit of the department of Social Services or to a local law enforcement agency. No staff member, substitute, volunteer or anyone connected to the center may subject a child to abuse, neglect or injurious treatment. A staff member who fails to report suspicion of child abuse or who engages in the abuse of an enrolled student is subject to termination.

COMMUNICABLE DISEASE GUIDELINES

Disease	Incubation	Estimated Absence from Center
Chicken pox	2- 3 weeks	One week after rash first appears or when all chicken pox lesions have crusted
Common cold	12 – 72 hours	Variable, 24 hours before to 5 days after
Conjunctivitis (Pink Eye)	24 – 72 hours	24 hours after start of treatment
Coxsackie Virus	3 – 6 days	Highly contagious.
Diarrhea (cause unknown)	1 – 7 days	24 hours after symptoms
German Measles	2 – 3 weeks	4 days after the onset of symptoms
Herpangina	3 – 5 days	5 days after the onset of symptoms
Impetigo	4 – 10 days	24 hours after treatment
Infectious Hepatitis	15 – 50 days	Until physician advises return
Infectious Mononucleosis	2 – 6 weeks	Until physician advises return
Influenza	1 – 3 days	1 to 7 days if fever is present
Pediculosis (Head Lice)	5 – 11 days	Until nits (eggs) have been destroyed
Red Measles	10 – 14 days	7 days after appearance of rash
Ringworm	10 – 14 days	Until placed under treatment
Scabies	2 – 6 weeks	24 hours after treatment
Streptococci, Sore Throat, Scarlet Fever	1 – 5 days	All strep infections must be reported. Exclusion from the center and readmission shall be according to the discretion of the center.

TABLE OF REPORTABLE COMMUNICABLE DISEASE

<u>RESPIRATORY</u>	<u>GASTROINTESTINAL</u>
Bacterial (spinal) Meningitis	Giardiasis
Diphtheria	Hepatitis A
German Measles	Salmonellosis
Hemophilus Influenza Disease	Shigellosis
Lyme Disease	
Measles (rubella)	<u>OTHER</u>
Meningitis	Animal Bites
Mumps	Diarrheal (Specific)
Pertussis (whooping cough)	Chlamydia
Rubella	HIV/AIDS
Tuberculosis	Lice (Body)
	Lyme
	Poliomyelitis
	Rabies
	Rocky Mountain Spotted Fever
	Typhoid Fever

NOTE: A case or outbreak must be reported to the Local Health Department immediately by telephone.

The Wor-Wic Community College Jordan Child Development Center will notify parents in writing about the outbreak of a reportable communicable disease to which their child(ren) may have been exposed while in the care of the center.

REFER TO COMMUNICABLE DISEASE SUMMARY PROVIDED BY DEPARTMENT OF HEALTH AND MENTAL HYGIENE (DHMH) THAT IS INCLUDED WITH YOUR JORDAN CHILD DEVELOPMENT CENTER APPLICATION PACKET.



Vaccine Requirements For Children
Enrolled in Preschool Programs and in Schools — Per DHMH COMAR 10.06.04.03
Maryland School Year 2023 - 2024 (Valid 9/1/23 - 8/31/24)

Required cumulative number of doses for each vaccine for PRESCHOOL aged children enrolled in educational programs								
Vaccine Child's Current Age	DTaP/DTP/DT 1	Polio ²	Hib ³	Measles, ^{2,4} Mumps, Rubella	Varicella ^{2,4,5} (Chickenpox)	Hepatitis B ²	PCV ³ (Pevnar™)	
Less than 2 months	0	0	0	0	0	1	0	
2 - 3 months	1	1	1	0	0	1	1	
4 - 5 months	2	2	2	0	0	2	2	
6 - 11 months	3	3	2	0	0	3	2	
12 - 14 months	3	3	At least 1 dose given after 12 months of age	1	1	3	2	
15 - 23 months	4	3	At least 1 dose given after 12 months of age	1	1	3	2	
24—59 months	4	3	At least 1 dose given after 12 months of age	1	1	3	1	
60 - 71 months	4	3	0	2	1	3	0	
Required cumulative number of doses for each vaccine for children enrolled in KINDERGARTEN - 12 th grade								
Grade Level Grade (Ungraded)	DTaP/DTP/Tdap/ DT/Td ^{1,6}	Tdap 6	Polio ²	Measles, ^{2,4} Mumps, Rubella	Varicella ^{2,4,5} (Chickenpox)	Hepatitis B ²	Meningococcal (MCV4)	
Kindergarten, Grade 1, 2, 3, 4 5 & 6	(5 –11 yrs)	3 or 4	0	3	2	2	3	0
Grades 7, 8 & 9	(11 -13 yrs)	3 or 4	1	3	2	2	3	1
Grades 10, 11 & 12	(13 - 18yrs)	3 or 4	1	3	2	1 or 2	3	1

* See footnotes on back for 2023-24 school immunization requirements.

**Vaccine Requirements For Children
Enrolled in Preschool Programs and in Schools
Maryland School Year 2023 – 2024 (Valid 9/1/23 - 8/31/24)**

FOOTNOTES

Requirements for the 2023-24 school year are:

- **2 doses of Varicella vaccine for entry into Kindergarten, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th AND 9th grades**

Instructions: On the chart locate the student's age or grade and read from left to right on the chart to determine the NUMBER of required vaccinations by age or grade. Dosing or spacing intervals should not be considered when determining if the requirement is met, only count the number of doses needed. MMR and Varicella vaccination dates should be evaluated (See footnote #4).

1. If DT vaccine is given in place of DTP or DTaP, a physician documented medical contraindication is required.
2. Proof of immunity by positive blood test is acceptable in lieu of vaccine history for hepatitis B, polio and measles, mumps, rubella and varicella, **but revaccination may be more expedient.**
3. Hib and PCV (PrevnarTM) are not required for children older than 59 months (5 years) of age.
4. All doses of measles, mumps, rubella and varicella vaccines should be given on or after the first birthday. However, upon record review for students in preschool through 12th grade, a preschool or school may count as valid vaccine doses administered less than or equal to four (4) days before the first birthday.
5. Two doses of varicella vaccine are required for students entering Kindergarten, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th and 9th grades and for previously unvaccinated students 13 years of age or older. Medical diagnosis of varicella disease is acceptable in lieu of vaccination. Medical diagnosis is documented history of disease provided by a health care provider. Documentation must include month and year.
6. Four (4) doses of DTP/DTaP are required for children less than 7 years old. Three (3) doses of tetanus and diphtheria containing vaccine (any combination of the following — DTP, DTaP, Tdap, DT or Td) are required for children 7 years of age and older. One dose of Tdap vaccine received prior to entering 7th grade is acceptable and should be counted as a dose that fulfills the Tdap requirement.
7. Polio vaccine is not required for persons 18 years of age and older.

Sick Child Policy

All staff members are trained to recognize the symptoms of many common childhood illnesses. Staff evaluates the health of each child on a daily basis upon arrival at the center and throughout the course of the day. In the event that a child should become ill, he/she will be immediately separated from the other children and placed in the sick room. He/she will be provided with proper supervision while resting and will be required to remain there until a parent/guardian or emergency contact person arrives.

Teachers need to know if a child has taken medicine within the twelve (12) hours prior to arrival at the center. This includes over the counter (OTC) medications such as pain relievers and cold medicines. In an emergency situation it becomes extremely important for the staff to have a complete picture of your child at that time. It is equally important that a child **not** be given a fever reducer immediately prior to attending school. A fever is the main indicator that the body is attempting to fight an illness or virus. An attempt to treat or mask a fever will allow other children to possibly become infected.

Please make alternative care arrangements for your child in the event that your child becomes ill. This will assist us with the further protection of your child's health and safety. Also, for the safety of your child, please keep the center informed of any changes to emergency contact information.

Maryland Department of Health and Mental Hygiene provide a Communicable Disease Summary guide for schools and childcare settings. Copies are available for your reference to help you while helping us manage infectious and contagious diseases. The following symptoms will be the basis for determining if a child is required to go home or stay at home due to illness and may require a visit to the pediatrician.

1. **Fever:** Child has a fever of 101 (axillaries temperature/arm pit). Child may not return to school until they are *fever free without medication for 24 hours*.
2. Child is too tired, too sick or too sedated to participate in regular daily activities.
3. **Diarrhea:** Child has passed 2–3 loose stools within one hour. This child may not return to school until 24 hours have passed without the occurrence of diarrhea. Varies according to causative agent.
4. Severe cough, wheezing, difficult or rapid breathing and/or severe and persistent runny nose.
5. Pink eyes with discharge.
6. Rash with open sores or behavioral change.
7. Symptoms which indicate chicken pox, scabies, impetigo, or strep throat.
8. **Vomiting:** Child has vomited 2 or more times during a 24-hour period. This child may not return to school until 24 hours have passed without visible signs of acute vomiting.
9. Child has head lice, scabies, or other infestation.
10. A child who has been absent due to illness for 3 days or more may not return to the center without first receiving a written statement from the parent or physician stating that the child may return to a regular schedule.

Note: Please make sure that your child is well enough to attend school and able to fully participate in center activities. As a rule of thumb – if your child is well enough to attend school, he/she is well enough to go outside and play.

- ✓ Please consult the at-a-glance list of communicable disease guidelines on page 19 to assist us in protecting our children or refer to DHMH summary booklet.

Wellness and Nutrition Policy

Wor-Wic Child Development Center promotes good health and nutrition to the children in our care. As early childhood professionals, we recognize the importance of a proper diet and physical activity. As a participant in USDA's Child and Adult Food Program (CACFP) which is administered by Maryland State Department of Education School and Team Nutrition Program. The child development center has implemented and established policies and practices that encourage healthy lifestyles in children.

Guidelines:

- Provide healthy meals and snacks, including plenty of vegetables, fruits, and whole grains, that meet the requirements of USDA's CACFP. Serve and offer 1% milk during all meals. No flavored milk is served to children under 5 years old.
- Do not use food as punishment or reward.
- Limit sugar consumption, and fat consumption as appropriate for the stage of development.
- Promote physical activity (indoor & outdoor), especially through play, every day. At least 60 minutes of structured and 60 minutes of unstructured physical activity per day to stimulate imagination and growth.
- Teach healthy eating habits through modeling. Introduce new foods and staff will actively participate in physical activities.
- Unlimited servings of water per day.



Screen Time Policy: Supports the selection of interactive (collaborative) technology that is developmentally appropriate, has quality content, and is used to add value to learning standards and objectives. Interactive technology is monitored and provides co-engagement opportunities for children to focus on skills and be informed. Includes monitored use of tablets, apps, e-books, videos, computers, and television.

Viewing:

- (a) Younger than 2 years old may not be permitted to view any passive (inactive) technology; and
- (b) 2 years old or older may not be permitted to view more than 30 minutes of age-appropriate, educational passive technology per week.
 - Interactive technology is limited to 1 hour per day including computer time.
 - Limited use of appropriate interactive technology may be used to support learning standards and objectives.

Exceptions:

- An occasional exception to the weekly passive technology viewing limit may be made for a special event or project, including a holiday or birthday celebration, or for educational content that is related to the center's curriculum. A record should be noted on daily/weekly lesson plan.

- No passive or interactive technology during a meal or snack
- Parent will be informed of screen time policy acknowledge with receipt of Parent Policies and Procedures Handbook.



Meals

Breakfast, an afternoon snack and one monthly lunch/supper is provided. All meals follow Maryland licensing and USDA Child and Adult Food Program (CACFP) guidelines for servings and storage. The center will accommodate children with known allergies when preparing meals. *This institution is an equal opportunity provider.*

Lunch is supplied by the parent. Staff will assist during scheduled mealtimes. The center will provide 1% milk with meals and water with snacks. Only 100 % juice can be served and no flavored milk. Parents may also feel free to sign-out their child to enjoy lunch with them on campus grounds. Those children who do pack a meal should follow the following guidelines:

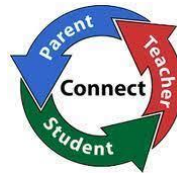
- Refrigeration is available for perishable items. Please inform classroom teacher.
- Meals will only be re-heated for a maximum of 90 seconds. We do not cook or bake meals for lunches sent from home.
- Write your child's name, in permanent marker, on his/her lunch bag and any items that need to be refrigerated.
- A thermos or water bottle should be sent to school every day.
- Limit the inclusion of candies and sweets in your child's lunch.
- Remember to provide plastic forks and/or spoons for your child as needed.
- Emergency lunches will be provided when needed although a fee will be charged.

In an effort to promote good nutrition for growing bones, muscles and brain tissue, our Meal Policy is focused towards making sure children have healthy foods. Therefore, **we encourage the following foods for lunch: sandwiches, fresh or canned fruit, fresh vegetables, yogurt, cheese, pasta, cold cuts, bread products, crackers, raisins, pretzels, cereal mix, rice cakes and salads.** We also appreciate fruit and juices that are sent in plastic containers instead of cans. The children have a hard time opening the cans and the lids can become a safety hazard.

WE ARE A 100% PEANUT FREE FACILITY

This is to ensure the safety of children that are allergic to peanuts and foods containing peanuts. These conditions can result in airway restriction and will require immediate emergency medical care. Also, please leave other nuts, popcorn and hard candies out of lunches for all children under the age of five. These foods are very dangerous and can lead to choking.

Section 7 – Parent Communication



ANTI-BULLYING POLICY

Wor-Wic Community College Child Development Center is committed to providing a safe environment and positive experience that nurtures learning and development. When a child is bullied, they are not given the opportunity to get the most out of their school experience. Therefore, any instances of bullying, harassment or intimidation are inexcusable and **will not be tolerated**. Definition of bullying is when one or more people exclude, tease, taunt, gossip, hit, kick, or put down another person with intent to hurt another and they have difficulty defending themselves. School-age bullying can also happen through cyberspace: through the use of emails, text messaging, instant messaging, and other less direct methods. This type of bullying can also lead to children being hurt. Bullying is unacceptable and inexcusable because we want all children to flourish as individuals and as a team regardless of their ability. We will work together as a team to ensure that children gain self-confidence, make new friends, and go home with great memories. At Wor-Wic Community College Jordan Center our **Bully Disciplinary Policy** occur with a verbal warning from teacher to redirected behavior. A child may need to take an age appropriate “pause session” in a quiet zoned area. Staff intentions are to create positive climates and focus on prevention Develop clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors; and Ensure fairness, equity, and continuous improvement. Although early childhood settings differ in context from K-12 settings, the Guiding Principles are applicable to both, such that focusing on prevention, developing, and communicating clear behavioral expectations, and ensuring fairness, equity, and continuous improvement, can and should be applied across settings where children learn.

Appropriate Attire and Belongings for School

Play is the child’s work. Children should be dressed appropriately for their work. To make this process easier, all involved parties should observe the following guidelines:

- Dress your child in comfortable, well-fitting clothes with closed toe rubber soled shoes. Please make certain that your child is dressed for whatever weather conditions prevail every day. This includes double-checking for coats, hats, scarves and mittens if necessary. If your child would like to ‘dress up’ please make sure that you are comfortable with the spills and messes that are typical of small children. He/she will more than likely not return home as clean as he/she left.
- **Always** pack a complete seasonal change of clothes each day. This can easily be stored and transported in your child’s backpack. LABEL everything!
- All children are encouraged to nap or rest each afternoon. Please bring a crib sheet, a small toddler sized blanket and, if desirable, a small stuffed toy in your child’s backpack or cubby. Please be sure to launder items on a weekly basis.
- Items for birthday celebrations are always welcome and should be store purchased. Each child’s birthday will be recognized by center staff. However, parents are welcome to send in special birthday treats for snack. Parties should be scheduled and arranged with the classroom teachers. Please inform your child’s teacher several days prior to the event so that appropriate preparations can be made.
- The child’s book bag should include the following items everyday: 1) a complete set of extra clothing, 2) a crib sheet and a toddler size blanket for cots at naptime, and 3)

- appropriate meal for the day.
- Please LABEL all items that your child brings to school.

Conferences

We firmly believe that engaging and communicating with families is vital for school readiness and later academic success. Good communication is necessary, and the center has an open-door policy for conferences whenever needed. Formal conferences are scheduled twice per year after screenings and assessments.

- Conferences are scheduled the last two weeks of April and November each year. Scheduled dates are aligned with Wor-Wic Community College's examination period.

Conflict Resolution – Parents are encouraged to share any concerns with staff. If a parent has a misunderstanding or concern with any staff member or another, they should first contact the individual directly and respectfully try and resolve the issue between themselves. If the issue cannot be resolved, the next step is to contact the center director, who will work with all parties to resolve the problem.

Conscious Discipline Procedures

It is the shared belief of staff that discipline is best handled in a positive and encouraging manner. Part of our goal as an educational facility is to develop and to assist children with the formation and development of self-regulatory skills. This can be achieved through the use of positive reinforcement, establishing and modeling of appropriate behaviors.

The Child Development Center will keep parents informed regarding special or exceptional experiences a child has while at school. We want parents and children to enjoy their time in our facility. Please share information with your child's teachers if you know that your child may be influenced by a situation outside of school (i.e., – lack of sleep, illness of a parent/relative, death of close acquaintance or pet, divorce or separation, family move, etc.). Teachers want to be sensitive to each child's situation. Therefore, providing us with pertinent information will help our understanding when adjustments are necessary. Information given in confidence will remain as such.

To encourage good behavior staff members will utilize preventative methods as much as possible. These methods will include positive praise, modeling of expected behavior and the implementation of interesting and engaging activities. Further, staff will guide, redirect and discuss all discipline matters regarding students in an effort to help them learn the skills of cooperation, manners, mutual respect and tolerance. In the event that the above methods of instruction are not successful in curbing undesirable behaviors, students are placed in a monitored, age appropriate **“pause session”** and parents are notified of any issues regarding behavior. Pause session breaks include a quiet area, meditation breathing, blowing out your candle, or Tucker Turtle activities.

The Child Development Center strives to provide an atmosphere of mutual respect and cooperation by teaching children the value of caring for one another and sharing. In keeping with our philosophy, the center does not permit items of a violent or aggressive nature. To

encourage children to exhibit positive behavior the center recommends the following items **not** be sent to school:

- Weapons – including all toy guns (including water guns), knives, slingshots, swords, switch blade combs, etc.
- Items which are small enough to be considered a choking hazard
- Money
- Gum/candy
- Balls, Bats or other sport equipment
- Aggressive, violent or disrespectful character toys

At no time is staff or parents allowed to use any form of corporal punishment or engage in any form of injurious treatment to children in the center or the grounds of Wor-Wic Community College. The use of physical restraint is limited to what may be reasonable and necessary to protect persons on premises from physical danger, obtain possession of a weapon and/or remove a child who is engaging in behavior that hurts or threatens another person, hurts him/herself or is destroying property.

Expulsion

Our goal is not to suspend or expel a child from care. We attempt to collaborate with parents through resources and positive strategies. The center staff makes every attempt to regulate situations as they occur. Children eligible for services under Part B or C are also likely entitled to protections under Title II and Title III of the ADA, such that programs must make reasonable modifications to their policies, practices, or procedures to ensure that children with disabilities are not suspended or expelled because of their limitations or related behaviors.

In accordance with MSDE Program Policy, we shall:

- Not expel or suspend a child from care, unless it is the last resort where there are extraordinary circumstances based on a determination of a serious safety threat that cannot otherwise be reduced or eliminated by the provision of reasonable modifications. Additionally Child Care Programs must ensure that discipline policies comply with Federal civil rights laws.
- Not limit the number of services provided to a child (including denying outdoor time, withholding food, using food as a reward/punishment, or limiting the hours or days of availability of care).

However, should negative behavior become a regular occurrence, become dangerous to students or staff members, and/or become disruptive to the learning process, parents are notified verbally and in writing. A scheduled mandatory conference with the parents, center Director or a staff member. The purpose of the conference is to reduce or eliminate circumstances to formulate a plan to assist the child with his/her behavior. ***If unruly or disruptive behavior continues after several attempts to modify or correct, we reserve the right to expel or suspend a child if federal law requires.***

Grievance Policy

Communication is the best method for preventing disagreements, especially between parents and teachers. It is the responsibility of each to consider the other's views respectfully for the best interest of any child involved. If the resolution of the initial complaint or conflict cannot

be resolved with the person directly, the center director will initiate written documentation of the first step towards mediation. The parent or other individual should also provide written documentation about the original conference. The director will then seek guidance from a higher level supervisor. A meeting will be scheduled with all concerned parties with the specific aim of an impartial discussion to negotiate a resolution that will be fair to all. The center's desire is to always improve services to families. All grievances are treated with confidentiality.

Naptime Policy

The Code of Maryland Regulations for Child Care Licensing Manual (section .35) requires that restful, quiet activities should follow normal vigorous play to prevent physical and mental fatigue. In order to meet this requirement, each child is provided with a cot, a crib sheet and blanket is the parent's responsibility. It is not required a child sleep, but they should be quiet and still on their cot as to allow other children the opportunity to sleep. Our rest period follows lunch and is normally between 12:30 - 2:30 pm every day. Relaxing music is playing during this time to contribute to the restful atmosphere. Also, books are available to those children who choose not to nap; they may instead read quietly on their cots. After rest time, cots are disinfected to help ensure a healthy school environment. Parent should launder sheets and blankets weekly.

Parent Engagement = Parent Involvement

Few opportunities in life are as rewarding as the chance to make a difference in a child's life. Similarly, few life decisions seem as profound as the ones parents make about the care and development of their children during the times they cannot be with them, either by necessity or by desire. **Communication** is a two-way act and especially important between parents and staff. Normal communication should be with the lead teacher. In their absence, you can always speak with the director. The staff at the Child Development Center recognizes the importance of parent engagement and involvement to student success. In an effort to involve parents and engage families, the center invites parents to connect and participate. We will:

- Encourage all families to join **PACT: Parent and Child Time**. This is an open-door opportunity for parents to engage with their child by way of playing a game, puzzle, reading, general observation, or join us for lunch or a special activity.
- Host Back to School Night, Open House, Learning Parties, and family engagement resources and referrals.
- Take time to bring clarity to policies and procedures.
- Provide frequent opportunities for communication through parent newsletters, phone calls, e-mail, ProCare notifications, About My Day sheets, Zoom meetings, and surveys.
- Offer early intervention screening, assessments, parent-teacher conferences (fall and spring), and learning parties.
- Work with parent to resolve concerns in a positive manner.
- Provide annual Parent Empowerment and Active Parenting Workshops.
- Host joint activities with CCAMPIS (Child Care Access Means Parents in School) Coordinator.

Ongoing communication with parents includes several approaches to prevent conflicts, misunderstandings and grievances. Parent surveys and a suggestion box is available for compliments and suggestions. Written comments are encouraged.

Potty Training

Children enrolled in the two-year-old classroom are not required to be potty trained but must be completely trained to transition to the next class. If your child is in the potty-training phase, please send the following items regularly:



- Several pairs of pull-ups. Underwear only after the classroom teachers let you know they have progressed to phase 2 of training.
- Two packs of baby wipes (beginning of each semester or when requested)
- Necessary powder or creams with medication authorization (OCC1216)
- Complete set of clothing including shoes and socks
- Potty training should be a positive experience and a collaborative effort. Potty Training 101 Tips are available.

Social Media Policy

Due to the high standards in maintaining the safety and confidentiality of children, families and teachers, it is requested that parents photograph their child(ren) only. This includes but not limited to birthday parties, family affairs and etc., unless prior permission is given by the parent or family. Some families have a No Photo request on file. The college is immune to personal civil liability and criminal penalty.

Section 8 – Safety and Security

Emergency Evacuation Process

In order to ensure the safety of your child while they are attending the Wor-Wic Community College Child Development Center (Jordan Center), we have established an emergency evacuation protocol in compliance with COMAR 13A.16.10 Emergency Safety Requirements.

In the event of a campus emergency or threat, the Jordan Center will be evacuated and parents will not be able to enter campus. You will receive procedures at the time of registration. The campus alert system - Omnilert will be used to inform employees, students, and visitors. Parents are encouraged to register with Omnilert to receive alerts and updates.

<https://worwic.omnilert.net/subscriber.php>



Children are supervised at all times within the facility. Center staff will be responsible for accompanying children to the designated relocation site and attending to their needs. Staff will take their emergency classroom procedure information with them that includes attendance sheets and emergency family contact list. In addition, a first aid kit with needed medications and supplies will be available for use in an evacuation.

Emergency Medical Care

Staff members will document all accidents and/or injuries that occur at the center. Parents will always be notified of such occurrences. However, there may be times when the staff feels that a child needs emergency medical attention beyond the basic first aid. A medical release must be signed by all parents/guardians to ensure the proper medical care is provided to children

registered at the center in case parents or emergency guardians cannot be reached in a sufficient amount of time. In this situation the following actions will be taken:

1. The school will attempt to contact parents/guardians.
2. The school will attempt to contact alternative emergency contacts listed on the student emergency form.
3. The school will alert Public Safety team on campus.
4. The school will contact an emergency medical service through 911. If a child must be transported to Tidal Health Peninsula Regional a staff member who is familiar to the child will remain with the child until a parent or authorized emergency guardian takes custody of the child.
5. In the case that medical attention at a hospital is required, the Office of Child Care will also be contacted.

Expenses incurred from an accident, injury, or following emergency procedures are the full responsibility of the child's family. Wor-Wic Community College assumes no responsibility for such expenses.

Fire Drills and Emergency Operation Plan

Fire drills are conducted monthly at the Child Development Center as required by the Fire Marshal and the Office of Child Care. This is done to ensure the safety of all staff and children. All caregivers and staff are trained in safety techniques and emergency preparedness. School drills for tornadoes, hurricanes and Emergency Operation Plan (EOP) are also conducted.

Parking

Please park in the circular drive nearest the Child Development Center when dropping off/picking up your child or when visiting the center. If "hazard cones" are out and children are present – please use an available parking space. When parking at the Child Development Center, ***please turn off the ignition of your vehicle (regardless of the weather condition) and remove your keys*** from your vehicle. ***Never leave a child alone in your vehicle*** – even for a moment. It is imperative that all children on campus be supervised at all times. We appreciate your help in keeping our children safe.

Smoking Policy

Wor-Wic Community College enforces a strict smoking policy. To ensure regulations for health and safety of children the center enforces a strict no smoking policy. Please refrain from smoking cigarettes, cigars, pipes or any other substance near the Child Development Center. This includes any areas near the entrance, emergency exits, parking lot, playground or building.

Visitor Sign-In/Pick-up (Safety Processes)

In an attempt to ensure the safety of all staff and children enrolled, any visitor to the Child Development Center must buzz in to gain access. This includes Wor-Wic Community College staff, faculty, student observers, and visitors. Parents/guardians are required to use the Biometric ID Pad, a fingerprint reader for check-in/out prior to gaining access to their child. Your child

will only be released to those individuals you list on the enrollment authorization or Emergency Form. All visitors are treated as strangers to children and must sign the Logbook at the reception desk. The Public Safety team patrols campus daily to ensure building safety. Lecture classrooms located within the Jordan Center do not have access to the center unless it is granted. The following procedures are followed when releasing a child from the Child Development Center:

- A child must be signed in and out daily in the Procure “Sign In/Sign Out” station using the Biometric ID Pad fingerprint reader. If the system is down, a “Sign In/Sign Out” sheet is provided (Mandated State law). Prekindergarten attendance will be taken in the classrooms and sent to the front office. A Tardy and Early Dismissal sheet should be signed by parents. Form is on the parent information table in the lobby.
- Authorized persons other than parents must present a photo identification prior to the child being released. Advance notice in writing is needed when someone other than the parent is to pick up a child. Photo identification includes a Wor-Wic Community College student I.D., Maryland (or other state issued) driver’s license, military I.D., etc.
- Other siblings and/or family members under the age of 18 may not sign a student in or out of the building. When an authorized person signs a child out from the center, all responsibility for that child is released to the authorized person.
- No child will be released to any person showing a clear sign of drug or alcohol intoxication. The next authorized person will be called to pick-up the child.
- No child will knowingly be released to any person who does not have a proper child restraint system in his/her vehicle. The next authorized person will be called to pick-up the child.

