



Northampton  
Community College

# Children's Centers



## FAMILY HANDBOOK

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

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

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

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

Revised July 2017

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# Northampton Community College

## **Mission Statement**

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

## **Philosophy/Vision**

We believe children learn naturally when interacting in an arts-integrated environment with adults, children and materials that are responsive to each child's abilities, interests, culture and language. Children's learning is inspired, supported, and challenged in an aesthetic environment where children use the arts as symbol systems to construct, represent and communicate meaning; inquire about, create and solve problems; and develop and maintain caring relationships.

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

## **Equal Opportunity Statement**

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

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

Dear Family,

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

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

During the day your child will have a multitude of opportunities to explore and experience their world through hands-on real experiences and interactions. Our arts-based framework supports a holistic approach to meeting the development needs of each child based on culture, language and ability diversity.

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

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

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

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

Sincerely,

Christina Lincoln  
Director, Education Department

Denise Madzik  
Coordinator of Childcare Services  
Reibman Hall Children's Center

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

# PROGRAM INTRODUCTION

## Licensing, Quality Initiatives & Accreditation

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

## Why choose an accredited program?

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

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



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



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



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# Northampton Community College

## *Children's Center: Administrative Contacts*

### **Director of Education (Main and Monroe Campuses)**

Christina Lincoln / [clincoln@northampton.edu](mailto:clincoln@northampton.edu) / 610-332-6555 / Fax 610-861-4110

### **Center Coordinator (Main Campus - Reibman)**

Denise Madzik / [dmadzik@northampton.edu](mailto:dmadzik@northampton.edu) / 610-861-4542 / Fax 610-861-4110

### **Center Coordinator (Monroe Campus - Hannig)**

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

### **Scheduling Assistant (Main Campus)**

Jessica Finelli / [jfinelli@northampton.edu](mailto:jfinelli@northampton.edu) / 610-861-5477 / Fax 610-861-4110

### **Scheduling Assistant (Monroe Campus)**

Alice Roth / [aroth@northampton.edu](mailto:aroth@northampton.edu) / 570-369-1860 / Fax 570-369-1896

### **Family Success Coordinator (Main and Monroe Campuses)**

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

Monroe / 570-369-1861 / Fax 570-369-1896

### **Mailing Address**

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

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

### **Center Hours**

7:30 AM to 6:00 PM Monday – Friday

### **Center Web Site**

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



# Northampton Community College

## *Children's Center: Classroom Lead Teacher Contacts*

### **REIBMAN HALL**

#### **Room 106**

Karen Klein / [kklein@northamtpn.edu](mailto:kklein@northamtpn.edu) / 610-332-6553

#### **Room 117**

Christine Murphy / [cmurphy@northampton.edu](mailto:cmurphy@northampton.edu) / 610-861-5471

#### **Room 120**

Miki Eisenreich / [meisenreich@northampton.edu](mailto:meisenreich@northampton.edu) / 610-332-6083

#### **Room 128**

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

#### **Room 132**

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

#### **Room 135**

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

#### **Room 140**

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

### **HANNIG CENTER**

#### **Preschool**

Denille Vall-Spinosa / [dvall-spinosa@northampton.edu](mailto:dvall-spinosa@northampton.edu) / 570-369-1901

Nikki Geiger / [ageiger@northampton.edu](mailto:ageiger@northampton.edu) / 570-369-1901

#### **Toddler**

Erpida Mercado / [emercado@northampton.edu](mailto:emercado@northampton.edu) / 570-369-1902

Martha Edun / [medun@northampton.edu](mailto:medun@northampton.edu) / 570-369-1902

#### **Infant**

Lorena Afanador / [lafanador@northampton.edu](mailto:lafanador@northampton.edu) / 570-369-1903

Lorri Meriles / [lmeriles@northampton.edu](mailto:lmeriles@northampton.edu) / 570-369-1903

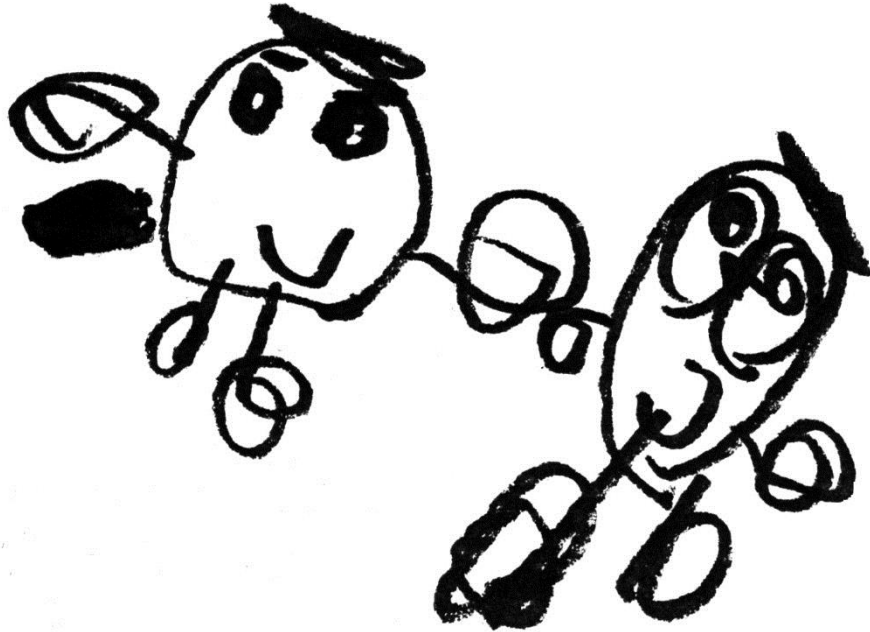
## **WEATHER CLOSING INFORMATION HOTLINE**

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

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

Main Campus Hotline  
610-861-4595

Monroe Campus Hotline  
570-369-1800 x3





## NEW FAMILY ENROLLMENT PROCESS

**Community Families:** Community families have the opportunity to select two, three, or five full day schedules for their child(ren) based on the **Child Care Application form**.

**NCC Students:** NCC students have the option of choosing a part-time or full-time schedule for their child(ren) based on the **Child Care Application form**. A copy of the student's current college course schedule form must be attached to the **Child Care Application form**. The parent must be enrolled as a current credit student at NCC for three credit hours or more.

**NCC Faculty and Staff:** NCC faculty and staff have the option of choosing a part-time or full-time schedule for their child(ren) based on the **Child Care Application form**. NCC faculty must have a current teaching contract as per human resources requirements.

**Application/Scheduling:** All applications must be submitted to the Bursar's office with a **\$25.00 non-refundable application fee**. A separate **Child Care Application form** must be completed for each child. Applications for unborn children and families adopting a child will be accepted with a due date and/or anticipated date for care. Be sure to complete the process by indicating your desired schedule in the schedule/rate area on the **Child Care Application form**. This section must be completed in order for your child to be scheduled for care. Upon submission, specific availability will be determined. If there are no appropriate open spaces, your child will be placed on a waiting list in the date order the application was received.

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

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

## CENTER PROGRAM ADMINISTRATION

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

Reibman Hall Children's Center - Families are assigned a 7-digit number upon applying for child care. This number is to be used when entering the building. Families will receive a swipe card which allows them easy access to the building via the key pad/swipe pad at the front door. If there are other family member that will be dropping off/picking up your child please provide them with this 7-digit number. Families should not rely on the front desk to open the door.

Hannig Family Children's Center - When your child begins care, your ID number or your student/employee ID number will be used as your security code to enter the building. Your code will allow you access to the Children's Center during operating hours. If there are other family members that will be dropping off/picking up your child please provide them with your code. Families should not rely on the front desk to open the door.

Also for security purposes, we ask that you not hold the door for individuals who may be following you through the door upon arrival. If you do not know an individual that is entering behind you please ask them to see the front desk before going any further into the building. This is for everyone's safety in the building.

**Re-Scheduling Hours on a Permanent Basis:** Schedule changes must be pre-approved. All changes become effective one week (7 calendar days) from the date of approval. If you need to make a permanent schedule change, fill out the **Change form** and submit to the Scheduling Assistant (forms are available at the front desk). The Scheduling Assistant will contact you to let you know if the requested days and times are available. When the changes cannot be accommodated your request will be placed on a waiting list until openings become available.

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

**Early Drop-Off/Late Pick-Up:** Dropping off or picking up your child(ren) before or after your contracted schedule is not an option. In the event of an occurrence, an administrative fee of \$25.00 per instance will be charged. In addition, families will be charged \$5.00 for each 15 minute increment beginning at the top of the 15 minute period. In all cases, the time and fee will be determined when the family exits the Children's Center.

The Children's Centers open at 7:30am and close at 6:00pm. The morning session runs from 7:30am to 12:30pm and the afternoon session runs from 1:00pm to 6:00pm. Full Day sessions operate 7:30am to 6:00pm. Children should be picked up at their arranged scheduled time. Late pick-up should be considered an unusual occurrence. Please allow enough time to arrive at the Center, pick up your child, and leave the Center by closing time. We do, however, understand that special circumstances can arise. If, in the case of an emergency, you cannot pick up your child on time or send one of your emergency contacts, please notify Center staff immediately. In the absence of contact from a parent/guardian, we will begin to call the numbers listed on **the Emergency Contact/Parental**

**Consent form** in the order provided. Please make sure these numbers are up to date. Per state mandate we are obligated to call Child Protective Services if we are unable to reach you or your emergency contacts.

**Withdrawal:** To withdraw your child(ren) from the Program, please notify the Center Coordinator in-writing at least one month prior to the withdrawal if possible. If withdrawal occurs with less than one week (7 calendar days) notice; charges for that week will be included in your last bill. A **Withdrawal form** is needed to officially terminate your agreement.

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

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

**Vacation Credit:** Community, Faculty and Staff families enrolled for a full, fiscal year (July 1 thru June 30) without any interruptions in child care services and who do not receive any subsidies/grant funding for child care payments, will receive credit for one week according to the child's current May Fee Agreement. This credit will be reflected in the June billing statement.

**Understanding Your Child Care Bill:** Your charges are based on the enrollment options you have selected and the schedule for your child. Also included in your bill are any extra care hours, early drop-off, late pickup or other administrative fees incurred during the previous month. Charges are based on time scheduled. If your child is absent from care, you are still responsible for payment for the time period your child is scheduled.

The Bursars Office generates bills one month prior to services. Payment is due on the first of each month. There is only one option for a payment plan which is for semi-monthly payments through **credit card payments** and are charged automatically on the **1<sup>st</sup> and 15<sup>th</sup> of each month.** To do this you will need to fill out a **Recurring Childcare Payment Authorization form.**

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

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

- **Recurring Credit/Debit Card Payment:** Credit/Debit card automatically charged twice per month in two installments on the 1<sup>st</sup> and on the 15<sup>th</sup>. **Payment form** is available at the Children's Center.
- **Check:** Make check payable to **NCC Children's Center.** Mail, Bursar's Office, Children's Center Drop Boxes or College Drop Boxes.
- **Cash:** Bursar's Office in person only.

- **One Time Credit Card:** Mail, Bursar's Office, Children's Center Drop Boxes or College Drop Boxes. **Payment form** is available at the Children's Center.

**If multiple attempts for payment remain unpaid, delinquent accounts will be turned over to a private collection agency and reported to a national credit bureau.** Additional collection costs will be added to all accounts that are referred to collection and these costs are the sole responsibility of the parent/guardian or guarantor of the account.

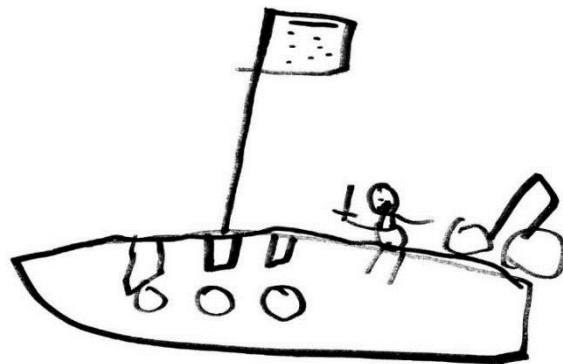
**Variance in Rates:** The rate a family is charged is subject to interpretation based on financial aid status, subsidized childcare rates, and/or status within a particular group such as staff or student.

**What to do if I think my hours billed are incorrect:** Please call the Children's Center and verify your scheduled hours. If a correction to your bill is necessary, the Children's Center will notify the Bursar's Office and your bill will be corrected immediately. Parents who still have questions concerning billing may contact the Bursar's Office at 610-861-5407.

**Tax Information:** The Children's Center Federal Tax ID Number is 23-641-7444. You will need this number to claim your child care costs when filing your Income Tax Return. Families will receive a year-end statement from the Bursar's Office by January 31<sup>st</sup> for the previous year.

**State Subsidized Child Care:** Community based child(ren) enrollments will be charged the difference between what state subsidy pays for child care and what the actual published NCC rate is at the time of services. NCC Student, Faculty & Staff families accessing state-subsidized child care will be charged the NCC rate for any days, hours or drop-in hours that are not covered by state subsidy.

**Financial Assistance: Students:** There are a variety of assistance programs available to students. The Children's Center accepts government-subsidized payment for childcare. If you are a NCC student who qualifies for financial aid, check with the Financial Aid Office at 610-861-5510 to discuss possible assistance with your childcare costs.



## CENTER PROGRAM OPERATIONS

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

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

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

### **Goals for Children:**

Our goal is to teach each child:

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

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

Opportunities for involvement include:

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

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

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

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

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

Examples of these are:

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

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

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

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

### **Daily Communications:**

Check your child's cubby, bags and lunch box for:

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

Also look for:

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

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

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

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

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

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

## What to Bring:

- Washable play clothes. For safety reasons, sturdy sneakers or rubber soled shoes and socks are **required**
- A complete change of clothes, including socks, to be left at the Center in your child's cubby. Check often to see that these are appropriate to the current season and that they fit your growing child. Replace clothes when they are sent home to be laundered
- Put your child's name on **everything** especially coats and lunch boxes. We reserve the right to label possessions which come to us without your child's name
- Clothing that is easy to manage in the bathroom allows children to be independent. Belts, buckles, suspenders and zippers are challenging; elastic waists are easier to manage
- Appropriate clothing for outdoors. Winter clothes should include boots, mittens, a warm hat, and snow pants or snowsuit. Summer clothes should include hats, light T-shirts, sneakers, and socks
- A small washable blanket and stuffed toy for naptime. Infant sheets will be washed by the Center. Families from the toddler and preschool classrooms will need to take their bedding home weekly to be washed
- For infants and young toddlers, provide a supply of disposable diapers, wipes, bottles, and food (with a feeding schedule). **Please include eating utensils, bowls, or plates**
- For Older Toddlers and Preschoolers, a ready-to-eat lunch with beverage and eating utensils. **Please send foods that do not require heating or preparation.** (See Nutrition heading for suggestions.)
- Please leave special toys or other treasures at home. These items are easily broken, lost or misused when brought into group settings. **(To encourage non-violent play, toy weapons and action figures are not permitted in the Center).** All toys brought from home, without prior approval by staff, (excluding naptime object) will be kept by staff for return at the end of the day

## Arrival Procedures: The Children's Center opens at 7:30 a.m.

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



**Separation Issues:** Separation is a process. It is important to acknowledge and respect the time it takes for children and families to grow in their trust and confidence of the program and staff. We encourage families to arrange visits prior to their child's start date to help ease the transition. Families are asked to play in their child's room, talk with the teachers and interact with the materials and people in the classroom. The number of visits will be determined by the parents' and child's' level of comfort. Our teachers are skilled at supporting children through this time; please use their guidance and expertise when you experience difficulties. Families may arrange a special time to meet to talk about additional strategies for building comfort and trust.

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

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

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

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

## EDUCATIONAL ENVIRONMENT

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

Methods used by the staff:

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

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

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

### **Use of Digital Technology**

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

The Children's Centers will consider several key research-based recommendations of how young children grow and learn when using digital technology and interactive media in the classroom (NAEYC, 2012).

- When used intentionally and appropriately, technology and interactive media are effective tools to support learning and development.
- Teachers will pre-screen all internet sites and software to ensure the content is age-appropriate and non-violent.
- Teachers will model good digital citizenship, "defined as developmentally appropriate and active uses of digital tools, media, and methods of communication and learning in safe, healthy, acceptable, responsible, and socially positive ways. Digital citizenship also means

working to assure equitable access to technology and interactive media experiences” (NAEYC, 2012, p. 2).

- Digital technology will never replace creative play, exploration, physical activity, outdoor experiences, conversations and/or social interactions. Only interactive media will be used along with age recommendations regarding screen time limitations.

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

National Association for the Education of Young Children (NAEYC) and the Fred Rogers Center for Early Learning and Children’s Media at Saint Vincent College (2012). *Key Messages of the NAEYC / Fred Rogers Center Position Statement on Technology and Interactive Media in Early Childhood Programs*. Retrieved from [http://www.naeyc.org/files/naeyc/12\\_KeyMessages\\_Technology.pdf](http://www.naeyc.org/files/naeyc/12_KeyMessages_Technology.pdf).

<http://www.naeyc.org/content/technology-and-young-children>

<https://www.commonsemmedia.org/>

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

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

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

- Lead Teachers with bachelors or associate degrees in Early Childhood Education with many years of teaching experience.
- Assistant Teachers with bachelors or associate degrees in Early Childhood Education with many years of teaching experience.
- Teaching aides are typically early childhood students working toward their degrees.

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

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

**NCC Students:** *Work Study Students* are employed in the classrooms to provide valuable assistance to the staff. *Early Childhood Lab Students* and *Interns* are scheduled in the classrooms. They implement early childhood class assignments that are consistent with Center curriculum and that are based on observations of the child. Families will from time to time be asked to participate in experiences that support the ECE program by aiding students in learning about the value of family involvement in a child's life. Lab students are required to wear navy blue work aprons. Students are not counted in the adult to child ratio unless they have 15 credits in early childhood education and are hired as Center staff.

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



## CHILD DEVELOPMENT and FAMILY PARTNERSHIPS

### Assessment of Child's Growth and Development

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

Work Sampling, Ounce Scale, PA Early Learning Standards, milestone charts, screening tools such as Ages and Stages Questionnaire, developmental checklists, and knowledge of child development are used to determine a child's growth and development. Information gathered from these tools will be shared with the family during parent teacher conferences. At that time, determinations will be made in partnership with the family for next step learning plans as well as any concerns or need for further evaluation and assessment. If you ever have any questions or concerns, our teachers will be happy to discuss your child's growth and development with you at your convenience.

The Work Sampling System and The Ounce Scale are used for assessment of child growth and development and reported to the state of Pennsylvania through Pennsylvania PELICAN (Pennsylvania's Enterprise to Link Information for Children Across Networks) Early Learning Network (ELN). All information reported to this system will remain confidential and will be used for the sole purpose of gathering growth and development information of young children in the state of Pennsylvania.

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

Parent teacher conferences are a time to discuss the child's experiences in the program. It is a time to share information, develop a relationship, discuss concerns and appreciate your child. We hope that this is an occasion to recognize the efforts of both parents and teachers on behalf of the child.

We do not believe in conferences as progress reports because:

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

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

- To provide a relaxed, fun and secure caring and learning environment for each child

- To broaden and deepen a child's experience by providing opportunities for new experiences that challenge the child and familiar experiences that the child can master in all areas of development: motor, cognitive, perceptual, social, emotional, language, and expressive capabilities
- To promote a positive sense of self-esteem and self-confidence as a competent, capable, active learner and member of a family and a community
- To promote those understandings, dispositions and skills that lead to success in future schooling

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

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

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

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

**Problem Solving / Negotiating Difficulties:** Communicate calmly and directly with your child's teacher when problems regarding your child or other children arise. It is important to model appropriate conflict resolution and communication skills for children. If matters are not resolved, and if a difference of opinion continues between families and teachers, we request that a conference be arranged with the coordinator to facilitate a mutual solution. If the problem continues, you should then speak to the Director of Early Childhood Education.

**Working with Children with Challenging Behaviors:** Research indicates that young children thrive in the context of stable, supportive relationships with adults who love, teach, and care for them. Our goal at the Children's Centers is to provide meaningful, supportive and nurturing support to all children. If a child's behavior is a concern, communication will begin with families as a first step to understanding the child's individual needs and challenges. We will work in partnership with the family to evaluate these needs in the context of our program.

Teachers will use a variety of strategies to gain greater understanding of children's behaviors including Positive Behavior Interventions and Supports (PBIS). Support and resources from the local community may also be recommended including behavioral health specialists. Our expectation is for the child's family to participate and cooperate in any and all necessary actions to ensure the child's safety and success. If outside supports and resources are recommended, families will be required to make the necessary contact/s within one week. In rare instances, a concern may arise that cannot be resolved to the mutual satisfaction of the Children's Center and the family. This concern may warrant the need to find a more suitable setting for care.

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

**Early Intervention Services:** Early intervention services are available for children with special needs. Teachers concerned about a child's development will record observations, consult with the coordinator and team members and then request a parent conference to determine with the family if additional assessment and evaluation of the child is needed.

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

For children age 3 and older:

Monroe County 610-849-0260 ext. 3013  
Northampton County 610-252-5550  
Lehigh County 610-769-4111

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

Monroe County 570-421-2901  
Northampton County 610-553-3270  
Lehigh County 610-782-3200

Carbon Lehigh Intermediate Unit 21: <https://www.cliu.org/>

Colonial Intermediate Unit 20: <https://www.ciu20.org/>

Pennsylvania Department of Education Bureau of Special Education (PA Training and Technical Assistance Network): <http://www.pattan.net/>

**Other Family Resources:**

Drug and Alcohol Hotline 800-923-0602  
Lehigh County Crisis Intervention 610-782-3127  
Northampton County Crisis Intervention 610-252-9060  
Intake and Referral for Provider 50  
Lehigh County 610-782-3200  
Northampton County 610-559-3260

VIA of the Lehigh Valley 610-317-8000  
Lehigh Valley Legal Services 610-317-8757  
Assistance Office  
    Lehigh County 610-821-6506  
    Northampton County 610-250-1700  
    Monroe County 570-424-3030  
WIC Allentown 610-432-3455

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

Pocono Healthy Communities Alliance (PHCA) 570-517-3954  
    [www.poconoalliance.org](http://www.poconoalliance.org) (click on the Pocono Info icon)  
Child Care Information Services of Monroe County (CCIS) 1-866-284-5829

*For a more comprehensive listing of community, state and federal resources please see your child's classroom teacher or the Center Coordinator.*





## WELLNESS

### Nutrition:

Please remember that some classrooms may be a nut and peanut free environment. Check with your classroom teacher prior to your child's start date.

Healthy snacks provide proper nutrition for growing minds and bodies.

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

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

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

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

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

A ready-to-eat lunch should be provided for Toddlers and Preschoolers. Put items needing refrigeration in the refrigerator and use a thermos to keep warm food warm. Choose healthy foods for growing bodies! Please remember, **to reduce the risk of choking for all children**, slice, dice, and peel apples, grapes, oranges, hot dogs, and other applicable fruits, vegetables, and foods.

**Infant Classrooms:** Health and Safety regulations do not allow children's food or bottles to be heated in the microwave. Bottles and tightly sealed containers such as baby food jars can be heated in a crock pot of warm water for 5 minutes prior to serving to take the chill off. Parents of **infants** should prepare bottles and food needed for the day ahead of time. Pack all food items your infant will need in a lunch bag for easy storage in the Center refrigerator. Label bottles, cups, bowls, etc. Ready-to-eat food for breakfast, snack or lunch should be provided. Put items needing refrigeration in the refrigerator and use a thermos to keep warm food warm. Choose healthy foods for growing bodies!

Mothers who are breast-feeding are always welcome. You will find a comfortable chair and privacy in the classroom or infant nap room.

What to bring:

1. Pre-made bottles labeled with child's name (enough for the time period the child attends) or a sippy cup for toddlers.
2. Breakfast, lunch for pre-dinner snack depending on the child's schedule.
3. Small blanket and sheet for naptime.
4. "Lovey" or pacifier if used
5. Extra change of clothes
6. Disposal diapers and wipes

### **Toddler & Preschool Classrooms**

Health and Safety regulations do not allow children's food to be heated in the microwave. A ready-to-eat lunch and drink must be provided. This supports self-help skills and encourages independence. Store all foods requiring refrigeration (dairy, protein, cheese, meat) in the refrigerator upon arriving with your child's name clearly marked. Use a thermos to keep food warm if you wish your child to have a warm meal. Choose healthy foods for growing bodies!

What to bring:

1. A complete change of clothes to keep at the Center
2. Breakfast and/or lunch depending on schedule
3. Small (crib size) sheet and blanket for rest time (parents are asked to take home to wash weekly)

Parents need to supply food for children who are on special diets or have food allergies. Please honor our peanut and nut free environment.

Please remember, **to reduce the risk of choking for all children**, slice, dice, and peel apples, grapes, oranges, hot dogs, and other applicable fruits, vegetables, and foods.

Do not keep any open drinks or food in your child's cubby. Keep all food in sealed plastic containers or bags in your child's lunch box. Label all items with your child's name.

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

- cold-cut roll ups (lean, low-fat turkey, ham, or roast beef; lower-fat cheese; and flour tortillas)
- cold pizza (shredded mozzarella cheese; pizza sauce; flour tortilla, English muffin, or mini pizza shell)
- cracker sandwiches (whole-grain crackers filled with cream cheese or jelly)
- cream cheese and celery sticks
- veggie sticks with low-fat dip or dressing
- 100% fruit juice box, milk or water
- optional dessert (choose one): flavored gelatin, low-fat pudding, oatmeal raisin cookie, graham crackers, fresh fruit

- Red bell pepper strips (If your children have never tried these, they may find them a treat)
- Celery or baby carrots with dressing (Trader Joes sells these in little packages - children love things that come in these little packages)
- Yogurt (preferably whole milk, organic, sweetened with honey, maple syrup or fruit - Brown Cow makes a good one)
- Smoothies (You can put these in a thermos)
- Roll-ups
- Whole wheat bagel with cream cheese
- Banana and honey on whole wheat bread
- Non-nut butters on whole wheat pita bread
- Fruit, vegetable, or cheese kabobs
- Fruit salad
- Muffins
- Cheese cubes, string cheese, or cottage cheese
- Fruits like apples, peaches, etc.
- Egg salad
- Salads (toss your child's favorite veggies together and add a dressing)
- Guacamole dip (made with mashed avocados) with chips
- Quesadillas (melted cheese on a whole-wheat tortilla - add veggies to this)
- Turkey and cheese in a pita pocket
- Baked beans (in a wide-mouthed thermos)
- Refried beans (in a wide-mouthed thermos with tortilla chips to dip)
- Homemade soups, stews, or chili (in a wide-mouthed thermos)
- Homemade blueberry or other fruit crisp

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

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

**Meal Guidelines:** The Children's Centers follows meal guidelines from the Child and Adult Care Food Program, USDA Food and Nutrition Service. These guidelines are on the pages that follow.

# Infant Meal Guidelines – Ages 0-11 Months

(SEE REVERSE SIDE FOR TODDLERS)

Source: Child and Adult Care Food Program, USDA Food and Nutrition Service Updated 8/03/05

[www.nal.usda.gov/childcare/Cacfp/index.html](http://www.nal.usda.gov/childcare/Cacfp/index.html)

## BREAKFAST

Birth Through 3 Months	4 Through 7 Months	8 Through 11 Months
4-6 fluid ounces of formula <sup>1</sup> or breastmilk <sup>2,3</sup>	4-8 fluid ounces of formula <sup>1</sup> or breastmilk <sup>2,3</sup> ; 0-3 tablespoons of infant cereal <sup>1,4</sup>	6-8 fluid ounces of formula <sup>1</sup> or breastmilk <sup>2,3</sup> ; and 2-4 tablespoons of infant cereal <sup>1</sup> ; and 1-4 tablespoons of fruit or vegetable or both

## LUNCH OR SUPPER

Birth Through 3 Months	4 Through 7 Months	8 Through 11 Months
4-6 fluid ounces of formula <sup>1</sup> or breast milk <sup>2,3</sup>	4-8 fluid ounces of formula <sup>1</sup> or breast milk <sup>2,3</sup> ; 0-3 tablespoons of infant cereal <sup>1,4</sup> ; and 0-3 tablespoons of fruit or vegetable or both <sup>4</sup>	6-8 fluid ounces of formula <sup>1</sup> or breast milk <sup>2,3</sup> ; 2-4 tablespoons of infant cereal <sup>1</sup> ; and/or 1-4 tablespoons of meat, fish, poultry, egg yolk, cooked dry beans or peas; or ½-2 ounces of cheese; or 1-4 ounces (volume) of cottage cheese; or 1-4 ounces (weight) of cheese food or cheese spread; and 1-4 tablespoons of fruit or vegetable or both

## SNACK

Birth Through 3 Months	4 Through 7 Months	8 Through 11 Months
4-6 fluid ounces of formula <sup>1</sup> or breast milk <sup>2,3</sup>	4-6 fluid ounces of formula <sup>1</sup> or breast milk <sup>2,3</sup>	2-4 fluid ounces of formula <sup>1</sup> or breast milk <sup>2,3</sup> , or fruit juice <sup>5</sup> ; and 0-½ bread <sup>4,6</sup> or 0-2 crackers <sup>4,6</sup>

### Footnotes

<sup>1</sup> Infant formula and dry infant cereal must be iron-fortified.

<sup>2</sup> Breastmilk or formula, or portions of both, may be served; however, it is recommended that breast milk be served in place of formula from birth through 11 months.

<sup>3</sup> For some breastfed infants who regularly consume less than the minimum amount of breast milk per feeding, a serving of less than the minimum amount of breast milk may be offered, with additional breast milk offered if the infant is still hungry.

<sup>4</sup> A serving of this component is required when the infant is developmentally ready to accept it.

<sup>5</sup> Fruit juice must be full-strength.

<sup>6</sup> A serving of this component must be made from whole-grain or enriched meal or flour.

## Meal Guidelines – Ages 1-12 Updated 8/03/05

Source: Child and Adult Care Food Program, USDA Food and Nutrition Service ([www.nal.usda.gov/childcare/Cacfp/index.html](http://www.nal.usda.gov/childcare/Cacfp/index.html))

### BREAKFAST

Food Components	Ages 1-2	Ages 3-5	Ages 6-12 <sup>1</sup>
<b>1 milk</b> fluid milk	1/2 cup	3/4 cup	1 cup
<b>1 fruit/vegetable</b> juice, <sup>2</sup> fruit and/or vegetable	1/4 cup	1/2 cup	1/2 cup
<b>1 grains/bread<sup>3</sup></b> bread or combread or biscuit or roll or muffin or cold dry cereal or hot cooked cereal or pasta or noodles or grains	1/2 slice 1/2 serving 1/4 cup 1/4 cup 1/4 cup	1/2 slice 1/2 serving 1/3 cup 1/4 cup 1/4 cup	1 slice 1 serving 3/4 cup 1/2 cup 1/2 cup

### LUNCH OR SUPPER

<b>1 milk</b> fluid milk	1/2 cup	3/4 cup	1 cup
<b>2 fruits/vegetables</b> juice, <sup>2</sup> fruit and/or vegetable	1/4 cup	1/2 cup	3/4 cup
<b>1 grains/bread<sup>3</sup></b> bread or combread or biscuit or roll or muffin or cold dry cereal or hot cooked cereal or pasta or noodles or grains	1/2 slice 1/2 serving 1/4 cup 1/4 cup 1/4 cup	1/2 slice 1/2 serving 1/3 cup 1/4 cup 1/4 cup	1 slice 1 serving 3/4 cup 1/2 cup 1/2 cup
<b>1 meat/meat alternate</b> meat or poultry or fish <sup>4</sup> or alternate protein product or cheese or egg <sup>7</sup> or cooked dry beans or peas or peanut or other nut or seed butters or nuts and/or seeds <sup>5</sup> or yogurt <sup>6</sup>	1 oz. 1 oz. 1 oz. ½ 1/4 cup 2 Tbsp. 1/2 oz. 4 oz.	1½oz. 1½ oz. 1½ oz. ¼ 3/8 cup 3 Tbsp. 3/4 oz. 6 oz.	2 oz. 2 oz. 2 oz. 1 1/2 cup 4 Tbsp. 1 oz. 8 oz.

### SNACK: Choose 2 of the 4 components

<b>1 milk</b> fluid milk	1/2 cup	1/2 cup	1 cup
<b>1 fruits/vegetables</b> juice, <sup>2</sup> fruit and/or vegetable	1/2 cup	1/2 cup	3/4 cup
<b>1 grains/bread<sup>3</sup></b> bread or combread or biscuit or roll or muffin or cold dry cereal or hot cooked cereal or pasta or noodles or grains	1/2 slice 1/2 serving 1/4 cup 1/4 cup 1/4 cup	1/2 slice 1/2 serving 1/3 cup 1/4 cup 1/4 cup	1 slice 1 serving 3/4 cup 1/2 cup 1/2 cup
<b>1 meat/meat alternate</b> meat or poultry or fish <sup>4</sup> or alternate protein product or cheese or egg <sup>7</sup> or cooked dry beans or peas or peanut or other nut or seed butters or nuts and/or seeds <sup>5</sup> or yogurt <sup>6</sup>	1/2 oz. 1/2 oz. 1/2 oz. ½ 1/8 cup 1 Tbsp. 1/2 oz. 2 oz.	1/2 oz. 1/2 oz. 1/2 oz. ½ 1/8 cup 1 Tbsp. 1/2 oz. 2 oz.	1 oz. 1 oz. 1 oz. ½ 1/4 cup 2 Tbsp. 1 oz. 4 oz.

#### Footnotes

- 1 Children age 12 and older may be served larger portions based on their greater food needs. They may not be served less than the minimum quantities listed in this column.
- 2 Fruit or vegetable juice must be full-strength. Juice cannot be served when milk is the only othersnack component.
- 3 Breads and grains must be made from whole-grain or enriched meal or flour. Cereal must be whole-grain or enriched or fortified.
- 4 A serving consists of the edible portion of cooked lean meat or poultry or fish.
- 5 Nuts and seeds may meet only one-half of the total meat/meat alternate serving and must be combined with another meat/meat alternate to fulfill the lunch or supper requirement.
- 6 Yogurt may be plain or flavored, unsweetened or sweetened.
- 7 One-half egg meets the required minimum amount (one ounce or less) of meat alternate.

## HEALTH

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

**Immunizations:** Parents are required to have their physician complete a Child Health Report, which includes a record of immunizations and screenings for each child on an annual basis. The Department of Public Welfare, our state licensing agency, monitors these forms closely. Please be sure that your physician has filled out all areas of the **health form** and has signed and dated it. A child who does not have a completed Child Health Report with immunizations on file within sixty days of enrollment will be withdrawn from the Center. Please update information when your child visits his/her doctor.

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

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

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

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

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

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

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

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

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

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

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

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

11. Streptococcal pharyngitis (i.e., strep throat or other streptococcal infection), until twenty-four hours after treatment has been started.
12. Head lice until the first treatment and all nits are removed.
13. Scabies, until after treatment has been given.
14. Chickenpox (varicella), until all lesions have dried or crusted (usually six days after onset of rash).
15. Rubella, until six days after the rash appears.
16. Pertussis, until five days of appropriate antibiotic treatment,
17. Mumps, until five days after onset of parotid gland swelling.
18. Measles, until four days after onset of rash.
19. Hepatitis A virus infection, until one week after onset of illness or jaundice if the child's symptoms are mild or as directed by the health department.
20. Any child determined by the local health department to be contributing to the transmission of illness during an outbreak.

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

**Medications: Prescription and Over the Counter:** The staff will only administer prescription and over the counter medications that are necessary for a child to be successful in the classroom setting. Examples could include but are not limited to, an inhaler, epic-pen, diaper cream, or Ritalin.

The following criteria must be met:

- Medication must be brought to the Center in its original container with the prescription label intact.
- The label must include the child's first and last name, dosage amount, current date, name of health care provider, and instructions on administration and storage.
- Parents must fill out and sign the medication log in the classroom giving the classroom teacher permission to administer medication. Classroom teachers complete the medication log each time medication is administered. Please give the medication directly to your child's classroom teacher.
- A Care Plan and/or a Food Allergy Action Plan which include administering instructions must be completed with the parent, health care provider and the classroom teacher.
- Parents are responsible for instructing classroom teachers in proper techniques of administering medication. Antibiotics, Tylenols, and other types of over the counter medications must be administered by the parent and will not be stored at the Center.

**Allergies:** Allergies must be listed by your physician on the Health Form. In addition, notify your child's teacher of any allergies your child may have. It is important for us to know of specific symptoms that have been identified so that we may be on the alert and change the environment if necessary. Care



Plans are to be developed between the child's physician, parent, and classroom teacher for children requiring additional support such as an epi-pen or an inhaler.

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

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

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

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



## SAFETY

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

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

Drive with extreme caution as you enter and leave the Center. Be ready to stop for children who might dart out from between cars. Always accompany your child to and from your car to keep your child safe. Never leave a child unaccompanied in the car. **DO NOT leave your car running while you are not in it.** Always buckle your child in an age-appropriate car seat. Please load and unload your child on the sidewalk side for safety.

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

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

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

- *Immediate Evacuation:* Children are evacuated to a safe area on the grounds of the facility in the event of a fire, etc. *Total Evacuation* of the facility may become necessary if there is a danger in the area. In this case, children will be taken to a relocation facility. Reibman Hall: Bethlehem Area Vocational Technical School has agreed to allow us the use of their multi-purpose room if such an evacuation is necessary. They are located on 3300 Chester Avenue in Bethlehem, which is approximately one mile from the Center. College vans would be used to transport children safely. Hannig Center: United Way has agreed to allow us to use their building in the event of such an evacuation. They are located at Rt. 715 and Warner Dr. Tannersville, PA. A sign would be posted on the front entrance of the Centers to alert families of our location.
- *In-place Sheltering:* refers to sudden occurrences, weather or hazardous materials related, may dictate that taking cover inside the building is the best immediate response.
- *Evacuation Modified Operation:* May include cancellation/postponement or rescheduling of normal activities. These actions are normally taken in case of a winter storm or building problems (such as utility disruptions) that make it unsafe for children but may be necessary in a variety of situations.
- *Lockdown:* Classrooms will lock doors, turn off lights, pull shades and gather in a particular location within their classroom.

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

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

### **Safety Precautions:**

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

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

### **Security System**

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

Please refrain children from the secure system for entry and from pushing the button for exit. .  
For the safety of all children and families, share your code only with individuals identified as alternate contacts for your child. Do not allow people behind you to enter the building if you do not know them. This undermines the purpose of the system.

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

**Legal Issues:** As stated under Center Program Operations / Release of Children, we are required by our licensing agency, the Department of Human Services, to release children to their parents at any time unless a court order stipulates otherwise. Court orders supersede Center policy or parent wishes in divorce and custody issues. Any court order involving the custody or protection of children must be current and a copy must be kept in the child's file to be enforced. Court orders involving a child's time

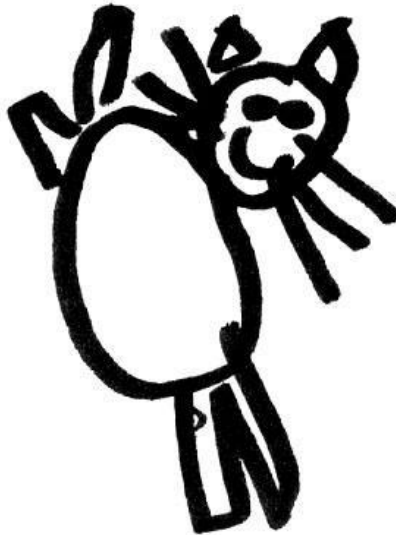
at the Children's Center must include specific instructions in the court document regarding who is legally responsible for the child and when that person takes and releases responsibility of the child / children.

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



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Northampton Community College



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

Supporting and Stimulating Children's  
Development and Learning

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

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

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

# Northampton Community College

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

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

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

	<ul style="list-style-type: none"> <li>➤ Play on motor equipment</li> <li>➤ Participate in group games</li> <li>➤ Represent and/or interpret</li> <li>➤ Critique</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identifying and describing parts/steps, connections</li> <li>➤ Predicting</li> <li>➤ Using different/multiple approaches</li> <li>➤ Critiques</li> </ul>			
<b>Music</b>	<ul style="list-style-type: none"> <li>➤ Exploring with voice (vocal pitch sounds), instruments and sound makers</li> <li>➤ Imitating sound</li> <li>➤ Create songs as stories</li> <li>➤ Listening and responding to music</li> <li>➤ Singing a song</li> <li>➤ Represent and/or interpret</li> </ul>	<ul style="list-style-type: none"> <li>➤ Connecting to prior experiences</li> <li>➤ Observing: looks, listens</li> <li>➤ Investigating objects and actions. What happens if..???</li> <li>➤ Identifying and describing parts/steps, connections</li> <li>➤ Predicting</li> <li>➤ Using different/multiple approaches</li> <li>➤ Critiques</li> </ul>	<ul style="list-style-type: none"> <li>➤ Providing music of families and various global cultures</li> <li>➤ Including musicians as artists in residence</li> <li>➤ Attending concerts/ music events</li> </ul>		<ul style="list-style-type: none"> <li>➤ Sound making objects</li> <li>➤ Rhythm instruments: re</li> <li>➤ Musical instruments</li> <li>➤ CD player with CDs</li> <li>➤ Wide variety of music (c</li> <li>➤ Video tapes (bands, orc</li> <li>➤ Pictures of instruments,</li> <li>➤ Music (listening and comp</li> </ul>
<b>Math</b>	<ul style="list-style-type: none"> <li>➤ Collecting, exploring objects</li> <li>➤ Matching objects to other objects and to numerals</li> <li>➤ Classifying and Seriating</li> <li>➤ Putting together and taking apart groups of objects</li> <li>➤ Filling and emptying, putting in and taking out</li> <li>➤ Using shapes to represent</li> <li>➤ Recognizing, describing, and creating patterns</li> <li>➤ Linking objects to determine length</li> <li>➤ Representing data, make graphs and record observations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Connecting to prior experiences</li> <li>➤ Observing: looks, listens</li> <li>➤ Investigating objects and actions. What happens if..???</li> <li>➤ Noticing how objects are the same and different</li> <li>➤ Identifying and describing parts/steps, connections</li> <li>➤ Predicting</li> <li>➤ Using different/multiple approaches</li> <li>➤ Noticing the location of objects</li> <li>➤ Noticing how objects are the same and different</li> <li>➤ Anticipating familiar events</li> <li>➤ Noticing the beginning and ending of a time interval</li> <li>➤ Experiencing <i>fast</i> and <i>slow</i></li> <li>➤ Observing people and objects from various perspectives</li> </ul>	<ul style="list-style-type: none"> <li>➤ Multicultural manipulatives</li> </ul>		<ul style="list-style-type: none"> <li>➤ Counting objects</li> <li>➤ Attribute blocks</li> <li>➤ Unifix cubes</li> <li>➤ Cuisenaire rods</li> <li>➤ Geometric solids</li> <li>➤ Pattern blocks</li> <li>➤ Measuring tools (cups, r etc.</li> <li>➤ Art and nature prints</li> <li>➤ Math and nature software</li> </ul>