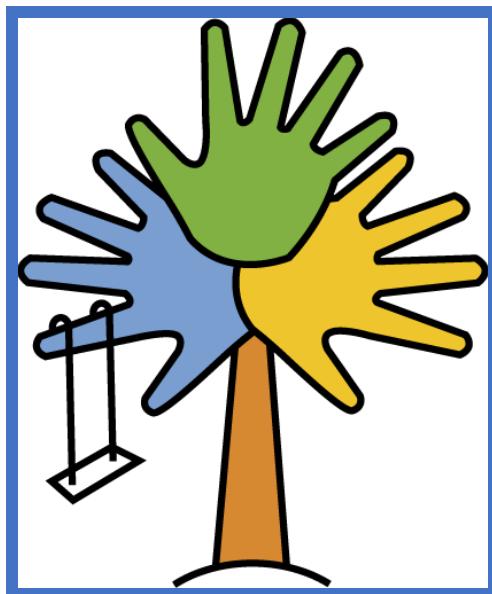


CENTRAL EARLY CHILDHOOD CENTER

Family Handbook

Updated JUNE 2021



Central United Methodist Church
5144 Oak Street, Kansas City, MO 64112
816-753-1844
816-756-1553 fax
Email: central_ecc@yahoo.com
Web Site: centrlearlychildhood.com



Accredited by NAEYC's National Academy of Early Childhood Programs

EARLY CHILDHOOD CENTER DIRECTORS

Donna Brown, Executive Director
Trina Taft, Assistant Director

CECC Teaching & Support STAFF

We strive to hire and retain the most educated and experienced teachers possible. The teachers at Central Early Childhood Center must provide clear background screenings under the United Methodist Church Safe Sanctuaries Policy. Through the Missouri Department of Health and Senior Services each teacher undergoes a Missouri criminal history check and a child abuse and neglect screening. Our teachers also must provide a pre-employment health release which includes a current tb screening. All teachers earn an annual minimum of 12 clock hours of training. All teachers participate in First Aid and CPR training.

SENIOR PASTOR

Rev. Dr. Sally Haynes since July 2019

Central website: www.connectatcentral.com

To contact us by phone:
816-753-1844

Director – ext. 261

Assistant Director – ext. 262

Classroom extensions are the same as room numbers.



Nonsmoking campus.



shutterstock - 241154023

No weapons allowed.

DID YOU KNOW...

- That your teachers want to know what is happening at home. Major life changes, visitors, special events, accidents or new boo-boos, anything that will affect your child.
- That your teacher and the program will share program and classroom happenings through newsletters, emails, bulletin boards, and other signage.
- That this handbook can tell you about our mission and philosophy; rules and expectations; and procedures for drop-off and pick-up.
- Teachers use the information they receive about your child and family (on daily sheets, intake sheets, and daily conversation) to help your child grow and learn.
- That if you speak a language other than English at home that your teacher will want to discuss this with you.
- That you are always invited to participate in special classroom activities and events.
- We want you to feel comfortable letting your teacher know how you feel about your child's experience. Your teacher will want to work with you to find solutions to any problems.
- That you will have two formal opportunities (Parent/Teacher Conferences) to discuss with your teacher your child's progress and how it is measured. And that you will also receive written reports about their progress.
- Personal information about your child is kept confidential and is locked in classrooms or the CECC office.
- Our program, Central Church, and others will plan and host opportunities throughout the year for you to get to know other families. The first one is Orientation! It is up to each family as to how actively they participate.
- Our program will provide information about events in the community throughout the year through email and other postings in the center.
- Our teachers or directors can help you find resources that will help your child and family. Please ask!
- Preschool classrooms will provide information to outgoing students to help make a smooth transition to Kindergarten.
- Our program supports breastfeeding by; providing comfortable space for mothers to nurse, storing milk, and training staff on proper handling.
- Infant teachers will work with families to meet children's nutritional needs and will document daily consumption.



Central Early Childhood Center (CECC) Directors and Teachers would like to welcome your family. We are looking forward to an exciting and rewarding time together as we design an experience for your individual child's needs and rate of development. We wish this to be the beginning of a life-long love of learning for your child.

We encourage family participation in classroom activities and for special events throughout the year. Our goal is to serve the whole child as a part of the family, the extended community and as a Child of God. Parenting information will be provided through newsletters, emails and other forms of daily communication. You are encouraged to speak with directors and teachers about your concerns or questions at any time.

This handbook is designed to provide the family with information on program policies and procedures that remain constant. Please see the directors for questions regarding current fees, calendars, and other information. **New, updated, urgent information is highlighted in yellow.**

MISSION STATEMENT

We at CECC believe that it is our role, in partnership with the family, to value and develop each individual child, socially, emotionally, physically, cognitively, culturally, and spiritually. In our warm and loving atmosphere, children feel secure and are empowered to accomplish new skills; actively participate in their educational experience; and build a foundation to be lifelong learners.

VISION STATEMENT

CECC educates, stimulates, and nurtures *creative hands* and *creative minds* in the children and adults who actively learn, play, grow and work together.

CENTRAL UMC STATEMENT OF PURPOSE



Central United Methodist Church of Kansas City, Missouri, strives to take seriously the United Methodist imperative of “Open Hearts, Open Minds, Open Doors” and see it as a call to action. We choose to practice what John Wesley called “social holiness” and put our faith and love into action by inviting others into our midst to know and be affirmed in the renewing power of Jesus as His Holy Spirit dwells within us and moves among us. Whether you are gay, lesbian, bisexual, cisgender, transgender, queer, inquiring, or an ally; whatever your age, race, national origin, physical or mental ability, living situation, or economic condition; you are welcome and needed here. We fully recognize that everyone and everything God has created is of sacred worth, and we reject any actions or words—whether spoken, written or implied—that seek to diminish that worth in anyone or exclude them in any way from receiving or providing ministry here. This faith community is a safe space where we all can connect in God's grace, share our deepest pains, express our boldest hopes and live out our faith in ways that create real and lasting change in us and in the world around us.

CENTRAL EARLY CHILDHOOD CENTER ORGANIZATION



Originally established in the early 1970's, Central Early Childhood Center (CECC) is a community outreach ministry of Central United Methodist Church. We are non-profit, non-sectarian and believes in the worth of every individual and does not discriminate on the basis of race, color, gender, sexual orientation, national or ethnic origin. The enrollment of a child with developmental or cognitive challenges are considered on an individual basis based on the needs of that student and our ability to meet those needs. The directors are responsible to the Senior Pastor and the Child and Family Advisory Board. We offer both full-time and part-time scheduled early childhood experiences for infants, toddlers and preschool age children. We thank Central United Methodist Church for their continued support.

CHILD AND FAMILY ADVISORY BOARD

The Child and Family Advisory Board (CFAB) is comprised of volunteers including: Central Church members, Central Pastor, Central Children and Families Director or Coordinator, CECC Directors, CECC teachers, CECC parents and community members. **Statement of Purpose-** The Child and Family Advisory Board is the support and governing body for the Central Early Childhood Center (CECC), and other faith formation ministry functions of Central United Methodist Church, 5144 Oak St., Kansas City, Missouri. **Objective-**The Central Child and Family Advisory Board establishes policies and makes decisions in accordance with program and church goals. The board typically meets 5 -6 times per year. Meetings are open to the public unless otherwise posted. (paraphrased from CFAB bylaws)

ACCREDITATION

Central Early Childhood Center became fully accredited through the National Association for the Education of Young Children in June of 2003 and re-accredited in June 2008, and then renewed again in Springs 2013 and 2018 and will run through June 2023. The accreditation system is designed to meet two major goals: 1) To help CECC personnel become involved in a process that will facilitate real and lasting improvements in the quality of our program serving young children, and 2) to evaluate the quality of our program by the criteria for high quality programs. Criteria for NAEYC accreditation are in the following areas: teacher/child interactions, curriculum, physical environment, health & safety, teacher qualifications, community and family relations, assessment of child progress and leadership and management.



PHILOSOPHY AND CURRICULUM



"The Creative Curriculum for Infants, Toddlers and Early Childhood" provides the framework for what actually happens in the classroom when children interact with materials, peers and adults. The primary goal is to help young children feel secure, use their environment productively and see themselves as capable learners. The teacher's role is to modify the room to best fit the children's different developmental needs, to plan and facilitate interesting developmentally appropriate activities for each child and to support the children as they learn and grow.

The curriculum is rooted in sound educational philosophy and theory as well as practice. It builds on Erik Erikson's stages of socio-emotional development, Jean Piaget's theories of how children think and learn, on principles of physical development and an appreciation of cultural influences.

During the early childhood years, children move through three of the eight stages of socio-emotional growth described by Erik Erikson. They learn to trust others outside their families; to gain independence and self-control; and to take initiative and assert themselves in socially acceptable ways. Teachers will work to create an environment that fosters positive responses to these three stages.



Piaget believed that all children learn through active exploration of their environment, beginning in infancy. As they grow, the teacher's role is to create an environment that invites children to observe, to be active, to make choices, and to explore and experiment. Understanding of the child's literal and concrete thinking, how language develops, how children learn to classify, how they develop physically and how they develop abstract thinking skills are all tasks for the early childhood teacher to master.

Finally, parents and families are central to the successful implementation of this program. In "The Creative Curriculum", supporting children's learning is viewed as a joint effort between parents and teachers, characterized by mutual respect and trust. Because culture is an integral part of children's and family's lives, it should be an integral part of the curriculum as well. The child's culture is defined as the set of beliefs, attitudes, assumptions, rules for behavior and expectations about people and events that influence how we interpret experiences and relate to others.

Family participation is encouraged in daily or special activities as well as in taking an active role on our Child and Family Advisory Board, planning holiday parties, helping on periodic field trips, bringing class snacks, donating supplies, helping in the classroom, helping with or coordinating fundraising events, or sharing a special skill or talent inside or outside the classroom.

Each day is spent in choice activities in the classroom centers, outside time (weather permitting,) and small and large group times. Ideas for activities and explorations are generated by the children, teachers and general curriculum. Children are free to explore as they learn to plan, follow through, and take responsibility for their actions. Teachers interact frequently with children and are responsive to their needs, as they challenge them to become more independent and move to the next phase of development. Social skill development and individual attention for each student are central to our philosophy. And fun is always an important component in every day!

CHILD ASSESSMENT

Teachers will learn about their students before attendance begins through orientations, informal meetings, and/or studying intake forms completed by the parent at enrollment (Individual Experience form, and Family Heritage and Preference form). We currently use Desired Results Developmental Profile (DRDP) as our assessment tool. Early in the school year teachers observe children to complete baseline information in the child's Individual Profile (Developmental Continuum). Lesson plans are created based on group and individual child's needs and interests. The core hour teachers officially assess children three-four times per year. We use authentic assessment methods like observation and anecdotal records during the regular course of the day for individual children. Throughout the year teachers observe children during naturally occurring experiences and document meaningful moments. Information from anecdotal notes is interpreted and the child profile is completed. The profile is essentially a checklist based on goals and the steps taken toward reaching

those milestones. Teachers also create and maintain individual child portfolios. These are displayed at Parent Conference time and sent home at the end of the year.

The purpose of child assessment is primarily to inform teaching, by giving teachers new insights into the child's needs, abilities and interests. Through observation and assessment teachers can identify progress and/ areas of concern. Occasionally it is used as a diagnostic tool if larger concerns are suspected. If that is the case, a director and teacher will often collaborate in observing and assessing a child as he or she plays, with the intention of sharing the results with the family and perhaps a specialist, if applicable. Both teachers and parents are free to bring up a concern with a child that may warrant a special observation.


Assessment methods are consistent with program philosophy related to the whole child's development in all domains, developmentally appropriate, based in sound research, is done in non-intrusive, authentic ways, and is not in conflict with the values and culture of the CECC community. Teachers are trained in strategies to observe and document learning and use of the assessment tool. We use the results only to facilitate children's growth, development and enjoyment of school. Parents are welcome to view a sample of the assessment tools used and the research behind them at the DRDP website at www.desiredresults.us

PARENT / TEACHER CONFERENCES

Two parent/teacher conferences will be held each year. The first one will occur in early Fall. This will be an opportunity for the teacher to share initial observations of your child. Parents and teachers will also discuss developmental goals for each child. Early in the Spring semester of each school year, parents will have the opportunity to meet with teachers for an additional pre-arranged conference session to discuss their child's progress toward developmental and academic objectives.

Teachers will always appreciate the opportunity to address your concerns throughout the year. If you feel the need to talk with your child's teacher at another time during the school year, we encourage you to contact your teacher and arrange a mutually convenient time to meet.

CONFIDENTIALITY POLICY

 CECC staff shall treat child information confidentially and share this information only when there is a legitimate need, such as (but not limited to) child assessment, goal setting, and the child's safety and health. We shall also maintain confidentiality and respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. We will not gossip about families. If we have reason to believe that a child's welfare is at risk, it is permissible to share confidential information with agencies, as well as with individuals who have legal responsibility for intervening in the child's interest.

Children's files will be kept locked either in the CECC office or stored in locked cabinets in the classrooms. This includes information for assessment of child progress. Only directors and the child's teachers will have regular access to files. Written permission must be on file before release of any records to anyone outside of the child's legal parents/guardians.

Families are asked not to use cell phones and cameras to take or send photos or video of enrolled children, other than their own, while in our care. Families must have parental consent to photograph children other than their own while in our care including special events and field trips. Families should never post photos or video of other people's children on social media/websites. To document learning, teachers use program equipment to photograph and store child photos. Photos of children may be used within the classroom, on bulletin boards on site, child portfolios, newsletters

(with children unidentified), and classroom blogs (with children unidentified), and/or on the program website (with children unidentified).

ENROLLMENT

Registration for the following academic year and for the summer session begins in the spring. Currently enrolled families whose accounts and child's immunizations are current will have the opportunity to enroll one month prior to public enrollment processing. **All children must re-enroll annually** for the school year and/or summer.

A non-refundable registration fee per child and the first month's tuition are collected at the time of enrollment for each session. This payment may be made by check or money order only. The registration fee and half the first month's tuition is always non-refundable, unless we have no space for your child. Forms are available on the website or in the CECC office. Please see the current enrollment contract for dates when the entire first month's tuition is no longer refundable and other important information.

The directors will place children in classes according to age, development, teacher recommendation, space availability, and program needs. Requests for certain classrooms and/or teachers may be submitted but the program cannot guarantee that requests will be granted. (See also Classroom Placement) All children will be accepted into the program on a one-month trial basis. If your child is having difficulty adjusting to the program, a conference will be scheduled and alternatives discussed.

Requesting changes to enrollment-Children thrive on consistency in their daily routine and their weekly schedule therefore we discourage too many changes in a child's enrollment status/schedule. Excessive (more than one per calendar month) requests to change a child's schedule could result in a \$50.00 charge per additional request.

WITHDRAWAL

When you enroll, you agree to provide a two week written notice of withdrawal or dropping/changing a portion of your child's schedule. Please see current enrollment forms for more information on withdrawing your child and **last dates to withdraw** with partial refund. No refunds will be made for withdrawal or schedule change during the first or last month of the school year. Only after the first full month of a session or of an individual child's enrollment and provided a two week written notice of withdrawal is given to the Center will a request be considered to refund any unused portion of prepaid tuition. **NO EXCEPTIONS will be made to our withdrawal policies or the withdrawal guidelines and dates included on your enrollment contract. Please read these carefully and PLEASE DO NOT REQUEST exceptions be made.**

SCHEDULE

Classes for the school year program begin mid-August and continue through May. See calendar for specific open dates, holidays, events, etc. The summer session will be held during June and July. The core school hours are 9:30 – 2:00 Monday through Friday. In addition, families may register children for extended day hours before school 7:30 – 9:30 am, and/or after school 2:00 – 5:30 pm. Families may choose a Monday/Wednesday/Friday; Tuesday/Thursday; or Monday through Friday schedule for full or part days. During the school year the program will close periodically for holidays, breaks between sessions, and to allow teaching staff to meet; attend important professional

development training/continuing education; and plan for their classroom. Other closings are rare but could occur for inclement weather or other unavoidable emergencies (see Closing for Emergencies).

TUITION



Tuition is due on the first of each month, regardless of attendance. Tuition may be given to a director or mailed to the program. Please be sure that your check and envelope are clearly marked for the Early Childhood Center and include your child's name and class. Payment of tuition by check or electronic payments need to be made payable to "Central Early Childhood Center" or "CECC". **Cash payments and/or credit cards are NOT accepted.** Tuition is considered delinquent after the

10th of the month and a late fee will be assessed. Failure to pay for two months, chronic late payment, or returned checks may result in the disenrollment of your child.

Any check returned for insufficient funds must be satisfied with a money order, including a returned check charge, immediately upon notice by the directors. Subsequent returned checks could result in the requirement that all future payments be made by money order on the 1st of each month. Returned checks not satisfied will be turned over to the Jackson County Prosecutor.

Monthly tuition is based upon the child's enrollment. The monthly tuition will not change because of holidays, snow days, absences or other closings. Our infant and toddler class tuition is slightly higher due to the required lower teacher-to-child ratio. Age ranges listed on enrollment contracts reflect the age of the child prior to Aug 1 of the enrollment session.

DISCOUNTS

- **Full-time Discount** = Discounts for fully enrolled with extended day are built in to published tuition rates. See current chart.
- **Multiple Child Discount** = a monthly discount is available when more than one child in a family (household) is enrolled. The discount will be applied to younger siblings.
- **Central UMC Member Discount** = Church members will receive a monthly discount for ALL children enrolled.

HEALTH AND EMERGENCY TREATMENT FORMS

According to Missouri state law, no child will be able to enroll in or attend school without current immunizations. **Central Early Childhood Center requires each child to be fully immunized before they may attend and to remain current with their required immunizations.** All students must present documentation from a health care provider of month, day and year of immunizations. The directors can provide you with current information regarding immunization requirements by the Missouri Department of Health. **Per the Missouri department of health:** *Beginning December 1, 2015, all public, private, and parochial day care centers, preschools, and nursery schools shall notify the parent or guardian of each child currently enrolled in or attending the facility that the parent or guardian may request notice of whether there are children currently enrolled in or attending the facility for whom an immunization exemption has been filed. Any public, private, or parochial day care center, preschool, or nursery school shall notify the parent or guardian of a child enrolled in or attending the facility, upon request, of whether there are children currently enrolled in or attending the facility for whom an immunization exemption has been filed.*

NOTE: **A health form** must be completed for every new student **before the child will be able to attend school.** Parents of a new or returning child will need to submit a **copy of the official immunization record with any updates before the first day of school.** **Records must be kept current. Families must resubmit immunization records as updates are made.** Immunization records will be reviewed by the directors as needed but at least quarterly.

MEDICATION POLICY

CECC will never provide medication for children. Neither teachers nor directors can routinely dispense medications to children. If medically necessary for chronic conditions, exceptions to this rule must be arranged with the directors in advance. Medications will be locked and/or stored in the directors' office with the exception of emergency medications that need to stay with the child. In these circumstances the medication will be secured out of site and reach of children with the classroom group. All medication brought to school must be in the original unopened container; be given to the director by the parent; must have a medication form with specific directions from the child's physician; and must be signed and dated by the physician and parent for each requiring event; this includes any over the counter medication. **Children should NEVER carry medications or toxic substances** (ie. Hand sanitizer, diaper cream, lotions, over the counter medications, etc.) in their backpacks/bags that come into the classroom. This includes diaper bags. **Any bag left at school may be checked by staff.** If children need special items during the day, consult a director or your child's teacher. Children should not be given medication to mask an illness in order to attend school. No medication, including over-the-counter, or other non-food substances is allowed to be added to food or beverages brought to school.

ALLERGIES

If your child has a medically diagnosed allergy, please tell your teachers and the director as soon as possible. A completed **Allergy Form** will be required to help us understand how to best help your child. Some foods or substances may be prohibited in a classroom or the entire school if necessary to keep everyone safe and healthy.

ILLNESSES AND ACCIDENTS

Children should attend school only when they are able to fully participate. It is no fun to be at school when you are not feeling well. It is not usually possible for us to make special arrangements to care for a child who is unable to participate in certain parts of the daily routine such as going outdoors. If a child is exposed to a contagion during the school day, parents will be notified. Parents will also be notified if their child becomes ill at school or is injured beyond a scraped knee or slight bump. Accident reports are completed on all such injuries. If your child **goes home** from school **with an illness** we expect that they **will not return the following day** AND that **the CHILD MUST BE FREE OF FEVER (non medicated), VOMITING, DIARRHEA, AND/OR OTHER SYMPTOMS FOR A MINIMUM OF 24 HOURS BEFORE RETURNING TO SCHOOL.** We are not equipped to provide care for an ill child. We will call to ask you to pick up your child if there are any indications of illness. We will expect that your child will be **picked up within one hour** from our first attempt to contact a parent. Please refer to "Illness and Accident Guidelines" that follow for specific requirements of individual illnesses.

Illness and Accident Guidelines

- Immediate first aid shall be administered to a child who sustains a minor injury (scratches, scrapes, insect bites, etc.) Parents will be notified when a child is picked up.

If a major injury to a child occurs, the staff will immediately call for professional help. Parents, or designated emergency contacts, and/or the child's doctor will be notified immediately. IF THE EMERGENCY IS SUCH THAT IMMEDIATE ATTENTION IS NECESSARY, THE STAFF HAS WRITTEN PERMISSION (at enrollment) FROM THE PARENT OR GUARDIAN TO HAVE THE CHILD TRANSPORTED TO THE HOSPITAL.

- A Health Form signed by a physician must be on file for every child. An up-to-date copy of immunizations is required to always be on file. (Per MO Dept. of Health)
- Any child showing signs of illness will be isolated from exposing anyone new until s/he leaves the ECC. Parents will be notified and expected to pick up the child immediately (within the hour) after being contacted. Parents must always keep us informed of current contact information for themselves and emergency contacts.
- If children have been exposed to a communicable disease at school, parents of enrolled children shall be notified by email. A child who does not appear to be fully recovered from an illness shall not be readmitted to school unless there is a statement by an attending physician (a person non-related to child) that s/he is able to return and participate in all activities.

Parents must arrange back-up care in case their child becomes ill. We cannot admit children to the classroom or allow them to remain at school with the following symptoms:

- Listlessness, sleepiness, loss of appetite, and/or general discomfort
- Skin rash or skin disorders that are of unknown origin, contagious, or seeping.
- Inflamed or swollen throat or glands
- Persistent cough
- Diarrhea within the past 24 hours
- Vomiting within the past 24 hours
- Fever during the past 24-48 hours depending on illness or other symptoms.
- Yellow or greenish mucous running from the nose with weeping or pinkish eyes (excluding allergies)
- Inflamed or weeping eyes, discharge from the ear or earache, thrush, chills.
- Other illness symptoms in the informed judgment of the director or designate.

GUIDELINES FOR SPECIFIC ILLNESSES

- Impetigo – Tiny blisters that rupture and ooze and then dry to form yellowish brown crusts. *Child may return to school when blisters have healed.*
- Head lice – Eggs (nits) seen in hair and on scalp. *Child may return to school after treatment is completed and there is no longer any evidence of lice.*
- Chicken Pox – Flat red spots, then tiny blisters that break and crust over, usually preceded or accompanied by low fever. *Child may return to school after all blisters have formed scabs.*
- Measles – A red rash, bad cough and high fever. *Child may return to school 5 days after the rash appears.*



- Mumps – Swelling over the jaw and in front of the ear. *Child may return to school after swelling is gone.*
- German Measles – (Rubella) light rash, aches, sore throat, low fever and enlarged tender lymph nodes. *Child may return to school usually after 3 days if symptoms are gone.*
- Pneumonia – Cough, shortness of breath, fever and chest pain. *Child may return to school after symptom and fever free for 24 hours.*
- Strep Throat – Fever and throat pain, possible rash. *Child may return to school 24 hours after beginning the course of antibiotics and fever free for 24 hours.*
- Ringworm – Small round red spots that grow larger and form a ring or horseshoe shaped lesions. *Child may return to school after the infection has healed.*
- Ear Infection – Ear Pain, fever and irritability. *Child may return to school after being on antibiotic for 24 hours, with no fever and the child is comfortable.*
- Pink Eye – Redness, swelling of the eyelids, itching and a discharge from the eyes. *Child may return to school after using antibiotic drops for 24 hours **and** the symptoms are gone.*
- Hand, Foot, and Mouth Disease - fever, poor appetite, malaise (feeling vaguely unwell), and often a sore throat. A couple of days after the fever starts, painful sores can develop in the mouth. A skin rash with flat or raised red spots can also develop, usually on the palms of the hands and soles of the feet and sometimes on the buttocks. This rash may blister, but it will not itch. (from CDC website) *Child must remain fever free for 24 hours and no fluid filled blisters ... the rash needs to be dry/crusted.*

CLASSROOM PLACEMENT



The program directors are responsible for placing all children in groups. Infants (three months and older) through toddlers/twos are placed in classrooms according to their chronological age and developmental abilities. Classroom ages may fluctuate from year to year as enrollment fluctuates. In other words, some years enrollment as a whole is younger and other years it is older. As an example, if the majority of enrolled children is younger this might cause room 107 to have infants and young toddlers, other years room 107 may have toddlers to two-year old children. There also may be years when two classrooms differ in age only by a few days. Children may not always move as a group from year to year to new classrooms. We do attempt to keep groupings as consistent as possible to maintain bonds, but we have many factors that influence grouping decisions.

The preschool groups are multi-age classrooms. These rooms typically have 3 to 5-year olds. If we are in a year that total enrollment is on the younger side, we may place the oldest 2-year olds in the preschool classrooms as well. There is educational value in multi-age groupings both for the younger children and for the older children. The benefits range from increasing positive social behaviors to improving language skills. Younger children have peer models to help them learn new skills, increase vocabulary, and develop social skills. Older children have more opportunities to develop leadership skills than they would in an aged group. Research has shown that when older

children are given the opportunity to teach a skill their cognitive performance improves. Also, children with more or less developed skills will have more opportunities to have peers with similar abilities.

We try to always maintain flexibility when placing children in classrooms in order to serve as many children and families as possible. Parents may make a request for placement of their child but need to understand that requests are not always granted. The directors must consider not only the individual's needs but also the dynamics of each grouping and the program as a whole.

ORIENTATIONS

Orientation events will be held for children and families prior to the beginning of the Fall and Summer sessions. The purpose of orientation includes providing time for children to become familiar and comfortable with a new classroom, teachers, and friends; allowing parents/guardians the opportunity to meet new teachers and make contact with other families and socialize; providing time for parents to learn new classroom procedures and expectations. For families that enroll mid-year or infants that begin after the start of the session, a teacher will contact them with a good time to visit the classroom prior to their first day of attendance. Prior to the end of a session teachers will provide opportunities for our current students to visit older classrooms and other teachers to help make transitions easier.

PERSONAL BELONGINGS

We ask that children not bring toys, books, etc. from home, unless there is a special, pre-arranged "show and share" day. Personal toys may get lost, be put away with the center's things or "inadvertently" be taken home by another child. Other items that **may not be brought from home to school** are items in infant and toddler rooms that may pose a potential choking hazard including but not limited to small blocks, toy figures, coins, and/or hair accessories such as small barrettes or pony tail holders that could come out easily. If you are unsure whether something is a choking hazard the classrooms have a tool called a choke tube in which an item can be tested. Of course, special security objects (lovies) are always permitted providing they are safe.

We are trying to create an atmosphere of safety, security and peace while at school. Therefore, please do not send or allow your child to bring to school anything resembling a weapon or violent figure.

SUPPLIES PROVIDED BY FAMILIES



Families will be given a list of general school supplies to be brought during the first weeks of attendance, which may include but not be limited to such items as paper towels, crayons, journals, tissues, markers, baby wipes; etc.,. Some items will be shared and may vary with each age and classroom. Consult your teacher for your particular list. Other items may need to be replenished as needed throughout the year such as wipes, tissues, and paper towels. Families of infants and other non-toilet trained children will supply diapers/wipes as needed. Children will also be required to keep a change of weather appropriate clothes at school. Infants/toddlers (especially during toilet training) will need multiple sets of clothing to be left at school each day. Backpacks are a good idea for transporting artwork and other necessary items. Soft sided lunch bags will be needed for children 12 months and older.

Families are required to provide a sheet for their child's cot each day. These will be sent home to be laundered weekly or as needed if soiled. Fitted regular size crib sheets work for the cots we provide.

Cot sheets may also be purchased through Discount School Supply or US Toy/Constructive Playthings. If ordering a cot sheet be sure that you understand what size cot your child will use as the sheets come in both standard and toddler sizes. Toddler size sheets will not fit standard cots.

SUBBING AND CONTACTING OTHER FAMILIES

Substituting-Part-time students may trade or sub for another child in the same classroom. The directors will assist with contacting other families through email. The financial arrangements are left to the families. Directors must be informed of any substitution in writing (email is acceptable). Enrolled children may also “drop-in” to an open space in their assigned classroom, if available. This must be arranged with the directors at least 24 hours prior to the date the child will attend. Scheduling drop-in care more than a week prior may not be available. Payment of fees for drop-in care is due on or before the scheduled date. Additional dates for drop-in care will only be scheduled when previous fees have been paid in full.

Family Roster - A list of all children attending Central Early Childhood Center including contact information will be provided to assist parents in forming carpools, scheduling substitutes, getting to know other families, and other needs. You must inform us in writing under separate cover if you do not wish all or part of your family contact information to be included in the family roster.

EXTENDED DAY PROGRAM

In addition to the core hours of 9:30 am – 2:00 pm, children may be at school an extra 2 hours in the morning from 7:30 – 9:30 am, and/or 3 ½ additional hours in the afternoon from 2:00 – 5:30 pm. Children might remain in their core hour classroom or transition to another classroom for extended day. We will make every attempt to limit the number of transitions a child experiences during their day.

The AM extended day program will include a light snack offering or you may send breakfast with your child. Children will enjoy center time in the classroom or outdoors.

The PM extended day program will also include a light snack offering, quiet time and large/small group and/or center time in the classroom or outdoors. A full range of age appropriate choice activities will be available, including gross / fine motor activities, dramatic play, creative art, and books.

Children, other than infants, attending the PM extended day program will need to bring their own small pillow (optional), cot sheet (fitted crib sheets work well) and small blanket. All bedding should be **taken home for laundering at the end of the week or more often if needed**. The program will provide and launder sheets only for our cribs used by infants 12 months and younger. All other bedding will be sent home for laundering.

To enroll for the extended day program or for more information, contact the directors in the CECC office.

ARRIVAL



We encourage families who are enrolled to arrive during the core hours to arrive promptly at 9:30. All students must arrive before noon each day, see Late Arrival. Children are more comfortable when they begin class at the same time as their peers. Arriving to school late may cause the child to miss their favorite part of the day. Children also can feel awkward when

they are arriving in class after everyone else has begun their day. This may cause anxiety for the child and could disrupt the classroom routine. Parents should park in the lot to the north of the church using the Church Parking spots or may choose to park on Oak Street in the 15 min. spaces which are City of Kansas City property. **Please be sure to turn off the engine when in the parking lot for pick up or drop off. We ask that you not allow your vehicle to idle, as this causes unwanted fumes around children. Exceptions may be made if vehicles need to idle to maintain interior or engine temperatures (i.e.: in extreme heat or cold).**

All entrances to the church are locked and/or supervised. Entrances are equipped with doorbells and cameras. All families should enter the Early Childhood Center on the east (Oak Street) side of the building. Ring the bell and wait to be given access. Please stay in the foyer if you are early. AM extended day students may simply proceed to their classroom. Before entering the classroom, please wash your child's hands. Please accompany your child to his or her classroom and remember sign in. This is a good time to touch base with the teacher and submit your daily sheet. **DO NOT allow enrolled children or siblings to wander the hallways, advance to their classroom without an adult, go to the restroom, or use the stairs or elevator alone. All children (including siblings under the age of 16) MUST remain with an adult at all times.**

Late Arrival- Arrival after 12:00 pm (noon) must have prior approval from a director. When children arrive late to class it can be disruptive, especially in situations where the late arriving student is not ready to join the classroom routine in progress. (i.e. Child arrives having already napped or slept very late in the morning thus is not ready to be quiet and allow others needed rest at nap time.)

THE DAILY ROUTINE

Activities in all classrooms are focused toward the following developmental areas: Social-emotional, Language, Cognitive and Physical Development, Science, Technology, Math and Social Studies. A typical daily schedule in a preschool age room contains the following elements: (exact times vary by age and developmental level of children.)

7:30-9:30 a.m.	Arrival – Greeting Planning Snack and Center Time	12:15 p.m.	Lunch
		12:45	Small Group
10:15	Cleanup Bathroom Circle time – Recall	1:00	Center Time
		1:45	Closing Circle-Recall
11:15	Outside or large motor indoor play	2:00-5:30	Rest, Centers, outside.

At the beginning of the children's day, they get their belongings settled and decide what they would like to do during choice time. This is the time when the children carry out the plans they have made, moving from center to center as they complete one plan, cleanup and plan and enjoy more activities.

During circle and recall, children may have the opportunity to share what they did during choice time, discuss current ideas and concerns, make plans for group projects, listen to stories, sing songs, play games or do fingerplays.

During Center time, children may choose from centers including blocks, drama, art, books, science, writing, and small manipulatives. Small group



time can be used by the teacher to introduce new materials or equipment to the class, explore those items, or complete a more teacher directed activity.

In an infant or toddler/two year old room, a typical daily schedule will include the following elements: (exact times vary by age and developmental level of class). Younger infants will nap and be fed on-demand with varying schedules

7:30-9:30	Arrival-Greeting; centers; diapering/bathroom
9:30-noon	choice time; small/large group activities, diapering/bathroom; snack; large motor play outside or indoor; small motor activities
12:00-2:00	lunch; diapering/bathroom; quiet time/nap
2:00-5:30	center time; out/indoor large motor play; diapering/bathroom; transition to parents

Younger groups will still follow a daily routine but it will have more flexibility to meet varying needs and abilities. Children are encouraged to play and explore in the classroom centers, where choices include drama, science, art, blocks, small manipulatives and books. They will have opportunities to participate in story time, listen to or make music, explore art media, and play outside. Activities are planned by teachers and conducted according to individual and group developmental levels.

DEPARTURE

You will pick up your child from their teacher and sign them out daily. This might be a good time for a short conversation about the day. You will also retrieve your completed daily sheet. At enrollment you designated other 'emergency contacts' that may pick up your child on occasion. If you have a change to the pre-arranged car pool or pick up schedule, please inform a director at the beginning of the day and indicate this on your daily sheet. If anyone other than a pre-authorized person attempts to pick up your child, we will ask for identification and call a parent for verification. Please be prompt when picking up your child. It is no fun to be the last child left. Please inform your child's teacher if he or she will be brought or picked up by someone other than a parent. (Children are sometimes nervous about beginning school and may prefer to have a parent bring and pick them up the first few days.) You or your designate will be asked to sign your children in and out each day.



"Play dates" or staying for extended PM **when arranged a minimum of 24 hours in advance**, with the understanding and cooperation of your child can be fun and a great way to make new friends! However, please do NOT plan changes for after school, without discussing with your child. Please do not place your teachers in the difficult situation of informing your child of a change in their expected routine.

Families are welcome to stay and play on the playground after school as long as school rules are followed. Please see "Playground" section for guidelines. Children **MUST** remain within sight and sound of an adult at all times. **DO NOT** allow your child or siblings to wander the hallways or use the stairs or elevator alone. Please actively supervise your child and maintain behavioral expectations for your children consistent with school policy while anywhere in the building or on school grounds. Children become confused when parents allow behavior that cannot be allowed during school time. For example; children are not allowed to: walk/run through flower beds; climb fences or on the stone church signs; push elevator buttons; take elevators or stairs without an adult; or jump from stairs while in our care. **We ask that parents discourage similar behaviors even when you feel you can supervise safely. Do not leave an unattended child inside your car, even if locked, while you are**

inside the building. Purses, wallets and other valuables should also not be visible within your locked vehicle. **Please be sure to turn off the engine when in the parking lot for pick up or drop off. We ask that you not allow your vehicle to idle, as this causes unwanted fumes around children. Exceptions may be made if vehicles need to idle to maintain interior or engine temperatures (i.e.: in extreme heat or cold).**

LATE PICK-UP FEES

Pick up time for core hours is **at or before 2:00 pm**

Pick up time for PM extended day is **before 5:30 pm.**

The program is closed at 5:30 pm. All children should be picked up prior to 5:30.

Please respect our pick-up schedules. You may want to arrive early if your child needs the extra time to say goodbye to friends and teachers or if you have children in more than one classroom. It is a concern to us when children are left after our designated pick up times. This creates an anxious situation for everyone involved. We ask that parents try to call the Early Childhood office to inform us of an unavoidable delay or arrange to have someone else pick up a child. Of course, we understand that emergencies may arise, making a parent truly “unavoidably late,” and we take this into account when assessing a late fee.

5 to 15 minutes late	\$ 30.00
15 – 30 minutes late	\$ 60.00
Each additional 15 minutes	\$ 30.00



Fees are paid to the Director when you pick up your child. Your child will thank you, too, for not making them the last to be picked up. It can be scary or confusing to a small child. Family services workers may be called if you repeatedly fail to pick up your child on time or for any child left in our care after 6:30 pm with no contact from parent or guardian.

ABSENCES

We want to hear from you! Teachers and other children notice and are concerned when a child misses school. So please advise a teacher or director when your child will be absent, whether due to vacation or illness. **Please contact the CECC Office by phone or email** by the morning of if you know your child will be absent or late. Also, parents should **inform the office and classroom teachers** if they have arranged a substitute for their child on any regularly scheduled day.

CLOSING FOR EMERGENCY

CECC takes the decision to close school seriously. We understand how this can cause inconvenience for families. However, our priority is to assure the safety of our students, their families, and our staff. **Directors along with Church leadership will make the decision to close in the case of local or national emergency. These plans will be communicated to parents as soon as reasonably possible. As of this writing (3/2021) CECC is doing business with specific protocols in place related to the COVID-19 pandemic. Emergency protocols will always take precedence over other policies and procedures. Please see current information posted on our website or by request from directors.**



We typically follow the “Southwest Pod Schools of the Diocese of Kansas City, Missouri” in closing for inclement weather. These schools are located in our area and do not rely on bussing of students. If you hear on the radio or television, or on a news website that these schools (i.e. Visitation, St. Peter’s or St. Elizabeth’s Schools, SW Pod, or South Pod Catholic schools) are closed for weather related reasons, then you may safely assume that we will also close. **Recently more and more elementary schools have a virtual learning component that negates needing to “close” for a snow day so there may be times when the directors at Central need to make that decision CECC reserves the right to make the decision to close or not close regardless of what the SW Pod schools decide. We will always notify families by email and post in our Facebook group when CECC cancels or closes early or if we have made the decision to remain open on a day when the SW Pod schools have closed.** (3/2021)

There are no changes in tuition due to school cancellation or other changes for inclement weather or other emergencies. There will be no “make-up” days offered. (3/2021).

PLAYGROUND

Families are welcome to play on the playground **outside** of school hours **unless posted differently**. We ask that you enforce the standard rules that children follow during the school day. When expectations do not vary between parents and teachers on school grounds it provides continuity and better understanding for children. (3/2021)

- Play at your own risk.
- **Adult supervision required.**
- Up the stairs, down the slide, feet first.
- Big kids = big climbing structures.
- Little kids = little climbing structures.
- Replace sandbox cover after every use.
- **Put toys in appropriate bins when finished playing.**
- **Dispose of your own trash.**
- Wood chips stay on the ground.
- Tops of tunnels and roofs are off limits.
- Appropriate clothing and shoes are required.
- **No pets allowed on the playground.**

OUTDOOR PLAY



Infant and toddler classes will play outside when the temperature is 32 degrees with no precipitation if deemed developmentally appropriate. The length of time outside may be shortened at the discretion of the classroom teacher if temperatures are uncomfortable for children. Hats, hoods and gloves will be encouraged when the temperature is in the 30’s and 40’s.

Older toddler, twos and preschool age classes will play outside when the temperature is

20 degrees or above. The length of time outside may be shortened at the discretion of the classroom teacher. Hats, hoods and gloves will be encouraged when the temperature is in the 20's and 30's. Occasionally, special outdoor play for older children may be planned even with precipitation, provided everyone has the appropriate outerwear (ie. Boots, water repellent coats, gloves, hats, etc.) and safe play can be maintained.

During summer, classes will be scheduled to play outside earlier in the morning while the playground is shaded and temperatures are cooler. Summer water play days will also be scheduled with prior notice.

COMMUNICATION

Communication between parents and the program is extremely important. Families should **check email and your child's backpack/cubby regularly** for reminders, updates and current information. Parents are encouraged to complete the **home portion of the Daily sheet** each day. The teachers will complete the other portions to provide you with information about your child's day. We also encourage you to discuss any concern regarding your child, the classroom, or the program with the teacher and/or the director, remembering that some discussion should be done outside the child's hearing. Emails or written notes might be preferred if a concern requires more thought or time than can be accomplished at drop-off or pick-up. Meetings can also be requested outside the two parent/teacher conferences planned if desired.



Parents may visit school anytime (see visiting guidelines) and are encouraged to assist in the classroom or with field trips and special activities as is appropriate for each group. At enrollment we ask that parents complete the Individual Experience form and the Family Heritage and Preference form to give teachers a head start in getting to know your child and family. Through this information teachers may be made aware, in advance, of any special concerns or requests you may have.

All allergies to food or other substances and any other special conditions, such as a new injury or complaint of the child should be immediately called to the attention of the teacher and directors.

Bulletin boards outside each classroom, at check-in and near the director's office will inform parents of current happenings in the classroom, school and community.

NEWSLETTERS



Monthly classroom newsletters and/or other types of written communication will inform parents of field trips, programs and other school or classroom happenings. Teachers of individual classes regularly send home communication with details regarding your child's specific classroom.

Parents are responsible for reading each newsletter/blog/note to stay informed about classroom happenings. Program newsletters will be

emailed at the beginning of each month and posted on the website. Paper copies will be available upon request.

INFORMATION FOR FUTURE KINDERGARTEN STUDENTS

www.showmekcschools.org

It is our belief that Kindergarten should be ready for your child regardless of their level of skill or interest. Students will enter Kindergarten with a variety of backgrounds, prior experiences, and

skills and none of those will guarantee success or should predict failure. However, there are things that you can do at home and experiences that we will be providing your child that will help them acquire new skills, develop creativity, cultivate an enthusiasm to explore and build a love of learning. The teachers in the preschool age classes will be sharing information that will help make the transition from Preschool to Kindergarten as seamless as possible.

It is never too early to begin searching for an appropriate Kindergarten for your child. Because there are so many elementary choices in the area for our students it would be impossible for us to provide all the details on every option available. We suggest that the families of our older students begin researching these choices early as some schools have prerequisites that must be met for enrollment. We will be happy to assist you when possible. We will, however, decline from making recommendations. We suggest an on-line search and/or connecting with other families where you live as your initial step in discovering all the Kindergarten possibilities. We will also pass on information regarding elementary options as it becomes available. **Show Me KC Schools (website listed above) is a nonprofit organization that helps families make well-informed decisions about their children's education by providing vital information about district, charter, faith-based, and independent-private school options in Kansas City. The idea for Show Me KC Schools grew from a group of parents with school-aged children who were committed to living in Kansas City, Missouri and eager to find the right education for their children. Today Show Me KC Schools provides information and access to over 90 schools through this website, (complete with comparison tools and virtual tours), the City School Fair, school tours, parent workshops and one-on-one support.**

PARENT INVOLVEMENT

Parents / Grandparents / Relatives are strongly encouraged to participate in Central Early Childhood Center and Central United Methodist church. You all are a vital part of the Central Community. The following are some, but not all, of the opportunities to become involved and make connections with other families that we will provide during the year:

- Attend orientation sessions
- Provide snacks for the classroom
- Attend and help with family events
- Attend parenting workshops
- Chaperone and be a driver for field trips (preschool only)
- Volunteer to share an interest or skill in the classroom.
- Attend and/or volunteer for church activities.
- Help with holiday happenings
- Help with fundraisers
- Serve on the Child and Family Advisory Board
- Attend parent / teacher conferences
- Complete family surveys
- Do occasional playground maintenance
- Help repair/assemble equipment
- Be a classroom substitute (if qualified).



Visiting/observing in classrooms:

Parents are welcome at any time. If you wish to visit inside your child's classroom for a longer time or do a more formal observation, we require that you speak with a director prior to scheduling this with your classroom teacher. During your visit we ask that you interact only with your own child in order not to disrupt or alter the experience of another child. We will limit the time and number of visits to classrooms to preserve the privacy and maintain a consistent and comfortable experience for all the children in a classroom. The classroom is not an appropriate place to schedule custodial or visits from relatives or friends.

PROGRAM EVALUATIONS

Families may be asked to respond to an annual **Family Survey** covering such topics as parent/teacher communication, your early childhood needs, expectations and satisfaction, policies and procedures, children's progress and learning, community awareness, parental involvement and program effectiveness. During some years the CFAB parent representatives have hosted parent events to gather feedback from families. **These are your opportunities to participate in a program evaluation.** Please respond quickly and honestly to any questions. Please refer to this handbook to help you answer questions if needed/prompted. YOUR ideas and observations are important to us in helping to make Central Early Childhood Center the best it can be. We also welcome comments/suggestions from parents at any time during the year. **Results of surveys will be shared with you in writing once results are tabulated.**

GRIEVANCE PROCEDURE



If parents have a complaint or concern, they should first take the issue to the staff member it most directly involves (i.e. take a classroom issue to the teacher, and take an administrative issue to a director). If there is no satisfaction in settling a classroom issue with the teacher, a parent should seek out a director. If there is still no satisfaction, the matter may be taken before the Senior Pastor followed by the Child and Family Advisory Board for resolution. The Chair person may be contacted through the Central Church Office or the CECC office. In the event of an urgent situation, a parent may contact the Church Office for assistance: 816-753-1844. We expect any grievance to be handled confidentially, in a calm, respectful manner with appropriate language on behalf of all parties involved. Anyone who feels he/she cannot remain calm should choose to take some time before engaging in a discussion or may choose contact by phone or email. Children need the adults in their lives to model problem solving in a friendly, calm, and positive manner.

SUBSTITUTE TEACHERS AND PARENT HELPERS

We are always interested in having parents participate in the center, either as paid substitute teachers (if qualified) or periodic volunteer helpers in the classroom or other areas. We will provide orientation and training. Contact a director for more information.

SPECIAL PROGRAMS (some are not annual)



Fundraisers

Parents and staff work together on occasional fund raising projects to help fund program improvement efforts. Past projects have included silent auction and dinner, Sand drive, Tree House improvement and garage sale.

Special Visitors

At various times throughout the year, outside speakers come to share their expertise with the children, for example; police officers, fire fighters, ambulance workers and other health professionals, Santa, puppeteers, in addition to family members who volunteer to share information about their jobs or other special gifts/talents with students.

Pictures

A professional photographer will take individual photographs once per school year. These will be available for optional purchase by parents.

Screenings

The program will schedule on-site developmental screenings for your child as they become available to us. We encourage families to become involved with their local **Parents As Teachers** program if available. This program provides parents with information, support and screenings in both individual and group settings to help their child get a great start. We encourage you to schedule regular visits for your child with a health professional and discuss any concerns you may have regarding your child's development.

Field Trips

Preschool age children may take field trips during the school year. Permission to participate is given with enrollment. Parents will always be notified in advance of an outing. Transportation will be provided by volunteer families. In cars, children use their own car seats or booster seat, as required by Missouri seat belt laws. Parents who wish to drive must complete a field trip driving pool form and provide a copy of their driver's license and proof of insurance. On all outings, adequate supervision is always provided and **parents should plan to help** with at least one field trip during the year.



LUNCH

Each child will bring his or her own lunch and beverage (water will be offered if nothing else is included in the lunch). All containers should be clearly marked with the child's name. Small soft sided insulated lunch bags are best. Please do not send hard sided coolers or large lunch boxes, as they do not fit in our refrigerators. Paper bags may be easily crushed. **NO GLASS CONTAINERS** for safety. Non-spill sippy cups are a good idea for any age child. Please send any beverage in a tightly closed no-spill container! To protect the environment, we encourage reusable lunch containers. Also, keep in mind we encourage as much independence as possible for the children, so please send foods and containers that are manageable for your child **including needed spoons/forks.**

It is recommended that parents send primarily healthy foods in their child's lunch. Please no candy or soda. Teachers in CECC will never withhold food from a child, however **Accreditation guidelines require that staff do not offer children younger than 4 years these foods: hotdogs (any form), whole grapes, *nuts; popcorn; raw peas and hard pretzels; or chunks of raw carrots or meat that can be swallowed whole ."** If you include it in the lunch, it means that the teachers are "offering" that food. If sweets/desserts are sent, teachers will encourage children to save them until the end of the meal. When possible, untouched food will be sent home in your child's lunchbox so that parents will know which foods were offered and consumed during the day.

SNACKS

Parents will be asked to provide healthy snacks on a rotating basis for your child's class (not infants). Your teacher will have a sign-up sheet for you. **Please note: we are required by the Missouri Department of Health to serve only pre-packaged, "store-bought" or "bakery-bought" snacks or whole fruits. Accreditation guidelines require that food brought from home for sharing among children must be "either whole fruits or commercially prepared in factory sealed containers. Shared snacks for children younger than 4 years may not include: hotdogs (any form), nuts; popcorn; raw peas and hard pretzels; or chunks of raw carrots."** Teachers will thoroughly wash all fruits and vegetables sent for sharing prior to serving them to children.

Families will be informed of any food allergies specific to your child's classroom and are required to abide by any restrictions both for shared foods and individual lunches.

No chewing gum ever, please.

FOOD FOR INFANTS AND BREAST FEEDING

Families of infants will provide liquid and solid food according to the current Accreditation standards and Missouri Health Department guidelines. This information will be provided along with a **"Foods for Infants"** form to complete regarding the child's eating schedule and habits. Mothers are welcomed and encouraged to breast feed infants during the school day if able. **The program will provide space for mother and child during this very special time so that everyone is comfortable. All liquids and solids should be introduced by families at home prior to sending to school to assure no allergic reactions (3/2021).**

SLEEPING AND NAPPING POLICY

BACK TO BED-all children are placed on their backs when an adult puts them in a crib or on a cot. During the core hours of the day 9:30 a.m. – 2:00 p.m., older children do not typically have a "scheduled" nap time. Infants may sleep in a crib, located in the classroom for easy supervision, whenever they become tired. Teachers will assure that sides of cribs are up and locked. Crib mattresses are sanitized with the 3-step process after each use. Infants younger than 12 months will not have pillows, quilts, comforters, sheepskins, stuffed toys, or other soft items in their cribs. Blankets are not allowed in cribs or rest equipment for infants younger than 12 months. (10/2015) Swaddling is not recommended. (4/2015) Children 12 months and older (with parent's written consent given at enrollment) may sleep on a cot. Cots are sanitized with the 3-step process after each use. Crib or cot sheets are used by the same child daily and are removed and laundered weekly or more often if soiled. **Parents must provide and launder cot sheets and any other bedding for their child. See Supplies.** Students attending at their nap time will sleep in a crib or cot. Non-nappers may stay up and play after a minimum of 30 minutes of 'quiet time' on a cot.



SIDS POLICY AND PROCEDURE

To help reduce the risk of Sudden Infant Death Syndrome (SIDS), infants, unless ordered by their physician, are placed on their backs to sleep on a firm surface manufactured for the use of sleeping infants. Equipment must meet the standards of the US Consumer Product Safety Commission. Infants younger than 12 months will not have pillows, quilts, comforters, sheepskins, stuffed toys, or other soft items in their cribs. Blankets are not allowed in cribs or rest equipment for infants younger than 12 months. (10/2015) Swaddling is not recommended. (4/2015) Pacifiers without attached toys/material will be allowed in cribs. The infant's head will be left uncovered during sleep. After being placed for sleep on their backs, infants may then be allowed to assume any comfortable sleeping position when they can easily turn themselves from the back position. Parents are given information regarding SIDS and preventative measures they can use at home. When infants can safely roll over this information is posted in an easily visible place near/on their crib.

TOILET LEARNING



Children may use cloth or disposable diapers or pull-ups. Prior to beginning toilet training please discuss with your teachers and keep the communication lines open during this important time in your child's life. We want to support the successes that begin at home. When you are in the process of toilet training, please assure that your child is consistently and independently using the toilet at home before sending your child to school in underwear. This means awareness of the need to go, the language to tell an adult, and the ability to handle all bathroom issues by themselves such as managing clothes, wiping and washing hands. We will support toilet learning after training has begun at home. Please dress your child in clothing they can manage on their own (elastic waist or loose fit pants/shorts work well). As many accidents are likely to occur during the learning process, several changes of clothes should be supplied and replenished as needed.

CLOTHING

For all children, please send a weather appropriate change of clothes, including socks, and clearly mark all items with your child's full name. Please remember to include mittens/gloves/hats and warm coats for cooler weather. There may be times when boots are also appropriate. We will attempt to go outside almost every day!! **Getting messy means children are engaged in the learning process**, so plan to send your child in clothes which can be easily washed!! There are many times when your child WILL get dirty/messy at school. Even our oldest children may have the occasional accident or spill or get extra messy/dirty in normal play which could require a change of clothes. Children should wear practical, comfortable clothing to school that they can zip, button and snap on their own when developmentally able. Jeans protect legs and are warm and durable. Elastic waist pants are especially helpful at bathroom time. Please discourage children from wearing sandals, crocs, dress shoes, or cowboy boots. These are very difficult to run and climb in safely. Closed toe shoes with non-skid soles are much safer for outdoor play, plus children do not get uncomfortable wood chips in their shoes.



If your child is not toilet trained, please bring at least 6-10 diapers daily and multiple changes of clothing (with waterproof diaper covers, and a plastic bag if cloth). Cloth diapers must not require pins.

HAND WASHING

Parents are required to have their children's hands washed shortly before or upon entering the classroom in the mornings. Wipes may be used with infants (3/2021). This helps to keep everyone healthy and develops good habits for your child. During the class day, we encourage / teach hand washing before food handling, eating, sensory activities (such as play dough and water play), and after toileting, diapering, nose wiping, etc.



ABUSE REPORTING POLICY

Reporting abuse is a serious matter and is handled with the safety and welfare of the child as the most important issue. Our staff is trained to observe the signs of abuse and neglect through online Safe Gatherings training as required by the United Methodist Conference. Child care providers are mandated by the state to report cases of suspected abuse and neglect. If a staff member were to suspect abuse or neglect, they would take immediate action.

We take the allegation of abuse by a staff member very seriously. Careful procedures have been formulated in case this issue would need to be addressed. Upon hiring, our staff members are carefully selected and screened through state and national registries for abuse reports.

CHILD GUIDANCE/ DISCIPLINE POLICY

Guiding the behavior of children, fostering good human relationships and building healthy personalities are important tasks for early childhood care and education professionals. The goal is for children to become self-regulated. This can be accomplished by talking through situations with the children and setting necessary limits.

CECC follows the system of Conscious Discipline, designed by Dr. Becky Bailey, which is based on current brain research, child development information, and developmentally appropriate practices. It is designed specifically to make changes in the lives of adults first (parents and teachers), who in turn change the lives of children. As adults begin to change their attitudes and behaviors, so will the children in their care.

The "Seven Basic Skills of Discipline" which comprise the core of Conscious Discipline are: Composure, Encouragement, Assertiveness, Choices, Positive Intent, Empathy and Consequences. These are threaded through each interaction and each day at CECC. For further information, go to the web site at: www.consciousdiscipline.com

The classroom behavioral expectations are simple and straightforward:

1. Walk inside the building.
2. Use an indoor voice.
3. Use kind words and actions.

The teacher's first response to a child who is having difficulty following school rules will be verbal reminders of what is appropriate behavior for a particular time and place. Re-direction to a new activity will also be a part of this process, if necessary. In the event that the child becomes violent toward another person, or the behavior has become extreme, the child may be asked to separate him/herself from the group until he or she can control the behavior and rejoin the activity. In the rare case of flagrant or continued recurring disregard for policies and behavioral expectations which cause

unsafe situations, Central Early Childhood Center reserves the right to ask the family to find another program that better serves the needs of their child and family.

DONATIONS

Central Early Childhood Center is always grateful to receive donations of healthy snacks, dolls, educational games (non-electronic), children's books, paper, office or art supplies, infant equipment, costume jewelry, dress up clothes, shoes, purses and plastic grocery bags. We also sometimes need extra children's clothing for accidents/spills. Before you throw away anything interesting and in good shape, please check with us. Remember children love to explore with "real" items. Please limit donations to clean items in good repair. Thanks to our families at this time we have a huge supply of recyclables and limited storage. Unless a classroom asks for a specific recyclable item to be put to immediate use we would decline those donations.

BIRTHDAYS

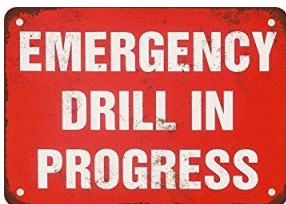


Birthdays are special at Central ECC. It is fun for the children to bring a **simple** snack (such as cookies) to share with the class. Please try to keep treats and celebrations simple. Sorry, no home-baked goodies. **Accreditation guidelines require that food brought from home for sharing among children must be "commercially prepared in factory sealed containers."** Decorated napkins are fun to have, but please don't bring fancy favors, decorations and **NO BALLOONS** as these may cause injury or become a classroom distraction. Please discuss with the teacher in advance if you plan to bring in something special for a birthday. **Please do not plan to have your child's birthday "party" at school.** To assure no hurt feelings we will only distribute party invitations on your behalf if you are inviting all children enrolled in your child's class.

RELIGION

Children at CECC will be surrounded with God's love and grace in a warm and caring Christian environment. There is a general moral atmosphere as we model and teach that we should all be good to one another, because God made us all. We take care of all God's creations, big and small. We may pray to God and Jesus at snack and lunch times. We read Bible stories occasionally. At Christmas time we stress the importance of the story of the birth of Jesus. ECC families will be invited and encouraged to attend and become involved in Central Church events.

EMERGENCY PLANS



The Missouri Department of Health and Kansas City Fire Marshall inspect CECC annually. Emergency drills are practiced regularly to ensure the safety of the children. In the event of an emergency requiring us to leave the building and evacuate the area, CECC has made a special agreement with Second Presbyterian Church at 55th and Oak Street and/or UMKC law school. If either program suffers a catastrophic event for which we need temporary housing, we will walk to the neighboring church or across Oak Street, contact parents immediately, and wait in safety and comfort for parents to come.

SECURITY

All outside doors of the church are locked. Doorbells with cameras are used to gain entry on the East (Oak Street) into the early childhood center or the West (Brookside Blvd) into the Central Church reception and administrative offices. **CECC families are asked to use the East (Oak Street) facing entrance** to enter the Early Childhood Center. Parents are cautioned to only allow known persons to enter the building as they arrive or depart. If you are unsure, please contact a director immediately. Teachers will supervise children according to NAEYC guidelines at all times and we require that families do the same while on property. Children will only be released to parents or other authorized adults.

WEAPONS POLICY

Because CECC strives to provide an environment of non-violence, we do not allow weapons of any kind on the premises. Even “created” weapons, such as Duplo blocks made into a gun, or a finger pointed at a person are discouraged if these objects or gestures intend to inflict harm or symbolize hurting another individual. Please help your child understand why weapons or violent toys should not be brought to school.

SUPERHERO PLAY



Because we believe that dramatic play promotes imagination, cognitive development, and social interaction (among other positive benefits), superhero play is allowed as long as it does not become aggressive or hurtful play. Superhero play allows a child to fantasize about being the strongest, fastest or most powerful person in the world! Children are often powerless in many of their life decisions. This imaginative play can help children make sense of their lives in a safe way.

PETS

Pets or visiting animals must appear to be in good health and have documentation from a veterinarian or animal shelter to show the animal is fully immunized (if the animal should be so protected) and that show the animal is suitable for contact with children. Animals will not be allowed into the center unless prior arrangements with teachers and directors are made. Please leave family pets at home during drop-off and pick-up. **Pets are not allowed on the playground.**

SMOKING AND FIREARMS POLICY

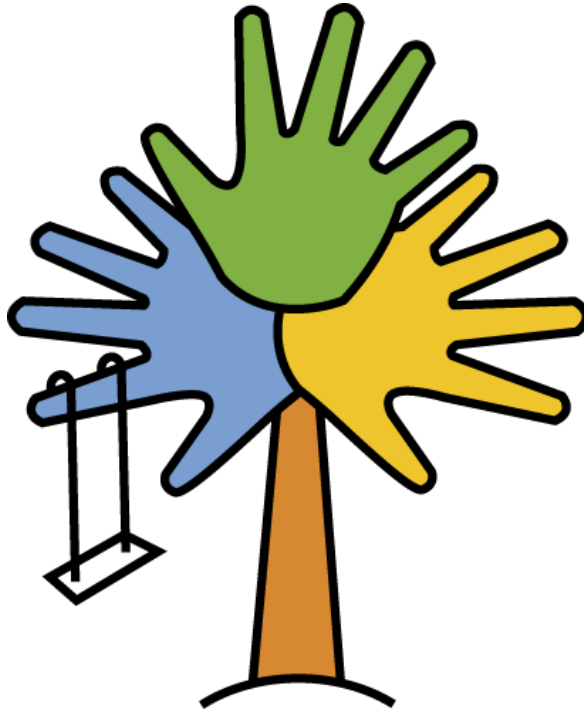
Smoking is never permitted in the building, on or near outdoor play areas, or in the sight of children. Firearms are not permitted on the premises with the exception of law enforcement officers.

NON-DISCRIMINATION POLICY

CECC believes in the worth of every individual and does not discriminate on the basis of race, color, gender, sexual orientation, national or ethnic origin. EOE

ACCESSIBILITY POLICY

It is our goal to be accessible to persons with disabilities. We will attempt to accommodate those with disabilities within the limits of the abilities of our staff and within the limits of physical environment. Please feel free to speak with us about your child's individual needs.



If you have any questions or comments, please feel free to contact us.

We want your child's experience at Central Early Childhood Center to be the best it can possibly be.

We are honored that you have trusted us with the care and early education of your most precious gift.