



PARTNERS IN LEARNING, INC.

Teaching to the ♥ of What Matters Since 1999

Therapeutic Learning Center
Turnersville, NJ 08012
856-374-2821

Cherrywood Academy & Private Preschool
Clementon, NJ 08021
856-566-1004

Country Acres Private Preschool
Williamstown, NJ 08094
856-881-0400

Partners in Learning Private Preschool
Northfield, NJ 08225
609-377-8337

Parent Handbook

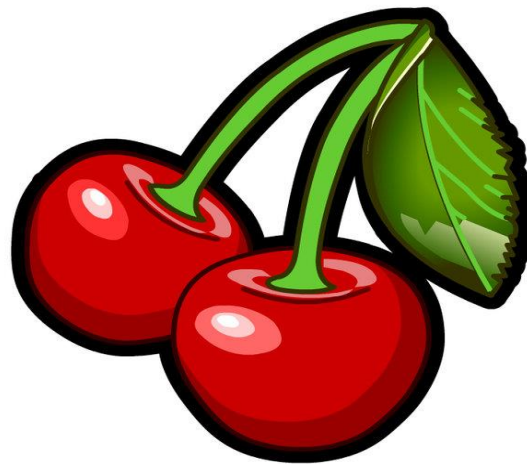


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Our Learning Philosophy

At Partners in Learning, Inc., we believe preschoolers are best taught in a caring atmosphere rich with hands on activities that make learning fun. A child learns through play, especially when the setting builds confidence and the lessons are embedded with interesting and stimulating goals. Our goal is for every child to gain the needed social skills and pre-academic development to cultivate a lifetime of joy in learning!

We are dedicated to providing young children with a successful first school experience. Our nurturing, qualified staff provides each child with an enriching environment filled with developmentally appropriate learning opportunities. Our curriculum uniquely challenges the preschool child to problem solve through individual and small group activities. Sharing, taking turns making friends as well as learning number and letter concepts help each learner prepare for kindergarten with a winning attitude!

Curriculum

Following developmental guidelines, our students learn concepts such as colors, shapes, letters and numbers woven in a monthly theme. Hands on projects build each child's creativity as they gain knowledge and understanding of themselves and others. "Show and Tell" provides each child with an opportunity to share with the class as well as listen to friends. Field trips add enriching experiences to concepts introduced in class. Our Nursery children concentrate on social skill development, how to be a good friend and learning classroom routines. The focus shifts in Pre-K and Kindergarten to academic readiness. Lessons are structured with the unique needs of each class and offer a variety of projects and crafts.

Screening and Referral Policy

Partners in Learning, Inc. will use the Ages and Stages Questionnaires (ASQ-3) screening tool. A Parent-Completed Child Monitoring System as a developmental screening tool. ASQ screening will be provided to all children.

Who Does the Screening and How It Is Administered:

The Questionnaire will be given to parents to complete. The ASQ questionnaire will be completed by the parents at home or at the center if they choose to do so. Staff members certified will score the questionnaire and provide feedback to parents of children who are completing the questionnaire.

When, Why, and How Results Are Shared with Parents:

ASQ screening will be used within 45 days of enrollment.

The questionnaire will be used for all children

The Questionnaires can identify infants and young children who are in need of further assessment to determine whether they are eligible for early intervention or early childhood special education. (EI/ECSE) services.

Teachers will use the Parent Conference Sheet to organize meetings with families and screening results. The screening results will be shared and discussed with the parents.

Referral recommendation will be given to parents whose children need to be referred based on the screening results.

Follow Up Procedures:

For children that are still enrolled in our program while receiving services, monthly meetings will be held with the person providing the special services such as therapist, the parents of the child, the classroom teacher, and the assistant director. This will help the teacher and the caregivers know what extra accommodations if any, that needs to be provided for the child.

The screening will be repeated every six months for referred children.

Environmental Rating Scale Policy

Within our centers, the Environmental Rating Scales (ERS) will be completed within each classroom at least once per year.

Preschool: The ECERS-3 will be completed in the preschool classrooms. These assessments will be completed by the director or the assistant director around the midpoint of the year (ie January, February...).

Nursery: The ITERS- R is completed in the infant/toddler classrooms. These assessments will be completed by the director or the assistant director around the midpoint of the year (ie January, February...).

The information received from this environmental rating scale will be used to improve classroom practices and will be added to the yearly written program improvement plan. Teachers will be given a general report of strengths and areas of opportunity, which will be discussed with director/ assistant director of program. Teachers will be coached throughout the year in order to build upon areas of opportunity. Improvements will be documented during the evaluation process.

Home Language Policy

Our program is dedicated to respecting children's individual backgrounds, including home language. All classes are arranged to create an environment of learning. All classrooms will have learning centers reflective of the cultures of the children and respecting the backgrounds and lifestyles of their families. For example, our classroom shelves will be labeled with a picture as well as English and Spanish words to help students learn where things are stored. For example, we will encourage children whose first language isn't English to use their home language, gestures, pictures, or seek the help of a friend/adult to communicate when needed. We will do our best to have classroom activities reflect the ethnic background of families served as well as introduce children to cultures which are different from their own. For example, we will have dolls, books, kitchen items, clothing, music and other resources that reflect various cultures so students can share a variety of experiences with one another.

Our policies and practices come from research on supporting the development of preschool English language learners.

- Young English language learners need support of their home language or they will lose it
 - Loss of the home language can have a negative impact on learning
 - Bilingual and dual language programs are most effective for English language learners and do not negatively impact native English speakers
- Espinosa, Linda, Foundation for Child Development Policy Brief, No. Eight, January 2008

Practices We Promote

- Easy access to writing materials in all parts of the room
- Inviting places to read with materials that use the languages of the children
- Labeling in home language and English
- Using symbols build independence

- Daily routines can encourage verbal expression and communication while supporting social skills

Together with the families we want all children to have an enriching experience.

Information to Parents

In keeping with New Jersey's child care licensing requirements, we are obligated to provide you, as the parent of a child enrolled at our center, with this informational statement.

The statement highlights, among other things: your right to visit and observe our center at any time without having to secure prior permission; the center's obligation to be licensed and to comply with licensing standards; and the obligation of all citizens to report suspected child abuse/neglect/exploitation to the Child Abuse Hotline 1(877) NJ ABUSE.

Under provisions of the Manual of Requirements for Child Care Centers (N.J.A.C. 3A:52), every licensed child care center in New Jersey must provide to parents of enrolled children written information on parent visitation rights, State licensing requirements, child abuse/neglect reporting requirements and other child care matters. The center must comply with this requirement by reproducing and distributing to parents this written statement, prepared by the Office of Licensing, Child Care & Youth Residential Licensing, in the Department of Children and Families. In keeping with this requirement, the center must secure every parent's signature attesting to his/her receipt of the information.

Our center is required by the State Child Care Center Licensing law to be licensed by the Office of Licensing (OOL), Child Care & Youth Residential Licensing, in the Department of Children and Families (DCF). A copy of our current license must be posted in a prominent location at our center. Look for it when you're in the center.

To be licensed, our center must comply with the Manual of Requirements for Child Care Centers (the official licensing regulations). The regulations cover such areas as: physical environment/life-safety; staff qualifications, supervision, and staff/child ratios; program activities and equipment; health, food and nutrition; rest and sleep requirements; parent/community participation; administrative and record keeping requirements; and others.

Our center must have on the premises a copy of the Manual of Requirements for Child Care Centers and make it available to interested parents for review. If you

would like to review our copy, just ask any staff member. Parents may secure a copy of the Manual of Requirements on the DCF website at www.nj.gov/dcf/providers/licensing/laws/CCCmanual.pdf or by sending a check or money order for \$5 made payable to the “Treasurer, State of New Jersey”, and mailing it to: NJ Department of Children and Families, Office of Licensing, Publication Fees, PO Box 657, Trenton, NJ 08646-0657.

We encourage parents to discuss with us any questions or concerns about the policies and program of the center or the meaning, application or alleged violations of the Manual of Requirements for Child Care Centers. We will be happy to arrange a convenient opportunity for you to review and discuss these matters with us. If you suspect our center may be in violation of licensing requirements, you are entitled to report us to the Office of Licensing toll free at 1 (877) 667-9845. Of course, we would appreciate your bringing these concerns to our attention too.

Our center must have a policy concerning the release of children to parents or people authorized by parents to be responsible for the child. Please discuss with us your plans for your child’s departure from the center.

Our center must have a policy about administering medicine and health care procedures and the management of communicable diseases. Please talk to us about these policies so we can work together to keep our children healthy.

Our center must have a policy concerning the discontinuation of enrollment of children from enrollment at the center. Please review this policy so we can work together to keep your child in our center.

Parents are entitled to review the center’s copy of the Office of Licensing’s Inspection/Violation Reports on the center, which are available soon after every State licensing inspection of our center. If there is a licensing complaint investigation, you are also entitled to review the Office’s Complaint Investigation Summary Report, as well as any letters of enforcement or other actions taken against the center during the current licensing period. Let us know if you wish to review them and we will make them available for your review or you can view them online at http://data.nj.gov/childcare_explorer.

Our center must cooperate with all DCF inspections/investigations. DCF staff may interview both staff members and children.

Our center must post its written statement of philosophy on child discipline in a prominent location and make a copy of it available to parents upon request. We encourage you to review it and to discuss with us any questions you may have

about it.

Our center must post a listing or diagram of those rooms and areas approved by the Office for the children's use. Please talk to us if you have any questions about the center's space.

Our center must offer parents of enrolled children ample opportunity to assist the center in complying with licensing requirements; and to participate in and observe the activities of the center. Parents wishing to participate in the activities or operations of the center should discuss their interest with the center director, who can advise them of what opportunities are available.

Parents of enrolled children may visit our center at any time without having to secure prior approval from the director or any staff member. Please feel free to do so when you can. We welcome visits from our parents.

Our center must inform parents in advance of every field trip, outing, or special event away from the center, and must obtain prior written consent from parents before taking a child on each such trip.

Our center is required to provide reasonable accommodations for children and/or parents with disabilities and to comply with the New Jersey Law Against Discrimination (LAD), P.L. 1945, c. 169 (N.J.S.A. 10:5-1 et seq.), and the Americans with Disabilities Act (ADA), P.L. 101-336 (42 U.S.C. 12101 et seq.). Anyone who believes the center is not in compliance with these laws may contact the Division on Civil Rights in the New Jersey Department of Law and Public Safety for information about filing an LAD claim at (609) 292-4605 (TTY users may dial 711 to reach the New Jersey Relay Operator and ask for (609) 292-7701), or may contact the United States Department of Justice for information about filing an ADA claim at (800) 514-0301 (voice) or (800) 514-0383 (TTY).

Our center is required to, at least annually, review the Consumer Product Safety Commission (CPSC) , unsafe children's products list, ensure that items on the list are not at the center, and make the list accessible to staff and parents and/or provide parents with the CPSC website www.cpsc.gov/Recalls. Internet access may be available at your local library. For more information call the CPSC at (800) 638-2772.

Anyone who has reasonable cause to believe that an enrolled child has been or is being subjected to any form of hitting, corporal punishment, abusive language, ridicule, harsh, humiliating or frightening treatment, or any other kind of child

abuse, neglect, or exploitation by any adult, whether working at the center or not, is required by State law to report the concern immediately to the State Central Registry Hotline, toll free at 1 (877) NJ ABUSE/(877) 652-2873. Such reports may be made anonymously. Parents may secure information about child abuse and neglect by contacting: DCF, Office of Communications and Legislation at (609) 292-0422 or go to www.state.nj.us/dcf/.

Reporting Child Abuse in New Jersey

In New Jersey, our centers and all of our staff are **Mandated Reporters** by New Jersey law. Therefore, all staff members are required to report any suspected incidents of child abuse and/or neglect immediately, certainly no later than 24 hours of the incident.

Any employee having reasonable cause to believe that a child has been subjected to abuse or acts of abuse should immediately report this information to the State Central Registry (SCR). If the child is in immediate danger, call 911 as well as **1-877 NJ ABUSE (1-877-652-2873)**. Supervisor or peer approval is **NOT** necessary before reporting, but staff may seek guidance of a supervisor before reporting.

Requirements/Recommendations:

- Notify a supervisor when a staff member/parent/guardian is suspected of child abuse/neglect immediately
- If a staff member(s) is suspected of abuse/neglect, that person(s) should be immediately removed from the classroom and contact with children
- Determine internal reporting with next level of management as necessary
- Determine internal reporting to parent/guardian of the child involved in suspected incident as required by the Office of Licensing. Reporting must be made on the same day as the incident
- Determine system for recording such incidents and documentation that parent/guardian has been informed

What is child abuse or neglect?

Abuse - Abuse is the physical, sexual or emotional harm or risk of harm to a child under the age of 18 caused by a parent or other person who acts as a caregiver for the child.

Neglect - Neglect occurs when a parent/guardian or caregiver fails to provide proper supervision for a child or adequate food, clothing, shelter, education or medical care although financially able or assisted to do so.

What information will I be asked to provide to the hotline screener?

SCR screeners are trained caseworkers who know how to respond to reports of child abuse/neglect. Whenever possible, a caller should provide all of the following information:

- **Who:** The child and parent/caregiver's name, age and address and the name of the alleged perpetrator and that person's relationship to the child.
- **What:** Type and frequency of alleged abuse/neglect, current or previous injuries to the child and what caused you to become concerned.
- **When:** When the alleged abuse/neglect occurred and when you learned of it.
- **Where:** Where the incident occurred, where the child is now and whether the alleged perpetrator has access to the child.
- **How:** How urgent the need is for intervention and whether there is a likelihood of imminent danger for the child.

Do callers have immunity from civil or criminal liability?

Any person who, in good faith, makes a report of child abuse/neglect or testifies in a child abuse hearing resulting from such a report is immune from any criminal or civil liability as a result of such action. Calls can be placed to the hotline anonymously.

Is it against the laws of New Jersey to fail to report suspected abuse/neglect?

Any person who knowingly fails to report suspected abuse/neglect according to the law or to comply with the provisions of the law is a disorderly person and may be held criminally liable and is subject to a fine up to \$1000 or up to six months' imprisonment, or both.

What happens after I make the call?

When a report indicates that a child may be at risk, an investigator from the Division of Child Protection and Permanency (formerly Youth and Family Services) will promptly investigate the allegations of child abuse and neglect within 24 hours of receipt of the report. Parent(s)/guardian(s) of the child involved in suspected abuse/neglect must be notified on the same day of the incident. This notification will be done by the on-site director or owner of the center.

All staff must complete Mandated Reporter training upon hire, within two weeks of employment and before working alone in a classroom, and annually thereafter. The center administration shall maintain records of these trainings.

Hot Lines for Domestic Abuse

<https://www.state.nj.us/dca/divisions/dow/resources/countyresourcesdv.html#1>

<p>Atlantic County Women's Center Violence Intervention Program 1201 New Road, Suite 240 Linwood, NJ 08221</p> <p>Emergency Shelter 24 Hr. Hotline: 1-800-286-4184 Phone: (609) 646-6767 TTY: (609) 645-2909 Office: (609) 601-9925 Fax: (609) 601-2975 Web: www.acwc.org</p>	<p>Camden County Women's Center PO Box 1459 Blackwood, NJ 08021</p> <p>Emergency Shelter 24 Hr. Hotline: (856) 227-1234 TTY: (856) 227-9264 Office: (856) 227-1800 Fax: (856) 227-1261</p> <p>Outreach Center: PO Box 1459, Attn: Outreach Blackwood, NJ 08021 Phone: (856) 963-5668</p>	<p>Center for Family Services Empowering the Rights of Victims PO Box 566 Glassboro, NJ 08028</p> <p>Emergency Shelter 24 Hr. Hotline: (856) 881-3335 Toll free: 1-866-295-7378 TTY: 856-881-9323 Fax: 856-881-4042 Email: serv@centerffs.org Web: www.centerffs.org</p>
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Student Requirements

There are just a few items that need to be brought to your attention to help make the school year run as smoothly as possible. Here is a list of requirements that we need you to follow for the safety and well being of all our students.

1. All of our centers are a peanut and tree nut free schools. We have various students highly allergic to peanuts and tree nuts, so to ensure the safety of those students, we must ask that all lunches/snacks be nut free. That means, no PB&J, crackers with peanut butter, candy with nuts, etc.
2. All lunches must have an ice pack in them to keep cool. We do not have any additional room in our refrigerator to accommodate any school lunches. Also, if siblings are sharing a lunch box, each lunch should be wrapped separately, in a clear Ziploc bag, with their name clearly written on it. Put their name on the outside of the lunch box. Please note we do not provide lunch, only snacks.
3. Pack only what your child can eat at lunch time. Your child's lunch should have a serving of protein, one serving of vegetable or fruit and one serving of grain products. Milk or 100% juice. Soda is not permitted.

4. Absolutely no candy or gum of any kind should be sent in your child's lunch. If it is packed, the teacher will send it home and not allow the child to eat the candy or gum snack.
5. No lunches will be warmed in the microwave or kept in the refrigerator.
6. Please pack all necessary utensils (spoon, fork, napkin, straw, etc.)
7. All items brought from home must have your child's first and last name clearly written on it. This includes clothing, lunch bags, book bags, sleeping bags, etc.
8. A complete change of clothes must be available at all times, including underwear, socks, shirt, pants/shorts, sweater/sweatshirt.
9. If your child is using "pull-ups" it is the parent's responsibility to provide these items, as well as wipes for cleaning. If your child has an accident, and you have not brought a change of clothes, you will be called to bring a dry/clean set of clothing.
10. All children will be assigned a cot. The parent is responsible to provide 2 labeled sheets for the child. All children enrolled in the Center will be given a nap time daily. All children will be expected to lie down, and remain quiet during this rest time. Children who have "outgrown" an afternoon nap will be expected to remain on their cot and play quietly with items provided by our staff. All nap materials must be taken home every Friday to be washed, and returned on Monday.
11. In the spring and fall, put bug repellent and sunscreen on your child BEFORE they come to school.

Health, Nutrition, and Safety Policies and Procedures

Upon entering our program, and as age-appropriate thereafter, health records document the dates of services to show that the child is current for routine screening tests and immunizations according to the schedule recommended, published in print, and posted on the Web sites of the American Academy of Pediatrics, the Centers for Disease Control of the United States Public Health Service (CDC-USPHS), and the Academy of Family Practice. When a child is overdue for any routine health services, parents, legal guardians, or both provide evidence of an appointment for those services before the child's entry into the

program and as a condition of remaining enrolled in the program, except for any immunization for which parents are using religious exemption. Child health records include current information about any health insurance coverage required for treatment in an emergency, results of health examinations, showing up-to-date immunizations and screening tests with an indication of normal or abnormal results and any follow-up required for abnormal results.

At least one staff member who has a certificate showing satisfactory completion of pediatric first-aid training, including managing a blocked airway and providing rescue breathing for infants and children, is always present with each group of children. One staff person who has successfully completed training in CPR is present in the program at all times.

The program follows these practices in the event of illness



Communicable Disease Policy

Parents are asked to notify the program within twenty-four (24) hours if their child has been exposed to any communicable disease. The center will notify all parents in writing whenever the children in the program have been exposed to a communicable disease. Further, the center will notify the Commissioner of Health within twenty-four (24) hours of awareness that any illness or condition specified by law or regulation is present in the program. Staff and teachers provide information to families verbally and in writing about any unusual level or type of communicable disease to which their child was exposed, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program, which families should implement at home. The center has documentation that it has cooperative arrangements with local health authorities makes contact, at least annually, with those authorities to keep current on relevant health information and to arrange for obtaining advice when outbreaks of communicable disease occur.

Guidelines for Exclusion from the Program

Certain symptoms in children may suggest the presence of communicable disease. Children who have the following symptoms should be excluded from the child care setting until:

- 1) a health care provider has determined that the symptoms are not associated with an infectious agent, or
- 2) there is no longer a threat to the health of other children or staff at the program.

Under no circumstances shall our centers serve or admit any child who has any illness, symptom of illness or disease that a health care provider has determined requires the child to be:

- Confined to home under a health care provider's immediate care
- Admitted to a hospital for medical care and treatment

The following provisions relate to illness or symptoms of illness:

Our centers serving well children shall not permit a child who has any of the illnesses or symptoms of illness specified below to be admitted to the centers on a given day unless medical diagnosis from a health care provider, which has been communicated to the center in writing, or verbally with a written follow-up, indicates that the child poses no serious health risk to him/herself or to other children. Such illnesses or symptoms of illness shall include, but not be limited to, any of the following:

- Severe pain or discomfort
- Acute diarrhea, characterized as twice the child's usual frequency of bowel movements with a change to a looser consistency within a period of 24 hours, or bloody diarrhea. Children may not return until the diarrhea has stopped or a medical exam indicates that it is not related to a communicable disease.
- Two or more episodes of acute vomiting within a period of 24 hours
- Elevated oral temperature of 101.5 degrees Fahrenheit or over or axillary temperature of 100.5 degrees Fahrenheit or over in conjunction with behavior changes
- Lethargy that is more than expected tiredness
- Yellow eyes or jaundiced skin
- Red eyes with discharge
- Infected, untreated skin patches
- Difficult rapid breathing or severe coughing
- Skin rashes in conjunction with fever or behavior changes
- Weeping or bleeding skin lesions that have not been treated by a health care provider
- Stiff neck
- Mouth sores with drooling

Once the child is symptom-free for a full-consecutive, 24 hour period, without the aid of fever-reducing medication, or has a health care provider's note stating that the child no longer poses a serious health risk to himself/herself or to other children or staff, the child may return to our center unless contradicted by local health department or Department of Health.

If a child who has already been admitted to our center manifests any of the illnesses or symptoms of illness specified above, the center shall remove the child from the group of well children to a separate room or area, as specified in N.J.A.C. 3A:52-5.3(q)4, until:

- He or she can be taken from the center; or
- The director or his or her designee has communicated verbally with a health care provider, who indicates that the child poses no serious health risk to him/herself, to other children or staff, at which time the child may return to the group.

Our centers may exclude a child whose illness prevents the child from participating comfortably in activities or results in a greater need for care than the staff can provide without compromising the health and safety of other children at the center.

The following provisions relate to excludable communicable diseases:

Our centers shall not permit a child with an excludable communicable disease, as set forth in the Department of Health's Reporting Requirements for Communicable Diseases and Work-Related Conditions Quick Reference Guide available at

http://www.nj.gov/health/cd/documents/reportable_disease_magnet.pdf

incorporated herein by reference, as amended and supplemented, to be admitted to or remain at the center, until:

- A note from the child's health care provider states that the child, respectively, has been diagnosed and presents no risk to himself, herself, or to others
- Our center has contacted the Communicable Disease Program in the State Department of Health, or the local health department pediatric health consultant, and is told the child poses no health risk to others

If the child has chicken pox, the center must obtain a note from the parent or staff member stating that all sores have dried and crusted.

Table of Excludable Communicable Diseases:

A child who contracts any of the following diseases may not return to the center without a physician's note stating that the child presents no risk to him/herself or others:

Respiratory Illnesses

Chicken Pox**
German Measles
Hemophilus Influenza*
Measles*
COVID-19
Meningococcus*
Mumps*
Strep Throat
Tuberculosis*
Whooping Cough*

Gastrointestinal Illnesses

Giardia Lamblia*
Hepatitis A*
Salmonella*
Shigella*

Contact Illnesses

Impetigo
Lice
Scabies

*Diseases required to be reported to the health department by the center

**Note: If a child has chicken pox, a doctor's note is not required for re-admitting the child to the center. A note from the parent is required, stating either that at least six days has elapsed since the onset of the rash, or that all sores have dried and crusted.

If students or staff are exposed to any excludable disease at the center, parents and staff will be notified in writing.

Medication Administration



Written instructions are required from a licensed physician or dentist before administering each prescription medication to students. This form is included in with student enrollment packets and can be found online on our website. Medication with the child's name, current prescription information and directions for use on the label constitutes written instructions by the health care provider. Any

over-the-counter medication is to be given according to the manufacturer's instructions. All medication is to be given with the standardized measuring device. Parental permission is needed for all prescriptions. PIL only accepts original, current prescription bottles or containers containing a legible label. Medications are given only to the child whose name is on the prescription label.

Medications must be stored in approved, covered containers, and labeled and must always be stored in locations inaccessible to children. Staff members assigned to give medications will individually administer the medication according to posted guidelines. The dosage, date and time of each administration of medication must be noted on each child's permission slip and signed by the staff member administering the medication. The staff member administering medications must follow the instructions set forth on the medication container and the parent's instructions on the permission slip. If a medication is not administered on time, and if it is more than one (1) hour past the prescribed administration time, parent(s) need to be contacted for further instructions. After completing the medication cycle, the empty bottle or container should be returned to the parent, or disposed of properly. The permission slip is filed in the child's folder.

Life Sustaining Equipment Policy

Before administering a health care procedure associated with a child's health condition, such as the use of a blood glucose monitor, nebulizer, or epinephrine pen, the center shall ensure that all staff members who administer the procedure are taught to do so by the child's parent or another appropriately trained person. Written documentation signed by the parent and staff member must be completed before medication will be administered. There shall be at least two staff members present at the center who are trained in such health care procedures. The center shall inform the child's parent immediately if a child exhibits any adverse effect of a medication or health care procedure.

Outside



Children of all ages have daily opportunities for outdoor play (when weather, air quality, or environmental safety conditions do not pose a health risk). When outdoor opportunities for large-motor activities are not possible because of conditions, the program provides similar activities inside. Indoor equipment for large-motor activities meets national safety standards and is supervised at the same

level as outdoor equipment. We use the chart below when determining outdoor activities.

Child Care Weather Watch

Wind-Chill Factor Chart (in Fahrenheit)

Wind Speed in mph

		CALM	5	10	15	20	25	30	35	40
Air Temperature	50	50	48	40	36	32	30	28	27	26
	40	40	37	28	22	18	16	13	11	10
	30	30	27	16	9	4	0	-2	-4	-6
	20	20	16	4	-5	-10	-15	-18	-20	-21
	10	10	6	-8	-18	-25	-29	-33	-35	-37
	0	0	-5	-21	-36	-39	-44	-48	-49	-53
	-10	-10	-15	-33	-45	-53	-59	-63	-67	-69
-20	-20	-26	-46	-58	-67	-74	-79	-82	-85	
-30	-30	-36	-56	-72	-82	-87	-94	-98	-102	

■ Comfortable for out door play
 ■ Caution
 ■ Danger

Heat Index Chart (in Fahrenheit)

Relative Humidity (Percent)

		15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90
Temperature (°F)	110	108	112	117	123	130	137	143	150								
	105	102	105	109	113	118	123	129	135	142	149						
	100	97	99	101	104	107	110	115	120	126	132	138	144				
	95	91	93	94	96	98	101	104	107	110	114	119	124	130	136		
	90	86	87	88	90	91	93	95	96	98	100	102	106	109	113	117	122
	85	81	82	83	84	85	86	87	88	89	90	91	93	95	97	99	102
	80	76	77	77	78	79	79	80	81	81	82	83	85	86	86	87	88
75	71	72	72	73	73	74	74	75	75	76	76	77	77	78	78	79	

All outdoor play equipment meet the standards for outdoor play equipment for childcares.

Staffing and Assessment

Staff ratios will be dictated by the flow of children using the outdoor area, where possible a minimum of two members of staff will be on duty. Ratios will account for the statutory requirements. Activities and equipment are subject to risk assessments that are regularly reviewed. All staff are aware of the necessary controls that ensure safe practice. (These can be seen on request.) Regular observations are undertaken that inform the evaluation process. The staff focus on the effective learning outcomes for the children, the equipment’s suitability for purpose and any associated hazards. Staff carry first aid equipment and phones outdoors.

Sun Injury

To protect children from sun injury, parents should apply sunscreen to their children before school daily. Our play yards are shaded with trees and portable (pop-up) tents as needed.

Head Injuries

A scrape or a cut can cause minor injuries to bleed. Minor scalp injuries can also result in blood collecting under the skin of the scalp and bulging outward (sometimes called a “goose egg.”) If a child is active, with normal behavior after a bump to the head, a serious injury is unlikely. However, since any blow to the skull can cause injury to the brain, it is important to watch the child closely for the next 24 hours since the symptoms may not show up until later. This means that we always let parents know if a child in our care has had a blow to the head so they can observe the child for signs of an internal injury after leaving our center and seek medical help if necessary.

An injury form will be sent home with students stating the child has sustained a head injury at our center, the approximate time of occurrence, that they have been monitored since the accident and whether we have identified anything causing concern up to the time the child goes home. It is the parents’ responsibility to seek medical attention if any suspicion of concussion is warranted or signs of an internal head injury appear.

What are the signs of an internal head injury? Since internal head injuries can cause damage to the brain, call 911 for the following symptoms:

- Unconsciousness
- Abnormal breathing
- Bleeding or clear fluid from the nose, ear, or mouth
- Disturbance of speech or vision
- Pupils of unequal size
- Weakness or paralysis
- Dizziness
- Neck pain or stiffness

Insect Borne Diseases

The yard is checked daily for standing water to prevent mosquito infestations. Teachers check the yard every day for insects and spiders and spray when necessary.

Clothing / Attire



Clothing for your preschool child should be simple, comfortable, washable and easy for your child to manage. Your child should be able to fully participate in all preschool activities and not worry about keeping their clothing clean or tripping over loose clothing on the climber outside. Smocks for painting are supplied, but they are not always 100% effective! We spend time outside almost every day, even in the snow (unless it is below 32 degrees including wind chill).

Please have your child wear or bring appropriate warm clothing. An extra pair of boots, snowpants, sweater or sweatshirt can be left in the child's cubby. Snow pants (or fleece pants that can be worn over indoor pants) are important in very cold weather even if there is no snow on the ground. Remember that children sit on the ground or in the sandbox, on the tire swing or ride the bikes (cold metal seat) and it is important that they keep the trunk of their bodies warm (attention girls with dresses). Please remember that the playground outside is playground mulch and children should wear closed toed shoes that they can run and climb in for outside play.

Each child will need backpack to store extra clothing and personal items. It is essential for the convenience of everyone that all articles of clothing be clearly marked with the child's name or initials. This will help everyone keep track of clothing and help minimize the contents of our lost and found bin (located in the foyer).

Please bring the following items to school for your child:

- a bag containing an extra set of clothing (including pants, shirt, underwear and socks) all labeled with your child's name to be left in their backpack.
- during winter months, please send shoes or sturdy slippers to be worn inside. Boots are too clumsy and wet for children to wear in school. Shoes or slippers (that the child can put on him or herself) must be worn inside for safety reasons. Our center appreciates any contribution of good quality slippers to have on hand.

Toys from Home



We prefer that children do not bring toys from home unless it is something that can be shared with the entire group (i.e. books, videos, etc.). Little ones have a difficult time sharing with others, and it is even harder with their own special toys. If toys are brought, please note that they may be put away, if they are the cause of disagreements among the children. Exceptions to this policy will be that a child may bring a favorite sleepy toy for naptime only, and toys may be brought for show and tell activities. We are not responsible for any loss or breakage of personal items. All personal items must be clearly marked with the child's name.

Our center is required to, at least annually, review the Consumer Product Safety Commission (CPSC) , unsafe children's products list, ensure that items on the list are not at the center, and make the list accessible to staff and parents and/or provide parents with the CPSC website: www.cpsc.gov/cpsc/pub/prerel/prerel.html. Internet access may be available at your local library. For more information call the CPSC at (800) 638-2772.

Choking and Suffocation Hazard Staff Guidelines

- Frequently inspect toys to make sure there are no small detachable parts. Toys should be age appropriate. Young children often place things in their mouth.
- Heavy string and rope should be stored out of reach of young children. Encourage children to keep strings and yarns away from their necks.
- When using balloons please be cautious of any small pieces as they are a choking hazard.
- Toilets and sinks could be potential hazards for drowning. Supervise children in the bathroom at all times.
- Children should be closely supervised at the water table. The table should be emptied or covered after use and whenever it is not being supervised.
- Buttons, pins, needles, and all small, pointed instruments should be stored in a child proof container.

Choking on food is a significant hazard for preschool children. All staff has training in handling choking young children. Young children do not know how to chew well and don't really use a grinding chewing motion as adults do until about

four years of age. Choking can be caused by food getting lodged in the esophagus and putting pressure on the airway or by being inhaled directly into the windpipe. All the children should be encouraged to eat their food slowly, chewing well. Encourage children to eat sitting down. Popcorn, peanuts, nuts, chunks of carrots, hard candies will not be served to young to children. Grapes should be cut in half and hot dogs sliced down the middle and then cut into small pieces.

Precautions for Communal Water Play

- Children are not allowed to drink from the water table.
- Children with sores on their hands are not permitted to participate in communal water play.
- Fresh water is used and changed between groups.
- The water table is drained and cleaned daily.

Toileting

Staff guidelines: No child shall be punished, humiliated, or verbally abused for soiling, wetting, or not using the toilet. All children wash their hands with soap and running water after going to the bathroom and before snacks, meals, or handling food. Staff members also wash their hands with soap and running water after assisting children with toileting or toileting themselves. Individual paper towels are used to dry hands.

Clothing soiled by feces, urine, vomit, or blood is double bagged in sealed plastic bags and stored apart from other items for the parent to take home to launder. In addition to each child's extra change of clothing, the center has clothing available for changing purposes. All center clothing must be laundered after being worn by a child and returned.

Bathrooms at the centers are cleaned every day. They are supplied with soap dispensers, paper towels, toilet paper, a wastebasket, and a step stool. Rules for washing hands are posted in each bathroom. Children are encouraged to use the bathroom facilities whenever they wish and a teacher will accompany them when they leave the classroom. The teacher will assist the child if requested, or if no assistance is required, stand in the doorway until the child is ready to return to the classroom. Please talk to the teachers about ways we can help make this process work for your child.

Cleanliness



Hand Washing

The program follows these practices regarding hand washing:

- Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored.
- Hand washing is required by all staff, volunteers, and children when hand washing would reduce the risk of transmission of infectious diseases to themselves and to others.
- Staff will assist children with hand washing as needed to successfully complete the task. Children wash either independently or with staff assistance.

Children and adults wash their hands

- on arrival for the day
- after diapering or using the toilet (use of wet wipes is acceptable for infants)
- after handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or touching any mucus, blood, or vomit)
- before meals and snacks, before preparing or serving food, or after handling any raw food that requires cooking (e.g., meat, eggs, poultry)
- after playing in water that is shared by two or more people
- after handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals
- when moving from one group to another (eg., visiting) that involves contact with infants and toddlers/twos

Adults also wash their hands

- before and after feeding a child
- before and after administering medication
- after assisting a child with toileting
- after handling garbage or cleaning

Proper hand-washing procedures are followed by adults and children and include:

- using liquid soap and running water
- rubbing hands vigorously for at least 10 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails; rinsing well; drying hands with a paper towel, a single-use towel, or a dryer; and avoiding touching the faucet with just-washed hands (e.g., by using a paper towel to turn off water)

Except when handling blood or body fluids that might contain blood (when wearing gloves is required), wearing gloves is an optional supplement, but not a substitute, for hand washing in any required hand-washing situation listed above.

- Staff wear gloves when contamination with blood may occur
- Staff do not use hand-washing sinks for bathing children or for removing smeared fecal material
- In situations where sinks are used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food

Note: The use of alcohol-based hand rubs in lieu of hand washing is not recommended for early education and child care settings. If these products are used as a temporary measure, a sufficient amount must be used to keep the hands wet for 15 seconds. Since the alcohol-based hand rubs are toxic and flammable, they must be stored and used according to the manufacturer's instructions.

Ensuring Children's Nutritional Well-being

The program provides snack in accordance with the U.S. Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP) guidelines. Staff take steps to ensure the safety of food brought from home:

- They work with families to ensure that foods brought from home meet the USDA's food guidelines
- All foods and beverages brought from home are labeled with the child's name
- Staff make sure that food requiring refrigeration stays cold until served
- Food is provided to supplement food brought from home if necessary
- Food that comes from home for sharing among the children must be either whole fruits or commercially prepared packaged foods in factory-sealed containers

Staff do not offer children younger than four years these foods: hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meat larger than can be swallowed whole. Staff cut foods into pieces no larger than 1/4-inch square for infants and 1/2-inch square for toddlers/twos, according to each child's chewing and swallowing capability.

The program serves meals and snacks at regularly established times. Meals and snacks are at least two hours apart but not more than three hours apart.

Hot Foods and Liquids Policy

Liquids and foods hotter than 110 Degrees Fahrenheit must be out of the children's reach. Parents' and teachers' hot beverages will be kept out of reach of the children at all times.

Medical Food Restrictions

USDA regulations require substitutions or special dietary accommodations in school meals for children whose disabilities restrict their diet. A child with a disability must be provided substitutions in foods when that need is supported by a statement signed by a licensed physician. The physician's statement must identify:

- Child's disability
- Major life activity affected by the disability
- Food or foods to be omitted from the child's diet
- Food or foods that must be substituted

Religious and/or Cultural Food Restrictions

If there is no known allergy, food intolerance or disability, but the parent requests that a specific food be eliminated for religious reasons the parent/guardian may complete a form stating such.

Each classroom will keep an up-to-date list of all children whose parents have advised directors of dietary, cultural, or religious food restrictions. We will make every effort to comply with the restrictions once we are made aware of them.

Snacks

Star students will be asked to bring in fresh fruit or vegetables for the class. Each center will provide the following types of snacks:

- Fruits & Vegetables: Any kind, including strawberries, carrot sticks, celery sticks, grapes, pineapple, peaches, pears, watermelon, blueberries, bananas, etc...
- Cheese: Any kind, including Swiss cheese, American cheese, cream cheese, cheese sticks, slices, cubes, etc...
- Nabisco products: Teddy Grahams, Saltines, Honey Maid Graham Crackers, Oreo's and Mini Oreo's (original only), Fig Newton cookies, Barnum's Animal Crackers, Nilla Wafers, Triscuits, Wheat Thins, Cheeze-Its, Ritz crackers, Chips Ahoy (original flavor and size ONLY)
- Pepperidge Farm: Goldfish (original, cheddar, pretzel, pizza), bagels
- Kellogg's: Rice Krispies Treats (original), Fruit Twistables, Nutri-Grain Bars
- Old Dutch: Puff Corn, Pretzels (tiny twists, sticks, rods)
- Keebler: Town House crackers (plain), Graham Crackers (original, cinnamon, and honey)
- Pringles: All Pringles chips are safe (please check to make sure)

Maintaining a Healthful Environment

Procedures for standard precautions are used and include the following:

- Surfaces that may come in contact with potentially infectious body fluids must be disposable or made of a material that can be sanitized
- Staff use barriers and techniques that minimize contact of mucous membranes or of openings in skin with potentially infectious body fluids and that reduce the spread of infectious disease
- When spills of body fluids occur, staff clean them up immediately with detergent followed by water rinsing
- After cleaning, staff sanitize nonporous surfaces by using the procedure for sanitizing designated changing surfaces described in the Cleaning and Sanitation
- Staff clean rugs and carpeting by blotting, spot cleaning with a detergent-disinfectant, and shampooing or steam cleaning
- Staff dispose of contaminated materials and diapers in a plastic bag with a secure tie that is placed in a closed container

A toy that a child has placed in his or her mouth or that is otherwise contaminated by body secretion or excretion is either to be (a) washed by hand using water and detergent, then rinsed, sanitized, and air dried or (b) washed and dried in a mechanical dishwasher before it can be used by another child.

Parental Involvement



Good communication is of the utmost importance. When a new family is accepted into our center, we like to be sure that we can share openly about any concerns or questions that may arise. It is important that there is a similar child care philosophy between the center and the parents. We welcome questions, feedback, or discussions of any kind that are oriented towards a positive outcome for the child(ren). Sensitive issues will be discussed in private at a mutually beneficial time.

Daily Sheets will be sent home every day via Tadpoles giving you an overview of your child's day. A folder will also be used to send home important class information. Upcoming events will be posted for parents to view and check if any papers go missing.

Parent – Teacher Conferences are held twice during the school year, in November and in May. School Year Progress Reports are written twice a year and shared with parents at the parent conference. A signed copy (by parents) will be kept in the child's folder at our center. At the request of a parent, teachers will schedule additional conferences. Our teachers urge you to discuss any special concerns or questions that you may have about the preschool or your child. Please be sure to inform the teachers if something has happened that may affect your child during his or her school day. Events such as a relative visiting, a new baby expected, an impending move, etc, can change a child's behavior at school. If the teachers are aware of significant events in your child's life, they can better understand your child and the changes in his/her behavior. It is also important that you communicate to teachers any special fears your child may have, such as animals, clowns, etc, because of the variety of things that may be encountered in the classroom. If the teachers have been alerted to special fears they can avoid the encounter or prepare the child for the event.

There will be times and ways you can get involved in your child's school experience. You are welcomed and encouraged to participate in any or all of these:

- Lending objects for units of study
- Coming and talking about your job, when asked
- Helping your child at home with the concepts we are studying here (see monthly newsletter)
- Helping your child prepare for "Show and Tell"
- Helping to provide treats or other items for our parties

Distribution of Information

If you are passing out letters or invitations to students at our center, please be sure to give them to the teachers and we will put them in the cubbies. Please do not put the invitations or letters in the students' cubbies yourself. Also, if you would like to distribute birthday invitations, please make sure that every student is invited/all girls/all boys. We will not be able to give out invitations at our center unless every student in the class is invited because we do not want anyone's feelings to get hurt.

Parent Notification

All communication amongst families and staff should follow the proper channels. Communication should go through the scheduling department, tadpoles, or the direct line to the center.

Tadpoles

Keeping our families involved with our centers have always been a priority of ours. We are very excited to tell you that we use a program called Tadpoles (www.tadpoles.com), a new communication tool that will be used in the classrooms. The Tadpoles program will allow our teachers to capture special moments, take photos and videos of the children in action, as well as send classroom information to parents. No paper will be sent home and instead parents get daily reports and notes right in their email! Each classroom will be equipped with an iPad or iPod Touch, which will be specifically used for the Tadpoles program. If you see a teacher on what looks like a phone, they are updating Tadpoles. All information captured using Tadpoles is considered private communication between our center and our families. No personal information is to be shared with any external parties, and parents will only receive information specifically about their child(ren). The email address on file for parents is used to communicate via the Tadpoles program.

Solving Disputes/Problems/Issues/Questions/Criticisms

When working as a team, conflicts will arise. Individuals will have different opinions, ideas or ways to do something. This is a natural part of human behavior. Differences are the core of creativity and can also be the source of conflict. When conflicts arise, it is imperative to communicate one's differences in a positive and professional manner in an effort to come to an agreement to best solve the problem. Ignoring the problem or "gossiping" will not solve the problem, and will in fact dismantle the team.

Please use the feedback model to build team rapport, as well as resolve conflicts of communication.

Positive Feedback Steps (should be shared publicly):

1. Start with praise.
2. Be specific when describing the positive behavior(s).
3. Give child-centered/profession rationale for appreciation.
4. Thank each other for the feedback session.

Corrective feedback steps (should be conducted privately):

1. Start with praise or empathy statement that is genuine and sincere.
2. State the problem clearly.
3. Provide a child-centered/professional rationale for change.
4. Request acknowledgement from the person.
5. Troubleshoot or role play a possible alternate behavior or solution.
6. Thank each other for the feedback session.
7. Follow up/check back to see how things have changed/improved. Adjust plan if needed.

Remember, positive feedback is critical to establishing relationships and professional rapport. We suggest a ratio of 4/1 positive to corrective feedback interactions per team members. Communicate often and professionally. Please remember that feedback can solve problems and should ultimately help the program and the children we serve.

Sign In /Out



It is required by state law that all students are signed in and out each day. For your convenience, we are now using Tadpoles for this procedure. A designated staff person, such as a classroom teacher or manager on site, records attendance upon arrival and departure thus giving us a record of the child's attendance each day.

Attendance

Parents are strongly encouraged to take a proactive role in ensuring their children attend school, as concepts are built upon each day. Parents should notify the center

in advance of any absence via Tadpoles or the center directly. If a child is absent funds are not refunded for any missing days.

- If an enrolled child is absent without excuse for more than 3 consecutive days, the center will make every effort to contact the family to find out why the child has been absent and to find out what assistance is needed in getting the child to school.
- After 3 consecutive unexcused days and failed attempts to contact the family, the assigned family services professional(s) (family worker, social worker, community parent involvement specialist, guidance counselor) should contact a district-wide truancy officer or other designated administrator to inform them of the matter.

Tuition is based on enrollment (a reserved space), not on attendance. To maintain a reserved space, fees must be paid during the absence of a child due to illness, holidays, vacation, or for any other reason.

Scheduling for Inclusion Students

Your cooperation with the following items would be greatly appreciated to assist us in working with your child.

1. Please make sure the Behavioral Support Administrative Assistant, Debbie Dolce, has a working email address. During Daycare days/weeks your schedule will be emailed to you. We will send a proposed schedule based on staff availability and your child's typical schedule. Sometimes a full schedule may not be possible. It is imperative that you respond to the email so we can schedule staff accordingly. The scheduling email address is scheduling@partnersinlearningnj.org.
2. All non-emergency/illness related schedule changes are required to be called in by the Monday two weeks prior to the change in schedule to allow us appropriate and adequate time to arrange staff. If we are unable to accommodate your request we will let you know as soon as possible and offer alternatives if available. If you are canceling due to a trip/vacation, please follow these same guidelines, or provide more notice so we may make arrangements to reassign the staff person assigned to your child/family.
3. Please call the message line, 609-702-1686, and then press 2. Please contact the message line as soon as you become aware of any change in scheduled sessions. This is a dedicated phone line and can be called 24

hours a day. Messages left after 8:00 pm will be answered the following day.

4. Calls that require immediate attention or are time-sensitive, should be made directly to the Behavioral Support Administrative Assistant, Debbie Dolce, 856-842-2244. All calls between 7:30am and 9:30 am that pertain to the morning schedule should be made directly to Debbie and your child's classroom teacher. Messages left after 6:00 pm at the center will be answered the following day.
5. A parent or responsible adult must be in the home when therapy is being provided.
6. The therapist must wait up to fifteen minutes if the child is not there at the therapy time and is then allowed to leave. The child will be considered absent and the session will not be rescheduled.
7. If your child is sick, the session should be cancelled. Sickness includes, but is not limited to the following:
 - Elevated oral temperature of 101.5 degrees Fahrenheit or over or axillary temperature of 100.5 degrees Fahrenheit or over in conjunction with behavior changes
 - Strep Throat
 - Chicken Pox
 - Measles
 - Mumps
 - Communicable Diseases
 - Lice
 - Foot and Mouth Disease
 - Pin Worm

If your child has a temperature, she/he must be fever free for 24 hours without medication (e.g. Tylenol, Motrin) for the therapy to resume. For other illnesses, therapy will resume as soon as the doctor clears your child of being contagious or the remedy is completed. If the instructor arrives at the home and the child is sick, the session will be cancelled.

8. Therapy cannot be changed by the parents because most of the instructors in your home will be servicing other children. If there is an occasional issue, such as a doctor's appointment or family occasion, then every effort will be made to try to accommodate this.

9. Instructors cannot change appointment times without agreement from the family and the Director of Behavioral Support.
10. In case of snow or inclement weather:
 - Please check on line at our Facebook page:
facebook.com/partnersinlearningnj
 - Therapists may cancel sessions if the schools in their area are closed.
 - Since students receiving home programs are generally year round programs, it is not possible to make up the time that is missed due to inclement weather.

Inclement Weather and School Closings

How do we make school closing decisions?

The decision to open or close the schools in bad weather is based on a careful analysis of all the relevant factors, including:

- ▶ Road conditions throughout the Township
- ▶ Amount of snow and ice
- ▶ Whether precipitation is expected to continue
- ▶ Building conditions
- ▶ Parking lot and sidewalk conditions at the school
- ▶ Temperatures and wind chill factors
- ▶ School closing decisions by other surrounding districts

Closing will be posted online via Tadpole, our website (partnersinlearningnj.org) and Facebook.

Workshops



Throughout the year parents will be given information on topics and workshops that will address but not limited to topics such as:

- Health and safety
- Nutrition and obesity
- Oral health practices
- Behavioral/mental health issues

Policy on Television, Computers, and other Video Equipment Usage in Center



The use of a television, computers, and other video equipment shall be limited to educational and instructional use, shall be age and developmentally appropriate, and shall not be used as a substitute for planned activities or for passive viewing.

Our centers shall limit the use of television, computers, and other video equipment for children under the age of two and a half and shall prepare and maintain on file written plans for such use and the length of time for their use. In addition, our center shall develop a written policy for the use of such equipment as it pertains to children in care less than four hours and children in care more than four hours.

Our centers shall develop a written policy regarding the use of television, computers, and other equipment for children over the age of two and a half and maintain on file written plans for such use and the length of time for their use. In addition, our centers shall develop a written policy for the use of such equipment as it pertains to children in care less than four hours and children in care more than four hours.

Our centers shall develop written plans for children with special needs who may benefit from the educational or instruction use of a television, computer, or other video equipment.

Policy on Television/Electronic Viewing at Home



No doubt about it — TV, interactive video games, and the Internet can be excellent sources of education and entertainment for kids. But too much screen time can have unhealthy side effects.

That's why it's wise to monitor and limit the time your child spends playing video games, watching TV, and on the computer and the Internet.

The American Academy of Pediatrics (AAP) recommends that kids under age 2 have no screen time, and that kids older than 2 watch no more than 1 to 2 hours a day of quality programming.

It's also a good idea to make sure kids have a wide variety of free-time activities like reading, playing with friends, and sports, which can all play a vital part in helping them develop a healthy body and mind.

Here are some practical ways to make kids' screen time more productive.

TV Time

- **Limit the number of TV-watching hours:**
 - Stock the room in which you have your TV with plenty of other non-screen entertainment (books, kids' magazines, toys, puzzles, board games, etc.) to encourage kids to do something other than watch the tube.
 - Keep TVs out of kids' bedrooms.
 - Turn off the TV during meals.
 - Don't allow your child to watch TV while doing homework.
 - Treat TV as a privilege that kids need to earn — not a right that they're entitled to. Tell them that TV viewing is allowed only after chores and homework are completed.
- **Try a weekday ban.** Schoolwork, sports activities, and job responsibilities make it tough to find extra family time during the week. Record weekday shows or save TV time for weekends, and you'll have more family togetherness time to spend on meals, games, physical activity, and reading during the week.
- **Set a good example.** Limit your own TV viewing.
- **Check the TV listings and program reviews.** Look for programs your family can watch together (i.e., developmentally appropriate and nonviolent programs that reinforce your family's values). Choose shows, says the AAP, that foster interest and learning in hobbies and education (reading, science, etc.).
- **Preview programs.** Make sure you think they're appropriate before your kids watch them.
- **Use the ratings.** Age-group rating tools have been developed for some TV programs and usually appear in newspaper TV listings and onscreen during the first 15 seconds of some TV programs.
- **Use screening tools.** Many new standard TV sets have internal V-chips (V stands for violence) that let you block TV programs and movies you don't want your kids to see.

- **Come up with a family TV schedule.** Come up with something the entire family agrees on. Then post the schedule in a visible household area (i.e., on the refrigerator) so that everyone knows which programs are OK to watch and when. And make sure to turn off the TV when the "scheduled" program is over instead of channel surfing for something else to watch.
- **Watch TV with your child.** If you can't sit through the whole program, at least watch the first few minutes to assess the tone and appropriateness, then check in throughout the show.
- **Talk to kids about what they see on TV and share your own beliefs and values.** If something you don't approve of appears on the screen, turn off the TV and use the opportunity to ask your child thought-provoking questions such as, "Do you think it was OK when those men got in that fight? What else could they have done? What would you have done?" Or, "What do you think about how those teenagers were acting at that party? Do you think what they were doing was wrong?" If certain people or characters are mistreated or discriminated against, talk about why it's important to treat everyone fairly despite their differences. You can use TV to explain confusing situations and express your feelings about difficult topics (sex, love, drugs, alcohol, smoking, work, behavior, family life). Teach your kids to question and learn from what they see on TV.
- **Find out about other TV policies.** Talk to other parents, your doctor, and your child's teachers about their TV-watching policies and kid-friendly programs they'd recommend.
- **Offer fun alternatives to television.** If your kids want to watch TV but you want them to turn it off, suggest alternatives like playing a board game, starting a game of hide and seek, playing outside, reading, etc. The possibilities for fun without the tube are endless — so turn off the TV and enjoy quality time with your kids.

Video and Interactive Computer Games

- **Look at the ratings.** Video games do have ratings to indicate when they have violence, strong language, mature sexual themes, and other content that may be inappropriate for kids. The ratings, established for the Entertainment Software Rating Board, range from EC (meaning Early Childhood), which indicates that the game is appropriate for kids ages 3 and older, to AO (for Adults Only), which indicates that violent or graphic sexual content makes it appropriate only for adults.
- **Preview the games.** Even with the ratings, it's still important to preview the games — or even play them — before letting kids play. The game's rating may not match what you feel is appropriate for your child.
- **Help kids get perspective on the games.** Monitor how the games are affecting your kids. If they seem more aggressive after spending time

playing a certain game, discuss the game and help them understand how the violence that's portrayed is different from what occurs in the real world. That can help them identify less with the aggressive characters and reduce the negative effects that violent video games can have.

Internet Safety

- **Become computer literate.** Learn how to block objectionable material.
- **Keep the computer in a common area.** Keep it where you can watch and monitor your kids. Avoid putting a computer in a child's bedroom.
- **Share an email account with younger children.** That way, you can monitor who is sending them messages.
- **Teach your child about Internet safety.** Discuss rules for your kids to follow while they're using the Internet, such as never reveal personal information, including address, phone number, or school name or location.
- **Bookmark your child's favorite sites.** Your child will have easy access and be less likely to make a typo that could lead to inappropriate content.
- **Spend time online together.** Teach your kids appropriate online behavior.
- **Monitor kid's use of chat rooms.** Be aware that posting messages to chat rooms reveals a child's email address to others.
- **Find out about online protection elsewhere.** Find out what, if any, online protection is offered at school, after-school centers, friends' homes, or any place where kids could use a computer without your supervision.

Technology & Social Media Policy

This social media policy applies to parents and members of Partners in Learning, Inc. staff. This policy includes (but is not limited to) the following technologies:

- Social networking sites (e.g. Facebook, Bebo, Snap Chat)
- Blogs
- Discussion forums
- Collaborative online spaces
- Media Sharing services (i.e. You Tube)
- Micro-blogging (i.e. Twitter)

As part of our duty to safeguard children it is essential to maintain the privacy and security of all our families. We therefore require that:

- No photographs taken within the centers/outreach setting or at PIL special events and outings with the children are to be posted for public viewing, except those of your own child and/or with permission of the other child's family. Parents are advised that they do not have a right to photograph anyone else's child or to upload photos of anyone else's children. (This

excludes those photographs taken by staff for use on the PIL website and in other advertising material if parental permission is given).

- No public discussions are to be held or comments made on social media sites regarding PIL students, staff or preschool business (except appropriate use for marketing fundraising events) or that could be construed to have any impact on PIL's reputation or that would offend any member of staff or parent associated with PIL.
- Staff are advised to manage their personal security settings to ensure that their information is only available to people they choose to share information with.
- Staff should not accept parents as friends due to it being a breach of expected professional conduct unless they already know them in a personal capacity before their child starts at preschool. Staff should avoid personal communication, including on social networking sites, with the children and parents with whom they act in a professional capacity.
- In the event that staff name PIL and/or its schools, or workplace in any social media they do so in a way that is not detrimental to the preschool or its families.
- Staff must observe confidentiality rules and refrain from discussing any issues relating to work.
- Staff and parents should report any concerns or breaches to the onsite director.
- Personal blogs should have clear disclaimers that the views expressed by the author in the blog are the author's alone and do not represent the views of the company. Be clear and write in first person. Make your writing clear that you are speaking for yourself and not on behalf of the company. Information published on your blog(s) should comply with PIL's Confidentiality and Professionalism, Right to Privacy and Conflict of Interest policies. This also applies to comments posted on other blogs, forums, and social networking sites.
- Respect copyright laws, and reference or cite sources appropriately. Plagiarism applies online as well. Company logos and trademarks may not be used without written consent.

Any member of staff, parent or volunteer found to be posting remarks or comments that breach confidentiality, bring PIL into disrepute or that are deemed to be of a detrimental nature to PIL or other employees, or posting/publishing photographs of the setting, children or staff may face disciplinary action in line with PIL disciplinary procedures.

Any comment deemed to be inappropriate is to be reported to the director and any action taken will be at their discretion.

Pet Policy



When pets are in the classroom or visiting, they are seen as an educational resource for children. The children will learn to care for and handle the pet in an appropriate manner. Pets are properly housed, cared for, and licensed and inoculated when needed, in accordance with local health codes. Teaching staff supervise all interactions between children and animals and instruct children on safe techniques when in close contact to animals. Program staff makes sure that any child who is allergic to a type of animal is not exposed to that animal. Reptiles are not allowed as classroom pets because of the risk of salmonella infection. Classroom pets or visiting animals appear to be in good health. Pets or visiting animals have documentation from a veterinarian or an animal shelter to show that the animals are fully immunized (if the animal should be so protected) and that the animal is suitable for contact with children.

Discipline and Positive Guidance Policy

Our teachers are instructed in the process of ‘positive discipline.’ Our ‘time-out’ is not used for punishment, but merely a place where the child can gain his self-control back once again, and provides encouragement, rather than competition, comparison, or criticism.

The goal of our policy is to provide an atmosphere in which the child is advised of his/her unacceptable behavior and given time to think of proper/positive alternatives.

At our centers, we model appropriate behavior for children and provide opportunities for child choice, decision-making and problem solving. We provide alternatives and redirect children to appropriate behaviors.

If at any point it is determined that your child’s behavior exceeds our typical classroom expectations or exhibits signs of a possible diagnosis it may be determined additional support is needed and/or out resources.

At our centers, our staff may not:

- Use an inappropriate tone or language to shame, humiliate, threaten or intimidate children. We refrain from name-calling and labeling.

- Use corporal punishment or any physical contact as a means of showing disapproval or punishment. This would include but is not limited to spanking, pushing, pulling, biting, or grabbing.
- Use food as a reward or a punishment in any way, nor will we force or withhold sleep.
- Withhold or force physical activity.

At this young age, a child should be able to make a correct decision in a social situation.

Positive discipline is a process of teaching children how to behave appropriately. Positive discipline respects the rights of the individual child, the group, and the adult. Methods of positive discipline shall be consistent with the age and developmental needs of the children, and leads to the ability to develop and maintain self-control.

Positive discipline is different from punishment. Punishment tells children what they should not do; positive discipline tells children what they should do. Punishment teaches fear; positive discipline teaches self-esteem.

You can use positive discipline by planning ahead:

- Anticipate and eliminate potential problems.
- Have a few consistent, clear rules that are explained to children and understood by adults.
- Have a well-planned daily schedule.
- Plan for ample elements of fun and humor.
- Include some group decision making.
- Provide time and space for each child to be alone.
- Make it possible for each child to feel he/she has had some positive impact on the group.
- Provide the structure and support children need to resolve their differences.
- Share ownership and responsibility with the children. Talk about our room, our toys.

You can use positive discipline by intervening when necessary:

- Redirect to a new activity to change the focus of a child's behavior.
- Provide individualized attention to help the child deal with a particular situation.
- Use time out by removing a child for a few minutes from the area or activity so that he/she may gain self-control. One minute for each year of the child's age is a good rule of thumb.

- Divert the child and remove from the area of conflict.
- Provide alternative activities and acceptable ways to release feelings.
- Point out natural or logical consequences of child's behavior.
- Offer a choice only if there are two acceptable options.
- Criticize the behavior, not the child. Don't say, "bad boy" or "bad girl." Instead you might try saying, "that is not allowed here."

You can use positive discipline by showing love and encouragement:

- Catch the child being good. Respond to and reinforce positive behavior; acknowledge or praise to let the child know you approve of what he/she is doing.
- Provide positive reinforcement rewards for good behavior.
- Use encouragement rather than competition, comparison or criticism.
- Overlook small annoyances, and deliberately ignore provocations.
- Give hugs and caring to every child every day.
- Appreciate the child's point of view.
- Be loving, but don't confuse loving with license.

Positive discipline is NOT:

- Disciplining a child for failing to eat or sleep, or for soiling themselves.
- Hitting, shaking or any other forms of corporal punishment.
- Using abusive language, ridicule, harsh, humiliating or frightening treatment or any other form of emotional punishment of children.
- Engaging in or inflicting any form of child abuse and/or neglect.
- Withholding food, emotional responses, stimulation, or opportunities for rest or sleep.
- Requiring a child to remain silent or inactive for an inappropriate/long period time.

Positive discipline takes time, patience, repetition and the willingness to change the way you deal with children. But it's worth it, because positive discipline works.

Discontinuation of Enrollment Policy

Unfortunately, there are sometimes reasons we have to implement our discontinuation of enrollment policy either on a short term or permanent basis. We want you to know we will do everything possible to work with the family of the child(ren) in order to prevent this policy from being enforced. The following are reasons we may have to terminate or suspend a child from one of our centers:

Immediate Causes for Discontinuation of Enrollment

- The child is at risk of causing serious injury to other children or him/herself
- Parent threatens physical or intimidating actions towards staff members or other parents
- Parents exhibits verbal abuse to staff or other parents in front of enrolled children

Parental Actions for Child's Discontinuation of Enrollment

- Failure to pay/habitual lateness in payments
- Failure to complete required forms including the child's immunization records
- Habitual tardiness when picking up your child
- Physical or verbal abuse to staff or other parents

Child's Actions for Discontinuation of Enrollment

- Failure of child to adjust after a reasonable amount of time
- Uncontrollable tantrums/angry outbursts
- Ongoing physical or verbal abuse to staff or other children
- Excessive biting

Proactive Actions taken in order to Prevent Discontinuation of Enrollment

- Staff will try to redirect child from negative behavior
- Staff will reassess classroom environment, appropriate of activities, supervision
- Staff will always use positive methods and language while disciplining children
- Staff will praise appropriate behaviors
- Staff will consistently apply consequences for rules
- Child will be given verbal warnings
- Time away from group will be given so child can regain control
- Child may lose certain privileges
- Child's disruptive behavior will be documented and maintained in confidentiality
- Parent/guardian will be notified verbally
- Parent/guardian will be given written copies of the disruptive behaviors that might lead to discontinuation of enrollment
- The director, classroom staff and parent/guardian will have a conference(s)

to discuss how to promote positive behaviors

- The parent will be given literature or other resources regarding methods of improving behavior
- Recommendation of evaluation by professional consultation on premises
- Recommendation of evaluation by local school district child study team

Schedule of Discontinuation of Enrollment

- 1) If after the remedial actions above have not worked, the child's parent/guardian will be advised verbally and in writing about the child's or parent's behavior warranting a discontinuation of enrollment. An discontinuation of enrollment action is meant to be a period of time so that the parent/guardian may work on the child's behavior or to come to an agreement with the center.
- 2) The parent/guardian will be informed regarding the length of the discontinuation of enrollment period.
- 3) The parent/guardian will be informed about the expected behavioral changes required in order for the child or parent to return to the center.
- 4) The parent/guardian will be given a specific discontinuation of enrollment date that allows the parent an adequate amount of time to seek alternate child care (approximately one to two weeks' notice depending on risk to other children's welfare or safety).
- 5) Failure of the child/parent to satisfy the terms of the plan may result in permanent discontinuation of enrollment from the center.

There will be No Discontinuation of Enrollment if a Parent or Guardian

- Made a complaint to the office of licensing regarding a centers alleged violations of the licensing requirements.
- Reported abuse or neglect occurred at the center.
- Question the center regarding policies and procedures.
- Without giving the parent sufficient time to make other childcare arrangements.

Security

Building Entrance

At Cherrywood Academy and Country Acres, we have installed security cameras with intercom features at our main points of entrance. This will now require that anytime parents or visitors visit those two centers, they will need to be buzzed in via this system, and state the reason for their visit. Other than our normal arrival

and dismissal times for student classes, when teachers and managers are present to monitor these group exits, the buzzer system will need to be used. All staff must use the intercom feature, even if they are able to visually identify parent/visitor at the door. It is important that we all become acclimated to these procedures. All our entrance/exit doors will now be self-locking, and use of one of our bells/buzzers is required.

Policy on the Release of Children

Each child may be released only to the child's parent(s) or person(s) authorized by the parent(s) to take the child from the center and to assume responsibility for the child in an emergency if the parent(s) cannot be reached.

If a non-custodial parent has been denied access, or granted limited access to a child by a court order, the center shall secure documentation to that effect, maintain a copy on file, and comply with the terms of the court order.

If the parent(s) or person(s) authorized by the parent(s) fails to pick up a child at the time of the center's daily closing, the center shall ensure that:

- 1) The child is supervised at all times
- 2) Staff members attempt to contact the parent(s) or person(s) authorized by the parent(s)

An hour or more after closing time, and provided that other arrangements for releasing the child to his/her parent(s) or person(s) authorized by the parent(s), have failed and the staff member(s) cannot continue to supervise the child at the center, the staff member shall call the Department's 24-hour State Central Registry Hotline (1-877-NJ-ABUSE/1-877-652-2873) to seek assistance in caring for the child until the parent(s) or person(s) authorized by the child's parent(s) is able to pick-up the child.

If the parent(s) or person(s) authorized by the parent(s) appears to be physically and/or emotionally impaired to the extent that, in the judgement of the director and/or staff member, the child would be placed at risk of harm if released to such an individual, our center shall ensure that:

- 1) The child may not be released to such an impaired individual;
- 2) Staff members attempt to contact the child's other parent or an alternative person(s) authorized by the parent(s); and

- 3) If we are unable to make alternative arrangements, a staff member shall call the Department's 24-hour State Central Registry Hotline (1-877-NJ-ABUSE/1-877-652-2873) to seek assistance in caring for the child.

For school-aged childcare program, no child shall be released from the program unsupervised except upon written instruction from the child's parent(s).

Easing Separation Anxiety

Separation anxiety can be defined as a child's verbal, physical and/or emotional expression of unease when a primary caregiver departs. It is typical for a child to display this type of behavior and to feel uncomfortable at first. Should your child experience separation anxiety staff are always willing to assist.

It will be easier for your child if you do not prolong your departure, especially during the first few weeks. A child who is feeling anxious will not become any less distressed if you stay "just a little bit longer". It is better to say good-bye, reassure them that you will return, and then leave. It is very important to make your child aware of your departure as children can become frightened of any separation. We would also like to impress upon you the importance of routine. It will be much easier in the long run if you do the same thing every day. This way your child(ren) will quickly understand what happens at what time of day.

Staff are trained to deal with separation anxiety and will comfort your child when you are gone. If it is too difficult for you to stay away for the whole time try leaving your child for an hour on the first day and building up the time from there. We also encourage you to call the center at any point during the day to inquire about your child, as unplanned visits will upset the routine your child is learning. It takes time and a team effort between staff and parents to make the transition as comfortable as possible.

Drop Off and Pick-Up Policy

We allow your child to enter his/her classroom 5 minutes before the class starts. If you should arrive before then, please wait in the designated waiting area with your child until the teacher comes to walk him or her to the classroom. We allow a 5 minute grace period for after the class ends as well.

During normal school schedule:

- 6 to 10 minutes early or late: \$5.00 fee
- 11 to 15 minutes early or late: \$10.00 fee
- 16 minutes and over: \$15.00 fee

Extended late pickup will be subject to daycare rates

If for any reason you need to drop your child off early, or pick them up late during the normal school schedule, please feel free to discuss this with your child's teacher or the center's director. Accommodations for your child will be considered if requested in advance. The above charges will still apply.

Close of building

- 1 to 15 minutes late: \$25.00 fee
- 16 to 30 minutes late: \$45.00 fee
- 31 to 45 minutes late: \$65.00 fee
- 46 to 60* minutes late: \$85.00 fee

*If late by 1 hour without a call to the center, (CP&P) Division of Child Protection & Permanency will be called and the \$85 late fee will be applied.

The late fee will be required to be paid the day of occurrence. If you are not able to make payment at that time, payment must be made on your child's next regularly scheduled class day. Excessive late pickups after 6pm may result in the retraction of this service.

Only persons over the age of 21 years old will be allowed to drop off and/or pick up your child. We **WILL NOT** accept or release your child to anyone under 21 years of age. We will check ID if we are uncertain of age.

Authorized Pick-Up List

A form with the names of individuals that you authorize our center's staff to release your child to for transport in the event that you are not able to do so yourself is required for all students before enrollment can begin. Any person not on this list can be added by written documentation only. **NO PHONE CALLS WILL BE ACCEPTED.** Written documentation must be signed by the parent and can be done in person or sent via fax to the center. After a written note is completed, those persons will be added to the list. **Please note: People on the list will need to provide a Photo ID at time of pick up.**

Authorized and Un-Authorized Pick-Ups

Child care providers may only release a child to those having a legal right to remove a child or someone who was previously authorized by a parent or legal

guardian. Children may also be released to civil authorities (i.e., police, paramedics, and child welfare workers).

If the custodial/authorized parent informs the center they want a person for whom they have not previously filled out an authorization sheet to pick up their child, the parent will be asked to immediately provide authorization in writing prior to pick-up. The written authorization should include the person's name and telephone number, and the person picking up will need to show identification.

We reserve the right to require photographs of authorized pick-up persons to ensure child safety.

Pickup Attempts by Unauthorized Person(s)

- The law and center rules prevent release to unauthorized persons. Contacting the police may be necessary if the individual continues to demand the child's release and/or poses a threat or disruption to the facility operations.
- Providers can NOT refuse release of a child to a legally authorized parent or caregiver unless there is a court order limiting that parent's rights to custody or, as per the NJ Manual of Requirements for Child Care Centers if they appear to be physically and/or emotionally impaired to the extent that, in the judgment of the director and/or staff member, the child would be placed at risk of harm if released to such an individual.

Presence of Disruptive and/or Threatening Adults

We reserve the right to deny access to our center to any adult whose behavior presents a risk to children or staff present in the center. In the event an adult behaves in a disruptive and/or threatening manner while at our center, on our center property, or during a center-sponsored trip or event, staff will assess each situation and act reasonably, while cautioning the adult, including parent(s) or authorized individual(s), that the behavior is unacceptable and may result in the provider calling the police, placing restrictions on future arrivals and departures requiring curb side transitions, and/or canceling the enrollment of the child. Emergency security measures and procedures may also be followed if the situation is assessed as dangerous by staff.

Parental Custody Agreement/Order

Each parent has the right to drop off and pick up his/her child(ren). Unless there is a court order, we cannot deprive a parent access to his/her child(ren). If the parent requests that the other parent not be allowed to leave the center with the child(ren),

then we must have a court order on file to this effect. If there is no court order, we are not empowered to deny a parent access to their child even if the other parent is not the primary guardian.

If there is a court order on file denying a parent access to their child(ren) then we are bound by this order. We regret that, even with the custodial parent's permission, the order cannot be broken. We must follow the directions given by the courts until a new custody agreement/order has been issued by the courts and is received at the child care center.

At no time will any of our centers be the transfer point of child custody/visitation between parents. This includes days that the buildings are closed, as well as any other potential occurrence of child visitation changes between parents.

Temporary custody agreements/orders have expiry dates and are not enforceable once the expiry date has passed. Please make sure we always have current custody agreements/orders on file.

Fire Drills



We are required by state law to do 1 fire drill per month. We vary the time of day to help the staff and children prepare to evacuate the building quickly and safely. We will not do fire drills when the temperature is below 20 degrees or above 85 degrees.

Emergency Lockdown Procedure

Our centers will follow a lockdown procedure in the event of an emergency where it is necessary to prevent the easy movement of persons in a school building. We will be notified by emergency personnel and will follow procedures and instructions by the Township. The Director will be the liaison with the police or Township officials and follow all guidelines. For the safety of our students details of this drill are not disclosed but if you have any concerns please speak to the Director.

Emergency Procedure Plan

All of our centers have individualized plans. These plans are located within each school and available upon request. Please see the OnSite Director for further information.

Emergency Procedure Requirements

All of our centers have individualized requirements. These requirements are located within each school and available upon request. Please see the OnSite Director for further information.

Video Camera/Surveillance Policy on School Grounds at Cherrywood Academy

In order to improve safety, Cherrywood Academy has installed video camera systems with audio in all classrooms, as well as entrance areas and on the playground.

This policy serves as notice for students, parents/legal guardians and staff that video surveillance may occur; where such surveillance may occur; and that video recordings may be used for training purposes, as well as in connection with the enforcement of the center's policy/regulations, building rules and other applicable law including student and staff disciplinary proceedings and matters referred to local law enforcement agencies.

The Executive Director/Directors shall supervise the use and maintenance of video cameras. The Executive Director/Directors shall identify the most suitable locations for installation of video cameras to achieve the C Policy's objectives. Students and staff, as well as guardians/visitors, shall not tamper or interfere with video camera equipment.

Video surveillance shall be limited to classrooms, entrances, school grounds and other areas deemed appropriate by the Executive Director/Directors. Video surveillance shall not occur in areas where there is a reasonable expectation of privacy.

A copy of this video surveillance policy is available for review in student enrollment information, staff policy manual, as well as upon request. In addition, signs/placards are posted in conspicuous locations around the building and grounds to remind staff, students and parents, and to inform visitors and invitees that video surveillance may occur on the property.

The video surveillance system and all resulting recordings are located in a secure area and access to the system and recordings shall be strictly limited by the Executive Director/Directors.

The Executive Director/Directors shall routinely review video surveillance recordings and document any evidence of safety concerns, or possible misconduct. The video recordings may be erased as necessary after review provided that no incidents of safety concerns or possible misconduct are shown on the tapes.

Daycare Sign-Up Policy

Per school calendars, daycare services are available for your convenience. Age-appropriate activities and groups are planned. Due to scheduling requirements and staff quotas required by DYFS, we are requiring ALL students to return ALL daycare forms by the due date listed on the form in order to ensure adequate staff is scheduled for each class.

Daycare for your child will mirror your child's existing weekly and time schedule (i.e.: M/W/F 9am-3:30pm). If daycare falls on a day when your child is not regularly scheduled (in the example above –daycare offered on a Tuesday or Thursday), or if any time needed exceeds your child's existing schedule (in the example above – daycare needed from 7am to 6pm) will incur a fee which will be included on the daycare forms sent home throughout the year.

Any and all students who do not return a form and/or arrive on a day they are not scheduled to be in attendance, will be charged a “drop-in fee” of \$15.00. This fee will be in conjunction with the fee for any time needed that exceeds your child's existing schedule.

Cancellation Policy for Daycare

Partners in Learning, Inc. allows cancellations for ALL services required on a Daycare day, which include, but are not limited to Beforecare and Aftercare. However, we require 24 hour notice, or any applicable charges will still apply.

NJ Car Seat Law

Any child under the age of 8 years old and a height of 57 inches shall be secured as follows in the rear seat of a motor vehicle: A child under the age of 2 years and 30 pounds shall be secured in a rear-facing seat equipped with a 5-point harness. A child under the age of 4 years and 40 pounds shall be secured as described in (a) until they reach the upper limits of the rear-facing seat, then in a forward-facing child restraint equipped with a 5-point harness. A child under the age of 8 and a height of 57 inches shall be secured as described in (a) or (b) until they reach the upper limits of the rear-facing or forward-facing seat, then in a belt positioning booster seat. Parents will have to provide the center with the appropriate car seat or give the center permission to use ours if one is available.

I have read the Parent Handbook online and know at any time I can see it on the website www.partnersinlearningnj.org or request a print out. I understand the policies in the Parent Handbook including but not limited to:

Please check off:

- Screening and Referral Policy (added 8/6/18)
- Environmental Rating Scale Policy (added 8/6/18)
- Home Language Policy
- Information to Parents Disclosure
- Reporting Child Abuse Policy
- Hot Lines for Domestic Abuse (added 8/20/20)
- Student Requirements Letter (revised 8/29/22)
- Health, Nutrition, and Safety Policies and Procedures
- Management of Communicable Diseases
- Medication Administration
- Life Sustaining Equipment Policy
- Parent Notification/Tadpoles
- Television, Computer and Video Equipment Usage in Center
- Policy on Television/Electronic Viewing at Home
- Policy on Use of Technology & Social Media
- Discipline & Positive Guidance Policy (rev 8/6/18)
- Discontinuation of Enrollment Policy (rev 8/5/19)
- Policy on Release of Children
- Easing Separation Anxiety (added 8/6/18)
- Drop Off and Pick Up Policy
- Authorized and Unauthorized Pick-Ups
- Parental Custody Agreement/Order (added 8/6/18)
- Emergency Lockdown Procedure
- Emergency Procedure Plan
- Emergency Procedure Requirements
- Video Camera/Surveillance on School Grounds @CWA
- Daycare Sign-Up Policy
- Daycare Cancellation Policy
- NJ Car Seat Law

Child's Name: _____

Both Parents/Guardians are required to read the handbook and sign this form

Parent's Name: _____	Parent's Name: _____
Relationship: _____	Relationship: _____
Signature: _____	Signature: _____
Date: _____	Date: _____