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WELCOME AND INTRODUCTION

TO: Child Development Center Families

FROM: Deborah Morelle

Welcome to the Dr. Pat Feinstein Child Development Center at the University of Rhode Island Feinstein Providence Campus. The purpose of this handbook is to provide you with information related to the CDC's program and policies. Please read it carefully and keep it for future reference.

We feel that families are the most important people in the lives of children. We wish to form a partnership with you to best meet the needs of your child. To facilitate this partnership, please approach us often with concerns, suggestions, or information about your child and your family. I look forward to a nurturing and rewarding partnership with you and your child.

HISTORY OF THE DR. PAT FEINSTEIN CHILD DEVELOPMENT CENTER

The Dr. Pat Feinstein Child Development Center, located at the URI Feinstein Providence Campus, opened on September 23, 1996. It is the second site of the URI Child Development Centers, with the original site located on URI’s main campus in Kingston. Both Child Development Centers fulfill the same three missions of the larger university -- teaching, research, and service/outreach. Thus, in addition to offering high quality early care and education programs for young children and their families, the Centers offer training and research opportunities for college students interested in careers with children and families.

In his role as Dean of the URI Feinstein Providence Campus, Walter Crocker understood that adult learners need a variety of supports to be successful in pursuing a college education. Dean Crocker recognized that important sources of support include funding for tuition and childcare. Alan Shawn Feinstein, a local philanthropist, shared Dean Crocker’s vision and in the summer of 1996 provided an endowment to fund scholarships for adult learners to attend the URI Feinstein Providence Campus and for their pre-primary children to attend the new Child Development Center. The Dr. Pat Feinstein Child Development Center is named in honor of Mr. Feinstein’s wife, a local child psychiatrist. In addition to serving children and parents funded through the Lillian Feinstein Scholarship, the Child Development Center serves the children of families living throughout Rhode Island.

Due to a second generous contribution by Mr. Feinstein during the summer of 1998, the Dr. Pat Feinstein Child Development Center opened a full-day kindergarten program in September 1998. In addition to expanding the CDC, the contribution provides many more scholarships for adults to attend the URI Providence Campus. In recognition of his vast support for the URI Providence Campus, the College has been renamed Feinstein Providence Campus.

In February 2010, the Dr. Pat Feinstein Child Development Center announced the closing of the full day kindergarten and an expansion of the preschool program to include two mixed-age classrooms.
MISSION STATEMENT

Approved by the Department of Human Development and Family Studies

Spring 1993

The Child Development Centers are part of the Department of Human Development and Family Studies at the University of Rhode Island. The Department offers undergraduate and graduate degrees in areas related to working children and families. The CDCs have three missions, which mirror those of the University - teaching, research, and service.

Relative to teaching, the CDC provides high quality programs for pre-primary children and their families. The CDC also fulfills a teaching mission for URI intermediate and advanced undergraduate students completing practica at the center each year. URI students also use the CDC as an observation site for assignments in a variety of courses across campus.

The CDC serves as a research site with the CDC children, families, and staff participating in research studies conducted by URI faculty and students and other national organizations. Investigations are focused on a range of topics related to the social, emotional physical, and cognitive development of young children; the creation and management of early education environments; relationships between teachers and children, teachers and parents, and parents and children.

In the area of service, the CDCs are dedicated to providing an exemplary early childhood education program that serves as a model of the best in early childhood practices. As the campus “lab schools,” the CDCs serve as a resource for early childhood educators in Rhode Island. Recognized by the Rhode Island Department of Education as a Mentor Classroom, educators from across the state call with questions or requests to observe. The staff also participates in outreach activities through active participation in professional organizations devoted to young children and by presenting at local and regional conferences.

PROGRAM PHILOSOPHY

The Dr. Pat Feinstein Child Development Center early care and education program is based on a belief in the uniqueness and intrinsic value of each child, family, student, and staff member. We strive to develop a program that enhances the development of each child and family to the fullest extent possible as functional families encourage healthy development in children. Our program philosophy, curriculum, and assessment methods are based on the integration of theories of child development and early education, standards for best practice in the field of early care and education, and current research.

Our professional association, National Association for the Education of Young Children’s position statement on Developmentally Appropriate Practice, informs our practice. Curriculum decisions are influenced by what is known about children’s growth and development in the early childhood years, an understanding that each child has unique strengths, interests and needs, and the child’s social and cultural environment.

Based on the belief that children are best understood within the context of their family and community, the CDC strives to foster strong reciprocal relationships with families and to use knowledge of the community it serves as an integral part of curriculum and children’s learning experiences. The CDC seeks to understand families’ personal and cultural backgrounds, create and maintain effective two-way communication, and support and nurture family members to be effective advocates for their child. Families are encouraged to work in partnership sharing their knowledge of their child’s interests, approaches to learning, developmental needs, and sharing their concerns and goals for their child. Families are encouraged to be active participants in the program and are offered numerous and diverse opportunities ways to be involved.

GOALS FOR THE PROGRAM

Based on our belief that high quality programs include goals for children, families, and the program, the goals for the Child Development Center reflect the core Standards of NAEYC, Rhode Island Early Learning and Development Standards for Programs, and Standards unique to a University laboratory school.
• Create positive relationships among all children and adults to encourage strong social and emotional competence.
• Implement a curriculum that is aligned with the Rhode Island Early Learning and Development Standards and NAEYC in the areas of cognitive development, social development, emotional development, language and communication, literacy, mathematics, science, social studies, creativity, physical development, and health and safety.
• Use developmentally, culturally, and linguistically appropriate and effective teaching approaches to enhance the learning and development of each child.
• Use formative and ongoing authentic assessment to inform planning within the context of reciprocal family communication.
• Promote the nutrition and health of children protecting children and staff from illness and injury.
• Employ teaching staff that have the professional commitment, educational qualifications, and positive dispositions to support healthy learning and development for children and families.
• Establish and maintain collaborative relationships with each child’s family with sensitivity to family composition, language and culture.
• Establish relationships with and use the resources within the community.
• Maintain a safe and healthful environment that provides appropriate and well-maintained indoor and outdoor physical environments. The environment includes materials to facilitate child and adult learning and development.
• Effectively implements policies, procedures, and systems to support strong staff development. Effective program management gives children and families high-quality experiences.
• Effectively supervise and mentor University undergraduates in their experiences at the CDC ensuring that adult students have the opportunity to connect practice with theory, implement practices consistent with program philosophy, and grow and develop into committed professionals.

PROGRAM STAFF

Director/Coordinator

The position of Director/Coordinator of the Child Development Center is designed for a person with a Masters degree in early childhood education, child development, or a closely related field and experience working with and/or supervising university students. In addition, it is expected that this person have considerable experience in directing or coordinating early childhood programs as well as classroom teaching experience, especially in early care and education programs with preschool age children. In addition to administrative responsibilities, the Director is expected to teach undergraduate courses, and serve on community, department, and university committees.

Teacher

The position of teacher at the University of Rhode Island Child Development Center is designed for a person with a Bachelors Degree in early childhood education, child development, or a closely related field who is certified by the State of Rhode Island in early childhood education. It is expected that the person have prior experience working with young children, preferably in a university laboratory school setting. In addition, it is expected that this person have supervisory experience as well as the capacity to articulate theoretical and empirical rationales for classroom practices.

Student Assistant

The position of student assistant at the URI Child Development Center is designed for a URI undergraduate student who is interested in gaining experience working with children. No prior experience is necessary for this position. Student assistants work in the classroom with children under the supervision of the teacher. Student assistants assist in maintaining a safe, clean, and healthy environment.
CURRICULUM

Play is the process through which children learn about themselves and their world. Through interactions with materials, other children and other adults, children develop the competencies needed to be successful in life and in school. Through play, children have opportunities to practice emerging skills, make sense of their world, and gain mastery in new skills. Teachers support children’s efforts in entering and sustaining play using a variety of teaching strategies and intentional interactions. The daily schedule gives children opportunities to engage in extended play. Play materials are carefully chosen to challenge children and extend learning. Materials are meaningful and culturally relevant. Information about individual learning styles, family goals, competencies, and interests are used to create meaningful learning opportunities.

Rhode Island Early Learning and Development Standard and NAEYC curriculum criterion serve as a framework for curriculum design. Based on our program philosophy and goals, the curriculum is designed to meet the needs of the whole child through a play-oriented, integrated approach. The curriculum framework facilitates learning within an age appropriate, individually appropriate, culturally relevant, and linguistically sensitive context. Through experiences and participation in play and interactions with adults and peers, children engage in meaningful, challenging, interesting and sustained play as a vehicle for learning.

Adults recognize that learning takes place within the context of relationships. Teachers build positive relationships between themselves and children, help children develop pro-social behaviors, and help children make friends with peers. Teachers provide opportunities for children to play with and learn from each other. Adults who work with children provide a secure base by offering comfort, support, and assistance in helping children resolve conflicts, handle strong emotions, and feelings of fear and rejections.

Curriculum Goals

The Dr. Pat Feinstein Child Development Center adopts an integrated, whole-child philosophy, using the broad developmental domains to provide a framework for the development of goals in an early care and education program. Goals are based on NAEYC curriculum standard and Rhode Island Early Learning and Development Standards (2013).

Physical Health and Motor Development

Health and Safety Practices
- Children engage in structured and unstructured physical activity
- Children become increasingly able to identify unsafe situations and gradually learn strategies for responding to them
- Children develop self help skills
- Children learn about nutrition including sources of food and valuing healthy foods. (NAEYC)

Gross Motor Development
- Children develop large muscle control, strength, and coordination
- Children develop traveling skills

Fine Motor Development
- Children develop small muscle control, strength, and coordination
- Children develop writing and drawing skills
- Children develop the ability to enhance sensory-motor integration (NAEYC)

Social and Emotional Development

Relationships with Others
- Children develop trust in and engage positively with familiar and consistently present adults
- Children engage in positive relationships and interactions with other children
- Children develop positive attitudes about the many ways people differ from one another (National Council for the Social Studies, 2010)
- Children develop skills to enter into social groups, make friends, and learn to help (NAEYC)
- Children develop skills to resolve conflicts in constructive ways (NAEYC)
• Children develop the ability to learn from one and other (NAEYC)

Sense of Self
• Children develop an awareness of themselves as an individual with unique, thoughts, feelings, and perspectives
• Children develop a sense of competence (Epstein, 2009)
• Children develop the ability to complete an action successfully or independently
• Children develop positive attitudes toward learning such as persistence, engagement, curiosity, and mastery (NAEYC)

Self-regulation
• Children develop the ability to express and regulate their own emotions
• Children develop the ability to control impulses
• Children develop the ability to recognize and name their own feelings and the feelings of others (NAEYC)
• Children develop the ability to regulate behavior and attention (NAEYC)

Language Development
Receptive Language
• Children attend to, understand, and respond to increasingly complex language

Expressive Language
• Children use increasing complex vocabulary, grammar, and syntax to express thoughts and needs
• Children develop competence in verbal and non verbal communication. (NAEYC)
• Children develop strong vocabulary (NAEYC)

Pragmatics
• Children understand, follow and use appropriate social and conversational rules

Language Development of Dual Language Learners
• Children attend to, understand, and respond to increasingly complex language as well as a range of topics and types of texts (including digital texts) in English
• Children become increasingly proficient in expressing their thoughts and ideas in English.
• Children have the opportunity to experience oral and written communication in a language their family uses and understands (NAEYC)

Literacy
Phonological Awareness
• Children notice and discriminate the sounds of spoken language

Alphabet Knowledge
• Children recognize and identify letters and make letter-sound connections

Print Knowledge
• Children demonstrate book awareness and knowledge of basic print conventions, understand that print carries meaning and spoken words are represented by text

Comprehension and Interest
• Children show interest and understanding of a variety of literacy experiences

Literacy Development for Dual Language Learners
• Children become increasingly engaged in literacy experiences in English

Emergent Writing
• Children learn writing skills and show knowledge of writing conventions. Demonstrates understanding of writing as a means of communication
• Children use writing to represent and communicate ideas in a variety of contexts. Uses a combination of drawing, dictating, and writing to communicate; participates in shared writing

Cognitive Development
Logic and Reasoning
• Children apply strategies and draw upon past knowledge and experiences to meet goals and solve problems
Memory and Working Memory
- Children hold information in their mind and manipulate it to perform tasks

Attention and Inhibitory Control
- Children’s skills increase in filtering impulses and sustaining attention on a task

Cognitive Flexibility
- Children’s skills increase at adjusting to changes in demands, priorities, and perspectives

Mathematics
Number Sense and Quantity
- Children develop number recognition and counting skills and learn the relationship between numbers and the quantity they represent

Number Relationships and Operations
- Children learn to use numbers to compare quantities and solve problems
- Children use mathematics to solve problems and generate solutions (National Council of Teachers of Mathematics)

Classification and Patterning
- Children learn to order and sort objects by common attributes, to identify patterns, and to predict the next sequence in a pattern

Measurement, Comparison, and Ordering
- Children learn to measure objects by their various attributes (length, height, weight, volume) and to use differences in attributes to make comparisons

Geometry and Spatial Sense
- Children learn to identify shapes and their attributes, solve problems using shapes, and explore the positions of objects in space

Science
Scientific Inquiry and Application
- Children learn to plan for and carry out investigations and collect, evaluate, and communicate information
- Children engage in scientific inquiry to explore their environment (National Science Teachers Association, 1996)
- Children represent and document scientific findings (NAEYC)

Knowledge of Science Concepts
- Children explore the characteristic of objects and materials that are living/non-living, man-made, or naturally occurring
- Children gain knowledge in the structure and property of matter (eg., transformation of liquids and solids, floating, sinking, textures) (NAEYC)

Social Studies
Self, Family and Community
- Children gain awareness of how they relate to their family and community, understand social roles and responsibilities, and recognize and respect similarities and differences in people
- Children understand their role within a community of learners (NAEYC)
- Children recognize and value the diversity in the classroom, the community, and society (NAEYC)
- Each child will demonstrate self-awareness, confidence, family pride, and positive social identities
- Each child will express comfort and joy with human diversity; accurate language for human differences
- Each child will increasingly recognize unfairness
- Each child will demonstrate empowerment and the skills to act against unfairness (Derman-Sparks & Edwards, 2010)

Self, History and Geography
- Children understand concept of time (past, present, and future) and place.
- Children gain knowledge of the physical characteristics of their local environment
- Children understand how people affect their environment in positive and negative ways. (NAEYC)
Creative Arts
Experimentation and Participation in the Creative Arts
- Children gain an appreciation for and participate in the creative arts
- Children gain appreciation of art in ways that reflect cultural diversity (NAEYC)
- Children gain knowledge of new concepts and vocabulary related to art, music, drama, and dance (NAEYC)
- Children participate in creative expression experiences (NAEYC)

Technology
Technology as a useful tool
- Children understand that technology can be useful in solving problems and creating solutions to problems
- Children understand that technology can provide additional information on a wide variety of topics
- Children begin to use technology independently, with peers, and with an adult

(Rhode Island Department of Education, 2013)

(NAEYC, 2005)

PROGRAM OPTIONS

The Dr. Pat Feinstein Child Development Center Preschool is open year-round. A yearly calendar is distributed to families upon enrollment and at the start of each school year.

Five days per week: 7:45 – 5:15 OR Five days per week AM half days: 7:45 – 1:00

DAILY SCHEDULE

The daily schedule is created each year by teachers based on best practice and group and individual needs. The schedule is posted in classrooms and shared with families. While times are included on each schedule, it should be noted that teachers follow the lead of children and, therefore, may follow the daily routine but may choose not to stick to a strict time schedule.

7:45 Center Opens

Child Choice Activities: Children engage in free choice activities such as blocks, art and science activities, dramatic play, water play, small manipulatives and books.

Large Group Experience: Children are involved in stories, songs, language arts, games, creative movement, and other group experiences.

Integrated Snack: Small groups of children and at least one adult gather for a snack during child-choice time. This is a natural opportunity for children to make choices and learn self-help skills such as hand washing, pouring juice, and spreading cream cheese.

Outdoor/Gross Motor: Teachers select a destination from different parks in the city. Children engage in activities that are an integral part of the curriculum. Sample activities include dramatic play, painting, construction, and child-initiated games.
Lunch: Children sit in small informal groups for lunch. Children are encouraged to independently complete their meal while discussions occur about the day’s events.

Transition: Children prepare for rest by cleaning up the lunch area, using the bathroom, and looking at books with adults and other children.

Nap/Rest: Children rest on cots as quiet music is played. Adults sit with children helping them sleep. This is a quiet time and talking is discouraged.

Child Choice Activities: Children engage in an afternoon activity time. Children who rest may get up after 45 minutes. Children who sleep may sleep for 90 minutes.

Integrated Snack: Snack is offered to children during afternoon activity time as children get up from nap or rest

Large Group Experience: Children are involved in stories, songs, games, creative movement, and other group experiences.

Outdoor/Gross Motor: At end-of-day, “Tazza Park” is the preferred play space as the park is convenient for parents during the city’s busy pick-up time.

End of the Day Activities: Children choose from a select group of activities. Children from the small classroom join children in the big classroom

5:15 Center Closes

GUIDING CHILDREN’S BEHAVIOR

In a child-initiated, child-centered environment, children are actively involved and challenged. As a result of this positive supporting environment, classroom problems are minimized. Within a framework of trusting relationships with teachers, each child is individually assisted in increasing their level of self-discipline and independence. Self-discipline and self-regulation is a long-term process.

Adults use guidance strategies that encourage children to build strong social skills, develop positive attitudes towards work with others, and develop internal controls for their behavior. Adult interactions include facilitating, mediating, guiding, and redirecting. Adults set limits and encourage children to generate meaningful guidelines for play and social interactions. Adults use behavioral reflections, parallel talk, and self talk to encourage and acknowledge positive behaviors. Adults use logical and natural consequences, behavioral reflections, conflict resolution, and calming strategies to guide children. With opportunity and practice, children become independent in managing their own behavior. Our philosophical foundation guides our use of strategies to support children’s growth and development in the area of social development.

FORMATIVE AUTHENTIC ASSESSMENT

Assessment has multiple purposes including identifying children’s interests and learning style, describing the developmental progress and learning of children, communicating with families, arranging for developmental screening and referral for diagnostic assessment when indicated, improving and informing curriculum, adapting teaching practices and the environment, and planning program improvement.

Beginning Fall 2011, the Child Development Center uses commercially available Teacher Strategies Gold to organize and evaluate authentic assessment data including children’s progress, areas of interest, strengths and needs. Teaching Strategies Gold is the assessment system selected by the Rhode Island Department of Education for use at Pre-K demonstration sites. Thus, TSG is the logical choice for the Child Development Center.
Assessment is closely aligned with our curricula goals. Each child’s progress is assessed on an on-going basis through a variety of methods including observations, anecdotal records, work samples, skill checklists, and developmental screenings. The information is used by teachers to individualize curriculum for the children in their group and to share information with families about their child’s learning and development.

Child Outreach – Providence School Department

Each fall, with parental permission, Providence Public School Child Outreach uses two standardized assessment tools to assess all Rhode Island residents. This is a required assessment for children entering Kindergarten in a Rhode Island public school. The assessment is free and takes about 15 minutes per child. The assessment is done outside of our classroom. A staff member stays with children during the assessment. Parent must consent prior to the assessment. With parental permission, the Child Development Center receives the results of the screenings. The assessment tools are:

- Early Screening Inventory – Revised (ESI-R), **Author(s):** Samuel J. Meisels, EdD., Dorothea B. Marsden, Martha S. Wiske, EdD., Laura W. Henderson, EdD., a brief developmental screening instrument designed to be individually administered to children from 3.5 to 5.11 years of age.

- Preschool Language Scale, Fourth Edition (PLS-4) English Edition **Author(s):** Irla Lee Zimmerman, Ph.D.; Violette G. Steiner, B.S.; and Roberta Evatt Pond, M.A. to measure young children’s receptive and expressive language.

Parent/Legal guardian Conferences

Teachers frequently speak with families about their child’s learning and development. Most families have daily opportunities to talk with a teacher and share valuable information about their child’s interests and experiences. Written assessment information is shared during November and May scheduled conferences. Conferences are a valuable opportunity for teachers and families to exchange information in order to create a responsive, respectful environment. Parents may choose to bring other adults who are actively involved in the child’s life. Parents with limited English proficiency are encouraged to bring a translator to conferences and other meetings. Parents and teachers may choose to schedule additional conferences based on the individual needs of a child.

CREATING A RESPECTFUL ENVIRONMENT FOR ALL CHILDREN AND FAMILIES

We are committed to incorporating and celebrating diversity in our program. We encourage the recognition and acceptance of each individual’s uniqueness. We encourage all families to share their cultural heritage as part of our program on an ongoing basis. Our goal is to encourage children to develop positive attitudes about the many ways people differ from one another through active, purposeful intervention, opportunities for expanded experiences, and confronting stereotypes to create a more just society.

We do not sponsor any school-wide celebrations of any holidays – religious or secular. While we do not sponsor school-wide celebrations of holidays, we do invite children and their families to share aspects of their heritage, culture, and experiences. Families may choose to share recipes, pictures or artifacts, music, and stories.

The Child Development Center does not hold birthday parties or last day parties for individual children. We do not exchange cards or candy at any time. We remind families to refrain from adding celebratory tokens to adult/child mailboxes. Families are asked to mail party invitation to other families rather than add the invitations to parent/child mailboxes. Parent mailboxes are reserved for school business only.
ENROLLMENT AND FEE POLICIES

Application fee

An application and application fee is required of all families. The application fee is not applied to the tuition bill. Applicants are not placed on the CDC’s waiting list without the payment of an application fee.

Tuition

The Child Development Center has a yearly tuition rate. Families have the option of paying full year, half year, or bi-weekly tuition. Tuition is billed on a bi-weekly basis. Tuition is due in advance of attendance. Prior to enrollment, families make a deposit equal to four weeks of tuition. Families are strongly encouraged to enroll in a bank automatic payment plan so that tuition payments are always current. Parents receive a copy of the current fee and payment schedule at the beginning of each year. The amount paid must be the full balance due at the end of each pay period.

Payments methods include check, money order, cash and credit card. The Director accepts credit card and cash payments. Checks are made payable to: Dr. Pat Feinstein CDC. Checks are placed in the metal check box near the Director’s desk.

Rhode Island Child Care Assistance Program

The Child Development Center enrolls a limited number of families participating in Rhode Island Department of Human Services Child Care Assistance Program. The Program enrolls children with an “approved” status only. Parents are responsible to apply for recertification at the time designated by DHS. Any lapse in CCAP payments results in disenrollment or payment of full tuition by the parent.

Lillian Feinstein Scholarship

The Lillian Feinstein Scholarship is available to cover the full cost of child care for parents enrolled as an undergraduate in the University of Rhode Island Feinstein Providence Campus. To qualify for the scholarship, the parent must be a matriculating student in good standing with the University. A parent must be taking two classes. Scholarship applications are due on August 1 for September enrollment during the Fall semester and December 1 for January enrollment during the Spring semester. Applicants must reapply each semester. The scholarship covers URI’s academic year only. Families receiving the Lillian Feinstein Scholarship are required to pay late fees.

ADMITTING CHILDREN

The Dr. Pat Feinstein Child Development Center is open to all families. The CDC serves children from three and four years of age from URI affiliated families and the surrounding community. Children may not be younger than 36 month of age at the time of enrollment. Children admitted for Fall enrollment must be 36 months by September 1st of the enrollment year. This policy is consistent with RI Department of Education Kindergarten age eligibility. Children may not older than 60 months on September 1st in the year of enrollment.

During January of each year, families are asked if their child is continuing throughout the summer and/or is continuing in September. Based on this information, the CDC projects enrollment needs and invites new families to join the program.

New children and families enter the Child Development Center during the last week of June, the first week of September, or as space becomes available. Applications are due by February 1 for enrollment consideration in the current year.

1. Interested families submit an application (download), application fee.
2. Families schedule a tour of the program. This process ensures that each family has the opportunity to visit classrooms, meet teachers, observe children in play, and ask questions.

3. Once families decide that our program meets their needs, families schedule a 45 minute visit with their child. During the visit, families have an opportunity to see their child play and interact in a new environment. Teachers have an opportunity to learn about the child’s interests and family goals for the child. Following this visit, the child is placed on a wait list for future consideration. Child visits are available on Monday, Wednesday, and Friday at 9:00 – 9:45. Visits are by appointment only.

4. Enrollment offers are extended to families in early March for summer and fall enrollment. Once an offer to enroll is extended, families submit a non-refundable deposit equal to 4 weeks full time tuition. Deposits are due within 30 days of the acceptance letter.

5. Families complete an application packet prior to the start of school.

Families that choose to withdraw during the summer months and return in September are required to make a payment for the first two weeks of September on the last day of Spring enrollment and an additional payment equal to two weeks of tuition by August 1st. Families that continue during the summer and plan to return in September are required to make payments based on the CDC’s annual payment schedule. Transcript services, letters of recommendation, and transfer of any records or information are denied to any family who is indebted to the Dr. Pat Feinstein Child Development Center.

Openings are filled from the waiting list. However, children are enrolled in accordance with program, undergraduate teaching, and research needs of the Department of Human Development and Family Studies. Vacancies in the program are filled on the basis of these criteria, rather than strictly on the basis of date of application.

Enrolling Children with Special Needs

The CDC program welcomes children with identified special needs from the surrounding community for whom a typical, open classroom, early childhood program is the appropriate, least restrictive environment. The affiliated school system is responsible for any fees for the child.

Required Forms

The CDC is licensed by two state agencies--the Department for Children, Youth, and Families (DCYF) and the Department of Education (RIDE). Each of these agencies requires that certain documents be maintained on file for each child. The following forms must be complete before a child can begin attending the Child Development Center:

- Registration Form
- Child’s History
- Immunization Record and Health Record
- Lead Screening Form
- Release Form
- Authorization for Emergency Treatment and Parent Location
- Student Observation Form
- Photography Permission Form
- Copy of Birth Certificate

In addition, families annually update Authorization for Emergency Treatment and Release form. Families update immunization information and health records to reflect changes in the child’s age.
School hours and late policy

The Child Development is open daily from 7:45 AM through 5:15 PM. Families arriving a few minutes prior to 7:45 AM must wait in the classroom supervising their child until 7:45 AM. Early arrivals may choose to wait in the park across from the school, URI cafeteria, or URI main hall. Teachers and student workers are preparing the environment and are unable to set-up and supervise simultaneously.

Families are expected to pick their child up on time. Families enrolled in the half-day program must arrive at least 5 minutes prior to 1:00, the beginning of rest/nap time. The CDC closes at 5:15 P.M. Families must arrive at least five minutes before this time to have time to gather their child’s belonging and exit the building at 5:15. Chronic lateness is addressed immediately. After such time, if lateness continues, the family is asked to find alternate childcare.

Late Fee

The CDC closes at 5:15 each day. Children enrolled in the half-day program are dismissed by 1:00 each day. The late fee is $10.00 for the first 15 minutes. After 15 minutes, the rate is $5.00 for every 5 minutes. Late fees are added to the bi-weekly tuition bill. All families are responsible to pay a late fee regardless of their method of tuition payment. Families enrolled in the ½ day program who arrive after 1:00, without advance notice, on a regular basis are asked to switch to full time enrollment or withdraw their child from the program.

Withdrawal Procedure

If a family plans to terminate a child’s enrollment, families must give the Program notice of intention three week prior to leaving. Families who do not give a three-week notice, are responsible for tuition for the balance of the 3-week period.

Termination Policy

The Child Development Center strives to create an appropriate and productive learning environment for all children. On occasion it may become necessary to terminate enrollment of a child at the Child Development Center. The teachers and Director, with regards to the best interest of the child, the family and the other children and families in our program, make this determination after careful consideration.

Parents are partners in helping to support the learning environment. The Director and teaching staff make every attempt to work with families in a manner consistent with program policies so that each child and family can benefit from the program. If after such efforts have been exhausted, the current placement does not meet the needs of the family, the child, or seriously jeopardizing the ability of other children to benefit from the program, we reserve the right to terminate enrollment.

When a child is repeatedly disruptive, injuring themselves or others, teachers carefully observe the environment, materials, daily schedule, interactions, and other factors that may contribute to the child’s challenging behavior. After careful observation, teachers may choose to modify the environment, modify the activities, or adjust the daily schedule. Teachers, with the support of family and the Director, develop a system of support for individual children by using that child’s strengths to support competence-building in challenging areas.

On rare occasions where a child is repeatedly aggressive to others and causes injury to other children or adults by hitting, biting, or using materials as a weapon, despite modifications to the environment, the Director arranges a meeting with the child’s parent/legal guardian within 72 hours of the incident. Parents, the child’s teacher(s), and the Director create a mutually-agreed upon plan to support the child’s social development and positive interactions with others. Teachers and Director monitor progress and report to parents daily. We reserve the right to dismiss any child who is unable to benefit from the CDC environment and interferes with the rights of other children to feel safe. The Child Development Center reserves the right to determine a child’s last day of enrollment and may ask a family to terminate enrollment immediately.
The Child Development Center depends on parent fees to cover school expenses such as salaries and the purchase of materials. Upon enrollment, parents agree to a payment schedule based on the needs of the school. The Family Handbook provides additional enrollment information. Parents unable to meet financial obligations must arrange a satisfactory payment schedule with the Director. A family that has not made satisfactory arrangements and is four weeks behind in payments is asked to remove their child from the Child Development Center and any unpaid balance is submitted to the University’s collection agency.

HOME-SCHOOL TRANSITION

Before enrollment, families are encouraged visit with their child so that the child can investigate the environment with the security of a nearby parent or family member. Adjustment to school is easier if the child is prepared. In addition to visiting the CDC, families should begin talking with the child about going to school several weeks before the starting date. Talk about things the child will be doing at the CDC such as playing with blocks, painting, playing at the water table, etc. Talk about what the family will be doing while they are apart. During the first few days, families are encouraged to spend time at the CDC to assist their child’s adjustment to the new environment.

Your Child’s First Day

Your child has his/her own place to keep belongings (“cubby”). Families should include seasonally appropriate shirts and pants, underpants, and socks. **LABEL EVERYTHING** with your child’s name and/or initials. Children engage in messy activities and frequently dirty clothes even when using a paint smock.

Create a routine. Routines are comforting at drop-off and pick-up time. Every family has their own unique way of saying goodbye. Help us learn your routine so that we can support you. Learn our routine so that you can prepare your child for what to expect when you arrive and when you pick-up. Of course, families are always welcome to stay and play!
Ensuring Children’s Nutritional Well-Being

We provide a nut-free, nutritious vegetarian morning and afternoon snack. The CDC is a nut-free environment. All snacks and foods brought into the school must be nut-free. Snacks are not meals and are not designed as a substitute for breakfast or dinner. An annual snack menu is available to families each September and posted in the kitchen area of both classrooms. Families are responsible for informing the CDC in writing of any dietary restrictions, food allergies, and family preferences. Appropriate accommodations are made to reflect family food choices. The family will supply all snack food for a child with a gluten allergy. To avoid the risk of choking, children are not offered whole grapes, popcorn, raw peas, hard pretzels, or chunks of raw carrots.

We provide all beverages, utensils, and cups. Children are offered water and reduced fat milk during lunch and water during morning and afternoon snack. Families must provide a lunch. Glass lunch containers are considered unsafe for children and are not permitted. All lunches are placed in the refrigerator each morning. Lunches should be small enough to satisfy a small appetite. To encourage healthy eating habits in young children, it is important for children to have a choice of healthy items. Avoid sending cookies, potato chips, gummy fruit drops, etc. Children choose what to eat and the order in which they eat it. Children may not share lunch foods with each other. Adults sit with children at lunch and snack modeling good eating practices and age-appropriate conversation. Adults do not force children to finish the meal nor do they choose what children will eat first. Each child’s uneaten food is returned to their lunch box and placed in the refrigerator. Lunch boxes go home every day. Families are reminded to wash their child’s lunch box daily.

Friday is a picnic day with children picnicking outdoors or in the URI building. On picnic days, “Brown Bag Lunch Day”, families send lunch in disposable containers.

Rhode Island Daycare regulations mandate that we provide written guidelines highlighting aspects of nutritionally balanced bag lunches. For your information, below are their suggestions outlined by the Food and Nutrition Board of the National Research Council. Nutritional information is available upon request. Suggestions for lunch are frequently included in the monthly newsletter.

<table>
<thead>
<tr>
<th>Lunch</th>
<th>Ages 3-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milk</td>
<td>¼ cup</td>
</tr>
<tr>
<td>Meat or poultry or fish or cheese or egg</td>
<td>1 ½ ounces</td>
</tr>
<tr>
<td>or cooked dry beans or peas</td>
<td>3/8 ounce</td>
</tr>
<tr>
<td>Vegetables and/or fruit (2 or more total)</td>
<td>½ cup</td>
</tr>
<tr>
<td>Bread or bread alternate</td>
<td>½ slice</td>
</tr>
</tbody>
</table>

Mealtime is a social time of day as well as an opportunity for adults to model for children. Our goal for mealtime with young children is to provide a consistent, comfortable, and social environment where children can develop independence and competence.

Donations of food and cooking projects

Families who choose to provide food for their child’s classroom may send in whole fruit or whole vegetables. Consistent with our policy of providing healthy, nut-free, vegetarian snacks and honoring family food preferences, families may not bring in baked goods such as cookies, cupcakes, and doughnuts, frozen treats, and pizza. This includes celebratory foods such as birthday cakes.

We cook with children. Teachers select recipes for food that all children can eat. Families may choose to cook in the classroom with children. All cooking projects must allow all children to participate. All projects, including cooking projects must be approved by the classroom teacher in advance.
Resting and Sleeping at School

All children rest every day following lunch. Each child has a labeled cot placed in the same classroom location every day. All children are required to stay on their cot and display restful behavior during this time. Rest is part of a healthy lifestyle. If your child is resting or napping at school, send a small blanket, pillow, and cot sheet (crib sheet). These items must fit comfortably on your child’s cot. Pillows must be small camp-size pillows. Full pillows are not allowed as they do not fit comfortably when stacking cots. The blanket, pillow, and sheet must go home weekly (usually Friday) for washing. If your child has a special item that comforts him/her, at naptime, you are welcome to bring that to school. This is usually a soft doll or stuffed animal. Hard, plastic materials or materials that make noise are not appropriate nap items. CDC staff do not force children to stay awake but, rather, follow the child’s lead for sleeping or resting.

Appropriate Clothing for a day of play

The CDC provides a variety of interesting experiences for young children. Children should wear clothing that is easily laundered. While smocks are available, children frequently get clothing dirty as they are fully immersed in learning experiences.

Complicated clothing with snaps, belts and zippers may frustrate young children, who are mastering independent toileting. Families should send children to school in casual clothing that is easy to get on and off and clothing that is easily laundered. Children’s shoes must have no-skid soles that won’t fall off or slip off when children are playing. Toes must be covered. Therefore, flip-flops, crocs and clogs without backs are not appropriate foot-ware.

Toileting

It is expected that children are able to use the toilet independently and successfully. Children must wear underwear to school and must not wear a diaper or pull-up. Children who are not fully toilet-trained and independent in this self-help skill find it difficult to participate in an open environment and present hygiene concerns for others. We support successful toileting in several ways. Our bathrooms are open and are part of the classroom. Children have access to the bathrooms throughout the day. We ask children to try to use the toilet before going outdoors and before rest. Families make toileting part of the morning routine as they enter the classroom with their child every day.

It is not uncommon for children to have an occasional toileting accident. Families must keep a complete change of clothing in the child’s cubby for such times. An adult supervises the child as he/she changes clothing, places clothing in a plastic bag, and dresses in dry clothing. Adults provide minimal assistance in the bathroom. Adult never wipe children’s bottoms. Children and families should practice this skill at home. As required by our licensing agents, soiled clothing is never rinsed. A bag containing soiled clothing is placed in or on top of the child’s cubbies. Soiled clothing left behind poses a health risk for others. Soiled clothing left behind at the end of the day is thrown away.

Toileting is a complex task for young children. We invite families to have open, honest conversations with us related to their child’s use of the bathroom. While other children provide excellent models for using the toilet, it is expected that all children understand the process and are successful a majority of the time. When a child continues to have regular toileting accidents, spends a large portion of their day in the bathroom changing clothing, is not independent in the task, takes a teacher away from others frequently, and presents a health risk to others, the family is asked to withdraw the child until the process is complete and the child is toileting independently and successfully. The Director, in consultation with the teachers, will determine if a child’s toileting accidents present an excessive burden or safety risk.

Videotaping and Photography

Videotaping and photograph is done frequently as part of authentic, on-going assessment for children. The video and photographs are used to document program improvement, provide teachers with self-reflection opportunities, and to assist
practica students in developing and refining their teaching techniques. University affiliated photographers and community partners frequently showcase the Child Development Center as an example of high quality programming. Photography permission requests are included in Enrollment Packet.

**Additional support**

The teachers at the CDC create an environment and learning opportunities that reflect respect for each child as a feeling, thinking individual and for each child's culture, home language, individual abilities or disabilities, family context, and community (NAEYC, 2009). This information is obtained through responsible authentic assessment methods, and collaboration between teachers and family. All families are encouraged to be involved, and teachers include family input when planning, both long term and short term, and when determining goals for each child. When children fail to progress in any area, teachers may make changes to the environment, materials, and interactions. Based on continuous assessment and varied approaches, it may be necessary for teachers to request additional support for a child so that the child can be successful at the CDC given the available resources and the CDC structure.

When a child fails to make progress in any area or when behavior can be described as atypical compared with same-age peers and developmental milestones for a child of the same age, teachers inform the Director and parent(s) of a concern. Following a meeting with the Director and parent(s), teachers may make a formal referral to the public school department in the city/town where the family resides. If it is determined that the child may benefit from additional support in the areas of social and emotional development, the teachers and Director recommend The Providence Center, Providence, Rhode Island or University of Rhode Island Psychological Counseling Center, Kingston, Rhode Island.

Once the teachers initiate the request for additional support, teachers and Director offer support as needed. This may include, with parental permission, providing documentation and exchanging information, responding to a questionnaire, telephone interviews, and attending meetings with support personnel. Families are encouraged to allow information to flow both ways for the benefit of the child. Children have greater opportunities for success when school, family, and support services work together.

The teachers continue to use formative authentic assessment methods, implement suggestions from specialists when consistent with the CDC philosophy and mission, and report progress in a timely manner. The Director gathers additional information and seeks out resources to support and inform the teaching staff.

**Implementing an Individualized Education Plan**

When an Individualized Education Plan (IEP) is in place, the teachers and Director make accommodations for the child, based on available resources, so that the child can be fully integrated into our environment. The teachers and Director welcome specialists into the classroom and create an appropriate work-space. When necessary, the Director prepares an area outside of the classroom for the specialist and child to work independent of distractions.

Teachers select materials, environmental arrangements, and interactions that provide the child with an opportunity to be successful, meet goals, and work as independently as possible with same-age peers. Teachers continue to use a repertoire of teaching approaches that are reflective, responsive and intentional.

The teachers and Director meet regularly with the Public School IEP team and parent(s) based on a schedule determined by the IEP or when deemed appropriate because of issues that arise. Using a strength-based approach, the teachers continue to provide resources to families in order to implement learning opportunities at home.
TRANSITION TO KINDERGARTEN

The Director is responsible for gathering information for families about transitioning to Kindergarten. Every winter, part of the Family Area is devoted to information on registration, open house, scholarship, and other important Kindergarten information. While many families at the Child Development Center are Providence residents, information from other Rhode Island communities, private schools, and charter schools is included. The Director helps families to connect with other families who may have additional information or insight concerning other programs. Once the Kindergarten process is complete, the Director encourages families to share their child’s “next step” with other members of our school community.

It is expected that assessment information be shared with future programs. Families have written documentation following May conference to share with their child’s new school. In addition, once a child has left our program, families may grant us authorization to share information with the child’s new school. Teachers are responsible for gathering information and sharing it with others. Our Program sends written documentation within ten school days. Telephone interviews are scheduled at the convenience of the CDC teacher(s).

It is common for another program to request information about a child prior to admission. Teachers provide objective, valid and reliable information based on authentic assessment information gathered over many months. Teachers include information about the child’s interests, learning style, and strengths. Parents are responsible for delivering the request to teacher(s). All requests must including a stamped, addressed envelope. Written requests require ten school days from the date the request is received. A copy of the information sent to another program is placed in the child’s file and is available for parent review.

FAMILY AND COMMUNITY RELATIONSHIPS

Based on a belief that strong families are essential in the development of healthy children, the Child Development Center has created goals for families. Through a continuum of involvement opportunities, strong family partnerships and respect for the family as first teacher, families have opportunities to:

- Build community with other families and the CDC staff
- Develop reciprocal relationships with CDC staff to benefit children, families, and staff
- Maintain open and honest communication with the CDC staff in order to benefit children, families, and staff
- Embrace and celebrate the diversity of families at the CDC
- Feel empowered to become advocates for their children
- Serve as resources for other families
- Develop appropriate expectations for their children within the context of their family structure
- Identifying resources and opportunities available to young children and their families within the community
- Utilize age appropriate guidance strategies with their children
- Solicit resources or support from the CDC staff regarding the many challenges associated with parenting

Integral to the CDC philosophy is the belief that families are the primary educators of their children. It is our function as educators to support and facilitate the family/child relationship because families are the “expert” when it comes to knowing their own child. The CDC functions best when we are able to take advantage of family's perceptions, feelings, and observations about their children. Teachers and the Director work in partnership with families, establishing and maintaining regular, two-way, ongoing communication. Children benefit when CDC staff forms a partnership with families to best meet the needs of each child and family.

The CDC staff welcomes family involvement in the program as an important way to build this partnership. There are a variety of ways in which families can participate in the CDC program.
**Parent Group**

The mission of the Parent Group is to reflect the voice of families enrolled at the CDC and to support the administration, director and faculty at URI’s Child Development Center in providing a high quality early care and education. The Group meets four times per year. The Director or a teacher attends each meeting. The Director or group member shares the meeting notes with all families.

**Donations to the Child Development Center**

The Child Development Center welcomes donations from families and community organizations. Donated funds are deposited to the Child Development Center Gift Fund at the University of Rhode Island Foundation. Donations are used to purchase classroom furniture, consumable supplies, and in-service training. Larger donations may be used to make capital improvements at the Child Development Center. Families’ and community organization’s larger donations may be eligible for matching funds. Contact Joanne DiBello, Director of marketing and external relations, 277-5174, for additional information.

Donations to the Child Development Center are made to the school and not to individual classrooms or teachers. The Director and teachers, with the input of families when appropriate, make decisions about how donations are used. On occasion, the Child Development Center families may choose to organize a fund raising event such as a bake sale or raffle. Cash donations under $150.00 are used to purchase materials and supplies that are needed immediately such as butter to make cookies or for community opportunities such as food from the Farmer’s Market.

The Child Development Center welcomes donations of gently used, age appropriate clothing, books and play items. Storage space, however, is very limited and may not allow us to take all material donations. In the event that we are unable to take your generous donation of materials, the Director provides information about local shelters that may be interested in the items.

**Family Functions**

Each year, the CDC hosts at least four family functions. The events provide an excellent opportunity for children to have a special time with their families at their school as well as a chance for families to meet other families. Families are encouraged to organize and participate in planning family functions. Family functions are scheduled at times that are convenient for most families.
Family-Teacher Interaction

The teachers welcome the opportunity to talk informally with families for a few minutes each day. In addition, teachers schedule conferences with families to discuss the child’s progress and any special accomplishments or concerns. Families are encouraged to request additional individual conferences when needed. Teachers do not discuss personal information with extended family and family friends. Personal information is shared with parents/guardians only.

Family Visits

Families are welcome at the Child Development Center at any time. Families may come and observe the program, be a guest reader, help out in the classroom, or come for lunch. We also welcome the assistance of family on daily walking field trips as well as for scheduled special events. Older siblings are welcome readers. Younger siblings enjoy sharing in activities at the beginning and end of day. When a sibling or other child visits with a family, the visiting family is responsible for the supervision of the visiting child. The adult family member must stay at the CDC. Families must adhere to all CDC policies when in the school.

Family Notices

Families may choose to receive school information via email or hard copy. Each family has a mailbox in the Family area. The Director and teachers use the mailboxes as one way to communicate with families. Please check your mailbox daily as it contains information about special school events, information and billing. Mailboxes are reserved for communication between home and school. Families are reminded not to add candy, invitations, notices, etc. to mailboxes. Families can communicate with others via family contact information or by joining Google Groups. An invitation to join Groups is sent to families annually.

Family Area Information Board and classroom displays

An Information Board and classroom displays feature children engaged in activities. The goals of various activities may also be displayed. Each activity is carefully designed to facilitate children’s reaching learning goals in many areas.

Newsletters

The Director publishes a monthly newsletter containing important announcements, notices and reminders, and curriculum information. In addition, teachers send out weekly newsletters via email. The weekly newsletter contains specific information on classroom activities as well as learning opportunities at home, pictures of children engaged in activities, and other topics of interest such as recipes, books, and community projects.

Community relationships

The Director and teachers work to develop partnerships and professional relationships with agencies, consultants, and organizations in the community to support the program in meeting the needs of all children and families. Families needing additional support in the challenging role as parent(s) should ask the Director for community support related to housing, home-heating assistance, or parenting classes.

The Family Board, located in the entry, includes information about community resources and activities such as the public library, children’s museum, or family-friendly displays and exhibits. Families are encouraged to share information about community events and resources with members of our school community.
ADVOCACY

The Child Development Center encourages all families to contribute to decisions about their child’s goals and plans. The Director and teachers work closely and collaboratively with each family to generate ideas and solutions that can become part of classroom curriculum. Families are encouraged to be the primary decision maker for their children’s needs. Teachers and the Director support families in obtaining any support services inside and outside of our program. The CDC uses our knowledge of the community to support families, acknowledging that every family chooses to receive and use information in different ways. When a disagreement arises between any member of the CDC staff and a family, the Director works with both parties to reach a mutually acceptable solution. If the process is not progressing in a manner that benefits the child, family, or program, the Director or family may ask for support from greater URI community or community at large.

The Child Development Center encourages families to be knowledgeable about national, state, and local initiatives that directly affect children and families. Rhode Island Kids Count, www.rikidscount.org, provides information for families. The CDC encourages families to be advocates for their children by supporting national, state, and local initiatives and community improvement projects.

PROGRAM POLICIES

Confidentiality

The Child Development Center maintains confidentiality and respects all families’ right to privacy, refraining from the disclosure of confidential information. Additionally, the Director and teachers discloses children’s records or have verbal communication about children with other professionals after family consent is obtained. Personal information including medical records, family history and assessment information is stored in a secure location at the CDC. Access to this information is limited to teaching staff, Director, and state licensing authorities.

When there is reason to believe that a child’s welfare is at risk, however, it is our obligation to share confidential information with agencies that may be able to intervene on the child’s behalf. Any staff member who suspects that there is reason to believe a child’s welfare is at risk informs the Director, who takes the appropriate action. Information on RI Title 40 – Child Abuse and Neglect, can be found at the end of the Program Handbook.

The Child Development Center is the laboratory school for the Department of Human Development and Family Studies at URI and, consequently, various people observe and/or interact with the children. As a laboratory school, an important part of the Child Development Center’s mission is to train undergraduate students about early childhood curriculum, assessment, and planning. In order to effectively teach undergraduate students about these topics, the Director and teachers have limited discussions about individual children’s strengths, interests and needs with relevant URI students. All adults working with children receive an introduction to program policies and are required to sign a “Statement on Confidentiality Agreement”.

In addition, it is expected that personal blogs containing information or opinions about policies and procedures at the Child Development Center respect the rights and privacy of other families, URI students, and CDC staff. Families must refrain from posting any photographs of URI students, staff, and children, other than their own.
Accident insurance

The University of Rhode Island is responsible for appropriate insurance for the Child Development Centers. The CDC carries an accident insurance policy. The annual insurance policy covers children and staff. Families interested in viewing the document may request a copy through URI’s safety and risk management office.

Outdoor Play

Children have opportunities to play in the outdoor environment each day (when weather, air quality, or environmental safety conditions do not pose a health threat). Children wear clothing that is dry and layered for warmth in cold weather. Since the outdoor area has many shady areas, in hot weather, children always have the opportunity to play in the shade. Additionally, a large water cooler with water for drinking is always available outdoors on hot days. Parents are reminded to apply sunscreen before entering school each day. During the summer months when children may go outdoors for extended periods of time, SPF 15 or higher skin protection may be applied to exposed skin (with written parental permission). Extended time outdoors is not typical and families are expected to apply sunscreen every morning. When public health authorities recommend the use of insect repellants due to high risk of insect-borne diseases, only repellants containing DEET are used. CDC teachers apply insect repellent no more than once a day (with written parental permission).

During winter months, teachers consider outside temperature, wind chill, and sidewalk conditions before going outdoors. Teachers do not take children outdoors for longer than 15 minutes when the wind chill is below 20 degrees. Sidewalks and crosswalks must be cleared enough for children and adults to walk safely through the city. It is expected that all children have appropriate winter clothing including hat, mittens, coat, snowpants, and boots. The CDC has extra clothing for any child who is not prepared to be outdoors during cold weather.

When picking up your child during outdoor play, authorized adults sign the OUTDOOR DISMISSAL sign-out and school sign-out. When playing at Tazza Park – family must leave via Union Street entrance/exit.

Field Trips

The CDC takes walking field trips only. University of Rhode Island Risk Management and CDC insurance policy prevent us from taking any field trip that involves public transportation or transportation via school bus. Children under four years of age are not permitted to ride on a school bus unless secured in a safety seat.

Families, however, may choose to meet at URI Providence Campus or CDC outside of school time for a pre-arranged trip. The CDC is not responsible for organizing or implementing this activity. The activity is organized by families using Google Groups. With advanced notice and permission from the Director, authorized adults are given access to the CDC child bathrooms before and after the trip.

Supervising Children

Maintaining the safety of the children at the CDC is of utmost importance. To adequately supervise and interact with the children, staff devotes 100% of their attention and energy to this task. Teachers ensure that all children are consistently under supervision both indoors and outdoors. Supervision of children is achieved primarily by sight. Children who are sleeping or can independently use the toilet may, for short intervals, be supervised by sound.

Attendance

Regular attendance is important for children to receive the maximum benefit from the program. We strongly encourage all families to arrive by 9:15 AM. Children benefit from at least 45 minutes of uninterrupted play time. Children who consistently arrive late find it difficult to enter play, form close relationships with other children and teachers, and miss the benefits of rich
learning experiences in a play-based environment. If your child is not coming to school, or will arrive at a time after 9:15, please call us.

**Arrival and Dismissal**

The Daily Sign-In/Sign-out Sheet is the Child Development Center’s official attendance record. It is essential that all families sign in and out each day. Children are not permitted to write on the attendance record. In the event of an emergency evacuation, an accurate attendance record is essential.

The URI CCE Building does not have a parking lot. All families have a short amount of time to drop-off and pick-up children on Westminster Street at the clock in the front of the Child Development Center. In the Family area you will find an orange “DO NOT TICKET” sign to place in the front passenger car window. Extra copies are available in the Family Area. Providence Parking has been lenient with families using the sign and staying in the parking spot for less than 10 minutes. Please be respectful of others and use Westminster Street for drop off and pick up only. Families choosing to stay longer should park at a metered location along Westminster Street, Union Street or Matthewson Street. At the time of arrival and departure, adults must avoid blocking already parked cars.

Moving cars make the street a particularly dangerous place for young children. Therefore, it is critical that drivers **NEVER** drop off a child at the door of the building. An adult must **ALWAYS** accompany the child into the school and classroom.

Parents/legal guardians have access to the keypad that is at the entrance of the CDC. **Only parents/legal guardians** should have the code to get into the school. Do not share the code with your child. Relatives and friends who pick up children should ring the doorbell and wait for staff to open the door. Adults should use the access code to get into the school during school hours (7:45 AM – 5:15 PM). Adults must make sure the door to the school is securely closed each time they enter and exit the building. **All adults are reminded not to admit any unfamiliar person.**
Each child must be escorted into the classroom by an adult. Families enter the school through the main door on Westminster Street at the Shepard Clock. We encourage families to arrive with enough time to bring their child into the classroom and get settled at an activity before saying good-bye.

Each child is released to his/her parent or legal guardian only, unless written notice is given to the Director. No person under the age of 18 may pick up any child (DCYF regulations for licensure, 2013). Teachers and the Director are responsible for checking identification and releasing children. Parents support this policy by recognizing the classroom teacher upon entering and leaving the classroom.

On rare occasion it may become necessary for parents to pick up after the scheduled time. Parents are expected to call the Child Development Center and state an expected time of arrival as well as any alternative pick-up plans. A late fee is applied if the time of pick up is after 5:15.

It is for the responsibility of the parent/legal guardian to update the release form and emergency contact form as needed. On occasion parents may be unable to pick up their child on time and unable to call the school. At 5:15 PM, teachers begin to call parents and the emergency contact people. If no adult is available and we have not received any information by 6:00 PM, the teacher notifies the Director who notifies the Providence Police Department and the Rhode Island Department of Children, Youth and Family Services.

Children are not permitted to wait in the entrance area without an adult. This includes siblings. Adults open and close all doors for children. Children are not permitted to push open the doors to the classrooms or main entrance to the school. Adults must not allow their child to leave the building without them.

Use of Cell Phones and other Electronic Devices

Adults are not permitted to use electronic communication devices in the classrooms. Families entering the classroom should turn off all electronic devices. This request reflects our philosophy on family engagement and involvement. Families are encouraged to create morning and end-of-day routines with their child to ensure a smooth transition.

Children whose families take an active interest in their school are more excited about school, perform better and have increased motivation. In addition, entering the classroom gives families the opportunity to engage in conversation with other families and with teachers. Families have the opportunity to notice classroom displays, available activities and other points of interest. This attention to details of the environment creates a stronger relationship between family and school.

Security at the CDC

A voice-activated alarm and surveillance camera monitor the Child Development Center 24 hours a day. An alarm button has also been installed that has a direct connection to the security kiosk located at the 80 Washington Street entrance to the URI Building. In addition, all doors into the classroom lock when closed. All adults exiting and entering must make sure the door closes securely behind them to discourage other persons from entering the school.

Release Policy

Children are released to a parent or legal guardian, and those people authorized by the parent or legal guardian. Parents are asked to keep this list up to date and to limit the list to people who are authorized to pick up the child at all times without prior notice. Changes, additions and deletions to this list must be in writing, dated and signed by a parent. No person under the age of 16 is permitted to pick up a child.

If a parent is not be picking up their child on a particular day, the parent is asked to write the full name of the person who will pick up the child, as it appears on a form of identification, on the sign in sheet and share this information with the child’s
teacher or the Director. A person other than a parent or legal guardian is not authorized to add a name to the Daily Sign-in Sheet.

When an unfamiliar person arrives to pick up a child, a teacher asks for photo identification. The person must present a picture form of identification. The teacher or Director verifies that this person is authorized to pick up the child by referring to the Release Form in the child’s personal information folder or the Daily Sign-in Sheet.

In the case of an emergency where a parent does not know in the morning that someone different is picking up their child, we release children only to those people on the release form. Parents must call and let us know about this change in their plans.

We understand that on rare occasions it may be impossible for a parent or anyone on the release form to get to school to pick up a child. On these occasions, when a parent calls to tell us the name of the person who is picking up the child, we ask for the child’s birthday. If for any reason the parent do not actually want their child to be released to the named person (as in the case of a potential abduction) they should tell us the wrong birthday. We do not release the child unless we are given the correct birthday.

When a custody arrangement or no-contact order impacts child release decisions, the following procedures is followed: Written documentation of the official custody decision or no-contact order is kept in the child’s file. If an unauthorized person attempts to have contact with the child in question, a CDC staff member utilizes this documentation to deny contact with the child. If the unauthorized person refuses to leave the CDC after seeing the documentation, the CDC staff notifies campus police by calling 5155.

The Director and teachers reserves the right to refuse to release a child if the parent or person authorized by the parent, appear to be physically and/or emotionally impaired to the extent that, in the judgment of the Director and/or teacher, the child would be placed at risk of harm if released to such an individual. The Director/teacher will use the emergency contact information to locate another responsible adult. When this is not possible, the CDC staff reserve the right to contact the Providence Police Department or RI Department of Children, Youth, and Families.

**CDC Closings**

The CDC is closed for all state holidays and most federal holidays. Refer to the yearly calendar for more details. A calendar is posted in the entry way near the Daily Sign-In.

In the case of severe weather, the Dr. Pat Feinstein Child Development Center announces closings during the morning newscast on Channel 10 and www.turnto10.com. The announcement is made between 6:00 AM and 7:00 AM. An announcement is recorded on our main numbers, 277-5416 and 277-5264, after 6:30 AM.

When the CDC must close early due to an emergency situation, power outages, or storm conditions, we notify parents as soon as possible. For this reason, it is essential for parents to maintain a current list of telephone numbers.
HEALTH AND SAFETY POLICIES

Hand washing

Hand washing is identified as the major way to prevent the spread of all communicable diseases. Children are required to wash their hands upon entering each morning, after toileting, before meals, before and after use of the water table, after messy activities, and when returning to the classroom after being outside. Children are required to wash their hands after sneezing; wiping their noses, placing fingers in their mouth or in their undergarments, coughing into their hand, or anytime an adult feels their hands may be contaminated.

Adults follow these practices to prevent the spread of disease and to model proper health practices for practicum students and children. Staff preparing snack follow additional safety procedures.

Illness

The Rhode Island Department of Health Family Information Health Line is available for teachers and families on an “as needed basis”. Teacher may call 1-800-942-7434 with any questions regarding a child-related illness or injury.

If a child is judged ill while at the CDC (e.g. temperature, vomiting), the family is contacted and asked to come for the child as soon as possible. The child waits in an area away from other children but within sight of the Director or classroom teacher.

If a child should come down with a contagious condition of any kind, the family is expected to notify the Director who notifies other families of the potential for this contagious disease.

The CDC works hard to prevent and control the spread of communicable illnesses by keeping a clean environment, disinfecting materials, and excluding children and adults who are sick. The Child Development Center has specific attendance policies regarding children who are ill. Teachers are aware of the health status of the children in their group, make note of any unusual behaviors, and take the appropriate steps according to the policies listed below.

If a child develops one of the above symptoms or conditions during the school day parents are called to come for the child. Every family must anticipate this unfortunate circumstance and have alternate childcare arrangements. All policies set forth insuring your child’s health depend upon each parent’s cooperation. The final decision to exclude a child who appears to be ill rests with the Child Development Center teachers and/or Director.
### Symptoms

<table>
<thead>
<tr>
<th>Symptoms</th>
<th>A child cannot attend school . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cold Symptoms</td>
<td>If cold is accompanied by fever, behavior change, has difficulty breathing, looks or acts very ill as judged by the classroom teacher</td>
</tr>
<tr>
<td>Cough</td>
<td>If cough is severe or accompanied by difficulty breathing or wheezing</td>
</tr>
<tr>
<td>Diarrhea</td>
<td>If stool frequency exceeds 2 or more than a child’s normal bowel movements and causes the teacher to be away from other children and makes it difficult to maintain good sanitation, or is an unusual color, contains blood, or mucus.</td>
</tr>
<tr>
<td>Difficult or noisy breathing</td>
<td>If fever accompanies the behavior, child looks or acts ill</td>
</tr>
<tr>
<td>Earache</td>
<td>If the child is unable to fully participate, fever accompanying earache, or care of the ear compromises staff’s ability to care for other children.</td>
</tr>
<tr>
<td>Eye irritation and pinkeye</td>
<td>If the child’s health professional determines it is viral conjunctivitis. Thus, the child is excluded until a health professional has made a determination. A child with bacterial conjunctivitis may return to school with evidence from a health professional.</td>
</tr>
<tr>
<td>Fever</td>
<td>If over 100°F, or if the child is unable to fully participate</td>
</tr>
<tr>
<td>Headache</td>
<td>If child is unable to fully participate</td>
</tr>
<tr>
<td>Itching</td>
<td>If the child has chickenpox, scabies, impetigo, ringworm, and head lice</td>
</tr>
<tr>
<td></td>
<td>If any itching keeps the child from fully participating or results in excessive scratching as to cause bleeding, until a health professional determines the cause of the itch.</td>
</tr>
<tr>
<td>Rash</td>
<td>If rash is accompanied by fever, is open and oozing, or unable to fully participate</td>
</tr>
<tr>
<td>Sore throat</td>
<td>If accompanied by fever, unable to swallow comfortably, or breathing difficulty</td>
</tr>
<tr>
<td>Stomachache</td>
<td>If accompanied by fever, diarrhea, vomiting, looks or acts ill, or unable to fully participate</td>
</tr>
<tr>
<td>Vomiting</td>
<td>If more than 2 times in 24 hours, accompanied by fever, recent history of head injury, or unable to fully participate</td>
</tr>
</tbody>
</table>

### Medication

Teachers administer prescription or non-prescription medication to children only if a parent/guardian signs the “Medication Schedule” located in the kitchen. Parent/guardian includes the date, name of medication, dosage, and time at which it should be administered on the sheet. The medication must be in the original container with the child’s name on it. Prescription medicine must have the pharmacy prescription label affixed or be in an original container with a copy of the prescription. Medication that has passed the expiration date is not administered and is returned to the parent.

Parents of children with chronic health conditions such as asthma must complete a **Special Case and Action Plan.** This form includes information about environmental conditions or circumstance that may affect an existing condition, specific needs and directions for dispensing medication. The phrase “as needed” cannot be used as it does not provide enough information.
Parents must be accurate and thorough in their description. The child’s physician and parents/legal guardian complete the Special Case and Action Plan. The Director reviews the plan with the family. The Director shares information with the teachers. The family arranges for any special training required.

State regulations mandate that teachers cannot, under any circumstances, give children a prescription drug that has another person’s name on it. Parents take home the medication each day, bring it back to school, and sign the chart again if their child needs the medication.

Parents are required to hand the medication to a teacher or the CDC Director. Medication must never be in the child’s cubby or lunch box. Medication that requires refrigeration is placed in the cooler on top of the refrigerator so the child does not have access to it. Medication that does not require refrigeration is locked in a cabinet or drawer. The teacher who is responsible for administering the medication documents the time the medication was given and signs her name. Only teachers administer medication.

A doctor’s note must accompany any non-prescription medication that is administered for more than 5 days.

**Allergies and/or family food preferences**

It is not unusual for children with food allergies or family food preferences to be enrolled in the program. With food allergies, the CDC staff provides substitutes if appropriate. A list is maintained in the kitchen that documents children with food allergies and family food preferences. This list allows all staff to have access to information necessary to prepare a health, safe snack for every child. Parents give permission to have this information posted in a public location. For families who choose to have this information remain private, staff who prepare snack have access to the information. Parent/guardian provides food allergy and family food preference information at the time of enrollment. Adjustments are made as necessary to ensure that individual children with other types of allergies can safely participate in the program.

Families whose child has a gluten allergy must supply snack food for the child. The food is labeled with the child’s name and expiration date if the food has been repackaged. Families check the food supply regularly. Families whose child has a dairy allergy may choose to supply dairy-free items to supplement the snack menu.

The CDC has a vegetarian snack menu. The CDC is a “nut free” school. No child or adult is permitted to have a nut product at school.

**EMERGENCY PROCEDURES**

In case of an emergency, the Child Development Center is connected to the central University alarm system. The children are evacuated to the street at least 100 feet away from each door. As a licensed Childcare Center we are required to have 15 emergency evacuation drills per year so that all staff and children are familiar with the procedures.

In the event of an emergency, the CDC has procedures and plans in place:

- **Evacuation:** Exiting the Building for an extended period of time
- **Lock down/Shelter in Place:** Emergency when you are unable to leave the classroom/building
- **Emergency when you are unable to return to the building**

During any evacuation, teachers choose a safe, convenient location to wait with children. These locations may include:

- Convention Center
- Dunkin’ Donut Center
- Providence Performing Art Center
- Hilton Hotel
- Providence public library
- Bank of America
- Sovereign Bank
- RISD Museum
- Providence Journal
- Biltmore Hotel Lobby

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All emergency plans rely on teachers’ best judgment when finding a safe location to wait and when to begin calling families.

When any emergency keeps children out of the building for more than 60 minutes, the Director or teachers, in the Director’s absence, make(s) the decision to dismiss children. Families pick up their child at a location to be determined and sign-out from that location. Families should not re-enter the building to collect personal belongings.

**Accidents**

Teachers and Director receive training in CPR and first aid training every other year or as needed. At least 1 adult with CPR and first aid training is at the school at all times. First aid supplies are kept in the kitchen. Each staff member is familiar with this location and the supplies.

In the case of a minor accident that requires simple first aid procedures, the child’s injury is cleaned and treated as necessary. Teachers complete an accident report in duplicate. Whenever possible, parents are verbally informed of the incident and treatment when picking up your child at the end of the day. When this minor accident involves injury to the head or insect bite, the teacher or Director will contact a parent immediately. Otherwise, the procedures noted above will be followed.

If the injury requires a doctor’s treatment, but is not an emergency, parents must pick up the child. While waiting for the parent’s arrival, staff will administer temporary first aid and complete an accident report as specified above.

If a child receives a serious injury and the injury requires immediate, professional medical treatment (e.g., severe bleeding, stopped breathing, broken limb, head injury, poisoning, electrical shock, severe allergic reaction to insect bite or sting) staff will:

- Begin first aid treatment according to first aid training
- Immediately call the CCE Security at 5155 and request an ambulance
- Locate the Director
- Call the child’s parents
- Send someone to meet the ambulance
- If the family has not arrived when the ambulance arrives, a teacher or the Director will accompany the child to the hospital bringing the child’s personal file.

**CHILD ABUSE AND NEGLECT REPORTING POLICY**

Chapter 11 of Rhode Island State Law on Abused and Neglected Children requires every citizen to report suspected child abuse and neglect. "Any person who has reasonable cause to know or suspect that any child has been abused or neglected . . . or has been a victim of sexual abuse by another child . . . shall, within twenty-four (24) hours, transfer such information to the Department of Children, Youth, and Families, or its agent who shall cause the report to be investigated immediately." The phone number for reporting such cases is 1-800-RI-CHILD (1-800-742-4453).

**PROGRAM EVALUATION AND IMPROVEMENT PLAN**

High quality programs remain current in all state licensing requirements and set goals that reflect a commitment to continuous improvement based licensing requirements, new research in the field, self-reflection, information from families, student evaluations, and feedback from teachers. The Director maintains a NAEYC Program Portfolio submitting evidence of quality each year as part of an NAEYC Annual Report and every five years in a reaccreditation process. NAEYC early childhood program standards examine quality along ten dimensions: Relationships, Curriculum, Teaching, Assessment of child progress, Health, Teachers, Families, Community relationships, Physical environment, and Leadership and management.
The CDC maintains required RI Department of Children, Youth and Families licensing and voluntary RI Department of Education Comprehensive Early Childhood Education approval process (in progress – January 2012). The Program assesses quality using DCYF annual licensing process. Required licensing ensures compliance along dimensions of qualifications and safety. RIDE voluntary preschool approval provides guidance along structural and educational standards.

The Dr. Pat Feinstein Child Development Center participates in BrightStars, Rhode Island’s quality rating and improvement system. BrightStars defines quality along 6 dimensions; Child’s daily experience, Teaching and learning, Staff-child ratio and group size, Family communication and involvement, Staff qualifications, and Program management. The CDC submits an annual report documenting current status and quality improvements. Our high quality has earned our program a 5-star rating, the system’s top rating.

The CDC uses multiple sources of information to maintain a high quality environment and guide program improvement. Program standards and licensing requirements provide guidance. Equally important is feedback from CDC stakeholders; University of Rhode Island department heads, parents, teachers, practicum students, and community partners. Annually, the Director and teachers use NAEYC standards, RIDE guidance, and feedback from key stakeholders to create a Program Improvement Plan. Plans include short-term and long-term goals. Goals are prioritized and detailed strategies for reaching goals are written. Strategies consider available resources and include a reasonable and appropriate timeline to ensure ongoing work. The Director works to include stakeholders in strategies where appropriate. Family participation is essential for all goals related to child and family outcomes. URI Department heads support goals related to funding and financial support. Priority is given to goals that address NAEYC Program Standards and RI Department of Education Structural and Educational Standards.

The Program Improvement Plan is a fluid document with adjustments and modifications throughout the year. When goals cannot be reached using the detailed strategies and timeline, the Director seeks additional support from the University and/or community partners.

STAFF ORIENTATION AND PROFESSIONAL DEVELOPMENT

Each year before the beginning of the fall semester, the CDC holds a weeklong orientation for returning and new staff. During this orientation, staff members participate in planning and preparing for the upcoming year. As a model program, the staff of the CDC is expected to strive for continual improvement in all aspects of our work with children and families. One way to ensure this improvement is through on-going professional development. Each teacher maintains a Professional Portfolio that includes a self-reflection in each of the major program areas: curriculum, family engagement, assessment, differentiated teaching, and supervision of URI practicum students and interns. The individualized self-assessment is used to create personal goals and strategies for reaching goals.

In addition, teachers develop a personal professional development plan on a yearly basis. This plan includes a minimum of 20 hours of professional development activities tailored to the interests and skills of the individual. An important aspect of the professional development of the CDC staff is evaluation. Information used for evaluation purposes is derived from a variety of sources. Parents of children enrolled in the CDC are also an important source of information. Each spring, parents are asked to provide information about their perceptions of the CDC program and staff. All of this information is used for each individual staff member’s yearly evaluation and professional development plan.

The Family Handbook provides information relative to program policies and procedures important to families. If you have questions or comments about any policies or need additional clarification, I encourage you to speak with the Director and/or classroom teachers. Our goal is to create a strong partnership with all families.