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Welcome
The entire staff of the Howard Community College (HCC) Children's Learning Center would like to extend a warm welcome to your family. We are pleased that you have chosen our program for your child. We are committed to providing a loving, safe, and nurturing experience for your child and look forward to continued growth and communication in our relationship with you.

This handbook will assist you in understanding the philosophy, policies, and procedures of our child development program. If you ever have any questions or concerns, please feel free to contact the Director or the appropriate classroom teacher at your convenience.

Thank you for choosing HCC'S Children's Learning Center. We appreciate the privilege we have in sharing this time with your child.

Mission
The Howard Community College Children's Learning Center provides high quality care in a safe and nurturing environment. The program promotes the positive growth and development of the whole child through a child-centered and developmentally appropriate curriculum. The staff operates in partnership with parents for the well-being of the child by establishing open communication and cooperation between home and school.

- Center staff value cultural, ethnic, religious, ability, and gender differences among children and families.
- The curriculum celebrates diversity through multi-cultural and anti-bias activities.
- The center has an open door policy for parents, who are always welcome.

Parents will be encouraged to be active participants in all aspects of center life. The center provides a stimulating lab school environment, and works cooperatively with the HCC Early Childhood Program as well as other college programs.

Philosophy
The Howard Community College Children's Learning Center provides a high quality early care and education program in a safe and nurturing environment. The educational program promotes the positive growth and development of the whole child through a child-centered and developmentally appropriate curriculum that supports a young child’s optimal learning and development.

The Children's Learning Center provides an early care and education program for children of students, staff, faculty, and community members. The staff values parents as partners in education and operates in this partnership with parents for the well-being of the child. This is done by establishing open communication and cooperation between home and school and by celebrating the diversity and uniqueness of each family. Parents are encouraged to visit and participate in school activities as often as possible.

The Children’s Learning Center provides a stimulating lab school environment and works collaboratively with the Howard Community College Early Childhood Program and other college programs. These collaborations provide multiple opportunities for families and staff members to benefit from a wide range of programs and services within the college community. The Children's Learning Center strives to provide ongoing staff development that meets individual and center needs. The staff works collaboratively to ensure the program is progressive and embraces best practices. On-going professional development is supported through multiple learning opportunities on campus and in the early childhood community.
Accreditation
The Children’s Learning Center is proud to be accredited by the Maryland State Department of Education (MSDE). Accreditation means the quality of the services provided meets or exceeds national or state quality standards. Accreditation standards represent the highest quality and reflect research-based best practices in early childhood education and indicate that services have moved beyond licensing and regulatory requirements. Exciting, positive, and growth-oriented environments, stimulating learning environments that reflect the research and best practices of the field, and better preparation to enter public school primary grades are benefits of accreditation.

Laboratory School Setting
The Children’s Learning Center (CLC) serves Howard Community College as a laboratory setting so that individuals interested in and/or involved in the study of young children can use the center in a variety of ways. Enabling students and faculty members to observe, participate, interact, and complete practicum experiences are some of the ways that the center is a part of the academic mission of the college.

• The center serves as an observation and practicum site for education students.
• The center collaborates with other programs to schedule appropriate use of the lab school.
• The center holds education classes on site each semester.

Visiting individuals, college students, and faculty are always supervised by the classroom teacher. The observation booths are used as much as possible to minimize disruption in the classroom.

Licensing
The Children’s Learning Center is licensed by the Maryland State Department of Education (MSDE) Division of Early Childhood Development. A copy of the current MSDE license is displayed in the lobby. A copy of the Child Care Center Licensing Regulations is available from the director at the front desk or can be accessed online at http://www.marylandpublicschools.org/MSDE/divisions/child_care/licensing_branch/licensing_branch.htm. The Children’s Learning Center will be happy to share licensing information with any interested parent. The HCC Children’s Learning Center is committed to meeting and/or exceeding all licensing requirements.

Parent’s Guide to Regulated Child Care
This pamphlet (click on the link below) explains what regulated child care is, why it is important to choose regulated care, and how to find the child care program that best suits a family’s needs. It also defines rights and responsibilities of a child care consumer.

Staff
The Children’s Learning Center staff are professionals who are experienced in early childhood growth, development, and teaching techniques and methods. Each teacher is credentialed by The Maryland State Department of Education. In order to maintain their credential, the teachers continue their journey in education by taking courses and workshops designed to update skills and knowledge of the young child. Staff training opportunities cover a wide range of topics such as curriculum development, health and nutrition, and working with children with special needs. The CLC Faculty belongs to professional teaching organizations and groups designed to keep them current on the latest techniques and practices in the child development field. Fingerprinting and background checks are conducted on all staff in conformity with state law and whenever possible a child is not left alone with an employee, volunteer, or other company representative.

In order for parents to become better acquainted with the staff involved in the care of their children, information on each staff member is posted on the hallway bulletin board on the “Our Staff” bulletin board. Profiles specify the staff member’s experience, education, and specific qualifications, as well as some general information about them.
Daily Schedule
The daily schedule is posted on the outside of each classroom. The daily schedule outlines the day's events. It gives the sequence of when activities occur and helps the teacher organize the day. The schedule supports the entire learning program and includes opportunities for the children to learn academics, self-help skills, and healthy living concepts. It offers a balance between active and quiet times, large group activities, small group activities, and times for children to play alone. It also balances indoor and outdoor play times, times for children to select materials (child-directed time) and for teachers to direct activities (teacher-directed time). The daily schedule for each individual classroom is posted on the parent bulletin board located outside the classroom door. Working with young children means that teachers cannot always predict the flow of the day so the exact times of activities may vary.

Educational Curriculum
• The Creative Curriculum is implemented in the classrooms at the Children’s Learning Center. It is a theory-based curriculum that reflects the past 75 years of research about early childhood.
• Through the use of The Creative Curriculum, the teachers are able to put theory into practice in their classrooms. Activities are intentionally planned based on the interests and needs of the children.
• The Creative Curriculum encompasses Developmentally Appropriate Practice. Developmentally Appropriate Practice is defined by the National Association of Education for Young Children (NAEYC) as a framework that promotes young children’s optimal learning and development.

Infant/Toddler Curriculum
Infants and toddlers are competent learners and the curriculum occurs naturally during the two main activities of the day: care giving and free play. The basis of the curriculum is interaction with people and with objects. To promote attachment, a primary care giving system is implemented where one caregiver is assigned to specific infants and young toddlers in order to enhance communication and ensure that individual needs are understood. Basic skills are introduced and enhanced as each child expresses interest and curiosity. The program includes free play, singing, story telling, self-help skill development, manipulative play, health education, gross motor play, and other age-appropriate activities.

Preschool Curriculum (2, 3, and 4-year-old classrooms)
The Creative Curriculum provides a basic structure for a developmentally appropriate program. The curriculum focuses on the environment because young children learn best through active interactions with the physical and social environment. By continually changing and enriching the environment, teachers can support learning and creativity in children. Children are encouraged to ask questions and explore. This in turn enhances their ability to solve problems, recognize cause and effect relationships, and plan. Children are encouraged to try out their ideas, experiment, and use materials creatively. They use songs, storytelling, language, games, cooking projects, blocks, manipulatives, and other creative materials in more sophisticated ways as they get older and are given time to develop their own unique themes of play.

• Administrative staff will request copies of a child’s IEP/IEFP so that staff can work with the family and early intervention or special education providers to support child and family outcomes.

Two assessment tools are used at the Children’s Learning Center to assist teachers in planning developmentally appropriate activities for each child based on their individual skills and interests. The assessment tool for children under the age of three years old is Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age checklist. This is a set of early learning guidelines published by the Maryland State Department of Education, Division of Early Childhood Development in partnership with the Johns Hopkins University School of Education, Center for Technology in Education. The guidelines were developed for use by anyone who lives or works with young children and can be used as a reference tool or as a resource for planning activities. The Healthy
Beginnings website features a unique activity planner for families and child care providers. By choosing the child’s age and the developmental domain (Personal and Social, Cognitive Development, Physical Development, Language and Literacy) simple activities and how they contribute to learning are suggested.

For children who are three years old and older by September 1, a developmental checklist is utilized as the assessment tool. This tool is aligned to the Early Learning Standards and the Creative Curriculum. This assessment reflects the ability of each child to demonstrate skills, knowledge, behaviors, and interests that are indicators of future school success. The children are assessed as they enter the classroom. If they have moved from another classroom at the Children’s Learning Center, the teachers can refer to the child’s file from their previous classroom.

**Developmental Screening**

A developmental screening is a brief questionnaire completed by the parent to identify a child’s progress through developmental milestones. A child’s development can be measured by how a child learns, speaks, moves, behaves and relates. Skills such as smiling, waving and talking are developmental milestones. Results from developmental screenings indicate which children would benefit from a full evaluation and assessment. Children who receive early intervention services generally do better in the long term than those identified later when enrolled in elementary school. Upon completion of the screening, we will meet with you to discuss the findings and whether a referral to another agency for further evaluation is necessary. Children aged birth-36 months will be required to have two screenings per year. Parents should consider this process as part of required documentation in order for the child to attend any licensed child care program in Maryland.

The screening tool our program will use is called Ages and Stages Questionnaire. Our screening process will be in the month of August with a second documentation in January of each year.

**Rest /Nap Period**

All children who spend a full day at the HCC Children’s Learning Center will be required to rest. Depending upon their age, children are expected to rest quietly or engage in quiet activities, allowing those who need to sleep the opportunity to do so. Children will be provided a cot and linen for rest time. They may bring a blanket, small pillow, or cuddly animal from home to help them rest comfortably. Infants will use their designated crib and will be allowed to rest according to their individual needs.

**Special Needs**

In order for the HCC Children’s Learning Center to provide the best child care experience, the director should be informed of any special needs of a child prior to registration. HCC will comply with the Americans with Disabilities Act and applicable federal, state, or local laws in providing services to children with disabilities. Our goal is to meet the individual needs of the child within the structure of our program, while maintaining a healthy and safe environment for all children and staff. We will make every attempt to serve all children.

**PARENT’S ROLE**

- The center has an open door policy for parents, who are always welcome.
- Parents are embraced as active participants in all aspects of center life. They are encouraged to participate in family programs that support this partnership.
- Center staff value cultural, ethnic, religious, ability, and gender differences among children and families.
- The curriculum celebrates diversity through multi-cultural and anti-bias activities.
Birthday Parties
Every child is special and each child will be celebrated on his/her birthday unless this is not acceptable to
the family’s beliefs. Birthday activities at the CLC will focus on the child and will not include food. Parents
are invited to make arrangements to come to the classroom to share the events of the day, share about
the child’s first birthday and possibly read the child’s favorite book. The birthday child will wear a crown
and the class will sing to the child. In order to support the center’s healthy nutritional environment and
accommodate food allergies, Goody Bags and food items may not be brought from home. Those items
should be saved to enjoy during family time.

Unless all children are included, birthday party invitations may not be distributed in the
classroom. Please give any birthday invitations to the teacher and the teacher will distribute to each child
in a discreet manner.

Communication
A variety of methods of parent-teacher and administrator communication have been created to ensure
that regular on-going, two-way communication is established and maintained, and parents are kept
informed of the day-to-day happenings and special events.

The methods are as follows:

• **Arrival/Departure** Quick messages and communication to the staff at the start of the day are
helpful and always encouraged. Parents should feel free to check in with teachers at the end of
the day to see how their child’s day went. If a teacher is involved with a group of children and
can’t speak, please leave a note, send an email or message the teacher on Classroom DOJO.

• **Classroom DOJO** Parents will receive an invitation to Class DOJO and are asked to accept this
invitation and download the app in order to receive important school notifications and/or
reminders from the director and classroom teachers. This is a free app that will provide families a
window into their child’s day through the sharing of photos and activities your child participates in
(art/cooking projects/outdoor play/field trips, etc.) Direct messaging between parents and
classroom teachers can also be utilized with Class DOJO. An alert from Classroom DOJO will
pop up when your child’s teacher has posted something or sent a message to you. Private
messages can also be sent directly to the classroom teacher or director via Classroom DOJO.

• **Bulletin Boards** A bulletin board is located outside each classroom door as well as in the front
vestibule. Parents are encouraged to check the bulletin board each day for the snack menu and
notices about program updates, community news, early childhood information or any other news.
Lesson plans, field trips, and a list of center events and closings can also be found on the
classroom bulletin board outside of the classroom door.

• **Center Tour** An individual center tour with the Director or Assistant Director is part of the
registration process and is a requirement for enrollment. Center policies and procedures are
reviewed at this time and an overview of the center philosophy is provided. Each family should
spend time in the appropriate classroom for their child to be sure the center will meet their child’s
needs.

• **Community Resources** A notebook showcasing community resources is available for parents in
the front lobby and is updated annually. Information (including contact info) includes but is not
limited to:
  - Local health and education agencies
  - Parent's Guide to Howard County
  - Howard County Human Resources Guide
  - Brochures for Early Intervention Services
  - Referral resources for children with disabilities and special health care needs
• **Conferences**  Parent-teacher conferences are scheduled for all children twice each year, once in the fall and again in the spring of each year. This gives both staff and parents the opportunity to exchange information. This is also an ideal way for staff and parents to work together to provide a positive environment for the children. Parents should feel free to contact their child’s teacher to schedule additional conference times should the need arise.

• **Newsletters**  Each month, a newsletter will be emailed to each family as well as posted in the front lobby and classroom bulletin boards. The newsletter will include messages from the office, classroom news, activities, community resources (including Howard County Library resources and programs), and a calendar of future classroom and center events. Parents are encouraged to read the newsletters carefully because they will provide important, updated information about the Children’s Learning Center and the children’s activities.

• **Monthly Snack Menu**  Prior to the first day of the month, an email will be sent out with the snack menu attached. Please review this menu carefully. If the menu has items that your child is unable to eat due to allergies, please bring in an alternative snack and alert your child’s teacher. All snacks are served with water or milk.

• **Phone Calls**  Parents who would like to talk about their child at length with a classroom teacher should call the classroom during nap time (1:15-2:30pm). Classroom phone numbers can be found at the end of this handbook. The center director or assistant director are also just a phone call away.

• **Suggestion Box**  A suggestion box is located in the front lobby and is emptied weekly. All suggestions and concerns are welcomed. Names should be included on all comments or suggestions only if they require a response back.

• **White Board**  A small white board is updated each day at naptime in the preschool wing detailing the day’s highlights in the classroom and then mounted outside each classroom door,

• **Concerns**  Parents are encouraged to speak directly with the classroom teachers and/or director regarding any difficulties or differences that may arise while their child is attending the CLC. Individual meetings or special conferences will be scheduled to attempt to resolve any conflicts.

  o In addition, when a parent has a concern or a complaint about an issue at The Children’s Learning Center, they are encouraged to bring their concern directly to the teacher or administrator who it involves. This can be accomplished by requesting that a conference between the parent and the teacher/administrator who the complaint is directed at is scheduled as soon as possible.

  o If, after speaking directly to the teacher/administrator, the parent feels that the concern has not been resolved they may then speak to the Director. In most cases, a conference between the parent, the administration, and the teacher/administrator who the complaint involves would then be scheduled.

  o If the parent believes that the complaint still has not been satisfactorily addressed after the conference, the parent has the option to bring their concern to the Associate Vice President of Student Services at Howard Community College and then to the Vice President of Student Services if the issue is not resolved. The Vice President would then set up a third conference with everyone involved in order to come to a resolution.

• **Survey**  A CLC Family Questionnaire will be distributed to parents at least once a year. This information from this questionnaire is part of the assessment process for the CLC. Your feedback on this questionnaire provides valuable information on the overall program strengths and weaknesses and will help in setting future goals. Honest comments are greatly appreciated.
• **Visits**  Parents are encouraged to visit the center at any time, feeling free to share project time or lunch with their children for a special treat. Volunteering time in the classroom, helping with special classroom projects, and helping with social events is always appreciated. Center functions are held periodically to allow teachers, parents, and children to meet informally.

• **HCC Mobile App** is a system to alert parents about safety drills, inclement weather closings or late start times or early dismissals. Once a parent signs up for this app messages from the college will be sent to parents via cell phone or email.

  [https://www.howardcc.edu/services-support/public-safety/emergency-information/mobile-alerts/](https://www.howardcc.edu/services-support/public-safety/emergency-information/mobile-alerts/)

### ADMISSION PROCEDURES AND FEES

**Changes**
All enrollment changes should be submitted to the director on the Schedule Change/Drop Form found on the CLC website at [http://www.howardcc.edu/students/campus_services/child_care/forms.html](http://www.howardcc.edu/students/campus_services/child_care/forms.html). A four week notice of any change is required for the appropriate tuition adjustment to be guaranteed.

**Late Pick-Up Fees**
Parents are asked to be sensitive to the needs of the teaching staff. They, too, have commitments to other classes, families, and personal lives at the end of the day. The electronic clock will be used in case of disputes about time. The accumulation of late pickups will begin with each new fiscal year (July 1st).

*Fees for late pick-up are as follows:*

- **First time late:** less than 15 min past closing--no charge
- more than 15 min past closing--$1.00 per minute*
- **Second time late:** $2 per minute* past closing
- **Third time late:** $30 per 15-minute* increment past closing
- **Fourth (or more) time late:** $60 per 15-minute* increment past closing

*Late fees will continue to accrue until the parent and child are ready to leave the building.*

**Registration**
The Children's Learning Center is an educational program serving Howard Community College students and employees as well as the local community. It is a full-year program that does not offer hourly drop-in care. Children from eight weeks to five years of age (preschool) are eligible for acceptance. Both the infant care program serving children 8 weeks to 24 months and the two- to four-year-old programs are available to all, with priority given to Howard Community College students.

For the purpose of qualifying as a HCC student for child care registration, the minimum college enrollment needed is 6 credits. Students must register for college classes prior to registering for child care. Students must bring their college registration with them when registering for child care in order to apply for any subsidies or the tuition discount. Infant and toddler slots will be offered as full day only. Students will be offered a choice of a 3 day schedule (Monday, Wednesday and Friday) or a 2 day schedule (Tuesdays and Thursdays) or 5-day schedules in the two, three and four year old programs.

**Tuition Assistance**
All parents are encouraged to apply for the Maryland State Department of Education Child Care Scholarship program. To qualify for this scholarship and to determine eligibility, parents need to fall within certain income guidelines and family size. If awarded, this scholarship can pay a percentage of the tuition in the form of child care vouchers that are sent directly to the CLC. Parents are still required to pay a portion of the tuition weekly to the CLC even if awarded child care vouchers. The child care vouchers do not cover the entire tuition amount and the amount of money for tuition is on a case by case basis for each family. Parents are responsible to pay the difference between the cost of tuition and the subsidy
payment. Weekly payments must be made even if you receive Child Care Aware funding or child care vouchers. Failure to pay on a weekly basis towards to tuition will result in termination from the child care program.

**Tuition Payment**

Child Care tuition must be paid on the first day of the week your child receives care. Accounts must be paid in full at the beginning of each weekly or bi-weekly period. Parents may also opt to pay monthly or even for an entire semester at once, but this must be in advance. The child’s name and the account number should be written on every payment. Payments by check can be placed in the tuition box by the director's office. Payment should never be left in the child’s backpack or lunch box.

Credit card payments can be made by phoning the Howard Community College Cashier’s Office at 443-518-1862 (option 6), Monday through Thursday from 8:45am to 8:00pm and Friday from 8:45am to 5:00pm. To make a payment by phone, the following information will need to be provided to the cashier: (1) Account number or Colleague ID number (2) Credit card type/ number/ expiration date (3) Credit card holder's name and phone number (4) Payment amount.

Cash payments are accepted at the cashier’s window in room RCF 211 (second floor of the Rouse Company Foundation Student Services Building). A duplicate receipt should be requested for each cash transaction to place in the CLC tuition box as proof of payment.

Tuition is due for holidays and all days a child misses due to absence. There is no tuition due for the week of spring break and one week of winter break. The CLC does not offer families a free vacation week. Tuition is due every week except for the spring and winter break. If an account is two or more weeks in arrears, a family may be asked to dis-enroll from child care due to nonpayment.

**Returned Check Policy**

When a tuition check is returned by the bank due to “insufficient funds,” a written notification will be mailed to the family. Ten business days are allotted to make repayment for the amount of the check plus a $25 fee. Payment should be made by money order at the CLC or by cash or credit card at the cashier’s window on the second floor of the RCF building. If payment is not made within 10 business days, collections procedures will apply.

**Collection Policy**

Notification of late and overdue accounts will be distributed once. If payment is not made within 10 business days of notification, the account will be sent to a collection agency. The collection agency will charge an additional 25% collection fee. If mutually agreed upon, alternate payment arrangement may be made in writing with approval by the CLC director prior to the 10 day deadline.

**Withdrawal**

A four week notice is required if it becomes necessary to withdraw a child from the program. A Schedule Change/Drop Form (available on the web site and in the office) should be completed and signed. If a four week notice is not given, tuition will be charged for the four weeks.

**GENERAL POLICIES**

**Babysitting**

On occasion, parents ask teachers and center staff to baby-sit. The HCC Children’s Learning Center does not authorize or take responsibility for any services that HCC employees provide outside the HCC programs. Any such services are arranged solely between employees and parents. HCC maintains no liability for any such arrangements.
Clothing
Simple, sturdy, washable play clothes are recommended as children are encouraged to use materials such as paint, water, sand, and clay. Children should be dressed for safe outdoor playtime in seasonally appropriate clothing. Rubber soled shoes that are closed toe shoes are required for playground use. "Flip-flops," sandals, crocs, and dress shoes are inappropriate. Coats and jackets with large buttons and zippers are easiest for children and promote self-help skills. One complete replacement set of weather-appropriate clothes (including underwear and socks) in case clothing becomes soiled or wet is to be provided by the parents. For infants and toddlers, two complete sets of clothing are recommended. All clothing and footwear should be labeled with the child’s name.

Federal Identification Number (Tax ID Number)
The Howard Community College federal identification number is 52-0900106. This is the number needed for tax reporting purposes or to claim reimbursement for dependent care or flexible spending accounts.

Items from Home
When possible, please help your child leave all personal toys at home. It can be traumatic to a child when a personal toy is lost or broken. The center cannot be responsible for these items. If parents wish, a child may bring in a cuddly, soft, stuffed animal for naptime. The stuffed toy should be labeled with the child’s name.

Lost and Found
A Lost and Found labeled gray container is located in the front lobby. Please inquire as soon as possible about missing belongings. All personal items (bedding, toys, clothing, etc.) should be labeled with the child’s name; it will make it much easier to locate and return if lost. It is not uncommon for children to have similar or identical items and labeling reduces confusion. Unclaimed items will be donated to charity at the end of each month.

Open Door Policy
The HCC Children’s Learning Center has an “open door” policy. Parents may visit their children at the center any time they wish. Parents who plan to visit their children frequently are asked to follow the classroom routine. Parents wishing to meet with the director or a teacher are asked to make an appointment.

Parking
Parking is available without a permit in the parking spots around the circle drive in front of the Children’s Learning Center. Two of the spaces are for people with disabilities who have authorization (sticker or placard issued by DMV). Unauthorized parking could result in a fine or ticketing. Parking in other campus lots requires a permit. Permits are to hang from the rearview mirror of the vehicle. Parking permits are available from the Welcome Center and parking regulations are available from Security Office. Both offices are located on campus on the ground floor of the Rouse Company Foundation Student Services Building.

Plastic Bags
The Children’s Learning Center has a No Plastic Bag policy. No plastic bags should be stored in the classroom unless they are stored in the bag holder in each classroom. If parents bring food, clothing, etc. in the center using a plastic bag, they items should be placed in the child’s cubby and the bag discarded. The only exception is if a bag is used to send soiled clothing home. It should then be tied tightly closed so that there is no chance a child could put the bag around their neck or over their head.

Student Information
All requests for student information will be referred to the Office of Records and Registration in accordance with FERPA regulations.
HOURS OF OPERATION, PROCEDURES, AND CLOSINGS

Arrival
Parents are **required to sign in** each child upon arrival at the center and **sign out** at pick up. Signing in a child means the child is healthy to attend school. Sign-In/Sign-Out books are located in the classrooms. Parents must escort their children into the classroom and should assist them with hanging up coats, hand washing, etc. Handwashing for the child and parent should occur daily at drop off. This procedure helps to avoid the spread of germs. It is important for each child to start the day on a happy note. Time for the child to get settled should be allowed. In order to ensure the safety of the children, parents must remain with their children at all times before drop off. Children need to be received by a staff member, then the parent should say goodbye to their child. Saying goodbye helps the child learn to trust that the parent will come back at the end of the day.

Quick messages and communication to the staff at the start of the day are helpful and always encouraged. Since the staff can’t be detained from attending to the children, arrangement to speak with a child’s teacher at length should be made by calling the center and scheduling a conference.

Pick Up
**Authorization for Pick Up**  The center can release a child only to the parents or legal guardian(s) or to individuals indicated on the Daily Pickup section in the middle of the Emergency Form. The center may require a person who arrives to pick up a child to show identification. All persons authorized to pick up a child must be at least sixteen years old. Under no circumstances will a child be released to a person who is not designated in writing as an authorized person or who is under the age of 16. If a child is to be picked up by someone not listed on the Emergency Form, a note, fax, or e-mail specifying who will pick up the child is required. A telephone call or other verbal communication must be accompanied by written permission. As with drop-off, parents must also remain with their children at all times after pick-up.

**Parent Pick Up** Under the laws in the State of Maryland, both parents have the right to pick up their child unless a court document restricts that right. The enrolling parent, who chooses not to include the child’s other parent on the authorized pick-up list, must file an official court document (i.e., current restraining order, sole custody decree, or divorce decree stating sole custody) with the center director. Without that document, the center may release the child to either parent, provided the parent can document his paternity/her maternity of the child.

**Emergency Closing Policy**
**Be the first to know** about closing due to weather or other emergencies on campus. Parents can receive instant alerts by phone, text or email. For more information or to sign up go to: [http://www.howardcc.edu/about_hcc/news_and_events/alert/index.html](http://www.howardcc.edu/about_hcc/news_and_events/alert/index.html).

College administration makes decisions regarding closings due to inclement weather or other emergency conditions independent of Howard County Public Schools. Public school closure does not mean the college will also be closed. **When Howard Community College is closed due to inclement weather or any other emergency condition, the Children’s Learning Center will be closed.** Information about closings and hours of operation can be heard on local radio or television announcements or by calling: 443-518-1000. Parents may also check the college website: [www.howardcc.edu](http://www.howardcc.edu)

Hours and Days of Operation
The HCC Children’s Learning Center is open Monday - Friday from 7:15 am to 6:00 pm all year (January - December) with the exception of the specific holidays/closures listed below:

### 2019-2020 Academic Year

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 4</td>
<td>Independence Day</td>
</tr>
<tr>
<td>August 19</td>
<td>Fall Convocation (Professional Day)</td>
</tr>
<tr>
<td>September 2</td>
<td>Labor Day</td>
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<tr>
<td>November 11</td>
<td>Professional Day</td>
</tr>
<tr>
<td>November 27-29</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>December 20, 23</td>
<td>Professional Day</td>
</tr>
<tr>
<td>December 24 - January 1</td>
<td>Winter Recess</td>
</tr>
<tr>
<td>January 20</td>
<td>Martin Luther King Jr. Birthday</td>
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<tr>
<td>January 24</td>
<td>Professional Day</td>
</tr>
<tr>
<td>February 17</td>
<td>Professional Day</td>
</tr>
<tr>
<td>April 13-17</td>
<td>Spring Recess</td>
</tr>
<tr>
<td>May 22</td>
<td>Professional Day</td>
</tr>
<tr>
<td>May 25</td>
<td>Memorial Day</td>
</tr>
</tbody>
</table>

*All Professional Day dates are subject to change.

All children should be in their classrooms by 9:15am and encouraged to stay until at least 3:15pm to gain the most benefits of the program.

### HEALTH AND SAFETY

#### Accident Policy
Safety of the children is the primary focus of all CLC staff. Children will be supervised and every precaution will be taken to prevent accidents from happening. However, children are active and, occasionally, accidents will occur. Should an accident occur involving a child, the director will determine the severity of the injury. An Accident/Incident Report will be filled out for every accident that cannot be cured by a hug. The Accident/Incident Report will be shared with the parent and kept on file in the office.

If a child exhibits an unusual degree of aggression or a pattern of hurting other children, incident reports will be completed by the classroom teacher and shared with the parent. All Accident/Incident reports are confidential. At no time are the CLC teachers or administrators allowed to disclose any information about another child involved in an accident or incident.

In case of an emergency, the center consulting physician is Dr. Aruna Khurana. Parents should have a sense of comfort knowing that a pediatrician is on call at all times.

#### Allergies
Children’s allergies should be documented on their medical paperwork. It is important that all allergy information on your child is updated frequently and if any changes occur. (see Food Policy for more information on food allergies)

#### Animals
It has been our tradition to have a few animals in the CLC at various times throughout the school year. In the spring, an incubator may be set up in the Butterfly classroom so the children can watch the life cycle of a chicken, from egg to a young chicken. There may also be pets in the classroom environment depending on the teacher.
**Attendance**
When a child comes to school each day he/she will be expected to participate in all activities, including outdoor play. The center should be notified when a child will be absent by 9am. If the absence is due to illness, the nature of the illness should be reported, particularly if it is contagious. Payment will be due for each day enrolled, whether or not a child attends. If a child has to leave the center for an extended period of time, plans for absence should be discussed as early as possible with the director. Payment should be made prior to the period of absence.

**Biting**
Incidents of biting will be handled on an individualized basis. Parents will be consulted with each episode. As part of the CLC center policies, teachers and administrators are unable to disclose specific information to parents about other children involved in a biting incident.

**Child Abuse**
All staff members are required by state law to report suspected cases of child abuse or neglect to the Department of Social Services.

**Child Custody**
If only one parent has custody of a child, the center must be notified upon enrollment. If a non-custodial parent is not authorized to pick up the child, the custodial parent must provide the center director with a copy of the court order confirming that one parent does not have guardian or visitation rights. Without such a court order, the law grants parents joint custody and the center is not allowed to refuse release of the child to either parent. A faxed note or email will be acceptable. The center should be informed promptly of any problems involving the legal custody of a child.

**Dropping Off and Picking Up a Child**
All children must be escorted to the classroom and signed in each day. Although this might not always be convenient, it is a state regulation designed to keep children safe. Failure to Sign In/Sign Out each day could result in dismissal from the program. Sign-In/Sign-Out time is a good opportunity to check the bulletin board for notices and new information.

A child will only be released to the person(s) listed on the Emergency Form. If someone who is not listed on the Emergency Form is to pick up a child, a note, fax, or e-mail specifying who will pick up the child must be received before the child can be released. A telephone call or other verbal communication must be accompanied by written permission. A person picking up a child should be prepared to show identification (driver's license or photo ID) to the CLC employee on duty. If a last-minute situation occurs, the center should be contacted.

**Transitions**
Many transitions take place while children are enrolled at the Children’s Learning Center. Children transition into school, they transition from one activity to another, they transition from one classroom to another each year, and ultimately they transition from the Children’s Learning Center to Kindergarten. Plans are in place to ensure that these transitions run as smoothly as possible for the children and their families.

**Transition into the Program**
Each family receives an individual center tour during the registration process. They meet with the director as well as the classroom teachers. Time is spent verbally sharing information about their child, and answering questions and concerns. Upon enrollment health information is secured and parents provide written information about their child with the Family Information form. These forms are shared with all center staff and are stored in the Directors Office for the duration of the child’s enrollment and are available whenever the center is open for easy reference.

**Infant Wing**
There are three classrooms in the infant wing. Since infants grow at such rapid rates and require such individualized care, they are assigned to a classroom and a primary care provider upon enrollment. This
assignment is made based on the age of the child. Different than in older classrooms, children may move from one classroom to another during the school year. Decisions for these transitions are individually made based on the developmental levels of the children and the dynamics of each classroom. To assist the children with the transition, teachers have the ability to share information and send the child’s files, including individualized lesson plans, observations and daily sheets, with them to the new room and to the new provider.

Two, Three & Four Year Old Children
In the three and four year-old classrooms, children’s enrollment is based upon their birthdates. The same placement date used by MSDE is used by the Children’s Learning Center so that all children who turn two year old by September 1 are placed in the two year old room, children who turn three by September 1 are place in the three year old room and children who turn four by September 1 are placed in the four year old room. On some instances and when there is availability in the two year old classrooms, children who recently turned two will go to the two year old classroom and leave the infant wing. For children three years or older, these children remain in the same classroom for the entire school year. In the spring, the teachers use the observation booths to observe the children that will be attending their classroom in the fall. Teachers visit other classrooms to observe the interactions, skills and abilities of the children who will be moving into their room. Teachers hold transition meetings between the previous teachers and the teacher who will be the current teacher for the school year. This transition meeting ensures the transition is planned and runs smoothly. During transition time, children spend a few hours at a time visiting their new classroom, usually with a friend so that they view the change as a positive adventure. Child’s files, including individualized goals, observations, portfolios and parent-teacher conference notes, move with the child to their new classroom. This enables the teachers to review where the developmental level of each child as they enter the next school year.

Summer Transition
The summer program has been designed to provide two, three and four year old children with additional support as they transition from one classroom to the next.

Kindergarten Transition
Children in the four year old room are in their final year before Kindergarten. Throughout the pre-kindergarten year the teachers work with the children on their social and academic skills to prepare them for this transition. Teachers share a handout with parents explaining school readiness at Fall Conferences. In addition, a representative of Howard County Public School System provides detailed information to classroom teachers on what to expect and what parents can do to prepare their child for kindergarten. This information is shared with families throughout the school year and at conference time in the spring. Reminders are given to families informing them of the school their child will be attending and the dates of Kindergarten Registration.

Summer Program
Families are informed of the summer program and the transition it will bring during their individual center tour during the registration process. Additionally a special summer camp newsletter focuses on the changes the summer program will bring. Phone calls and spring conferences ensure time is available to answer any questions parents may have.

Emergency Form
Children may not attend the program without an Emergency Form on file. Information on this form must be kept up to date and the CLC will request you to review this information periodically throughout the year to determine that all information is current. Changes in phone numbers, email, and addresses must be reported immediately! It is essential to be able to contact someone in the event of an emergency. All persons listed on the Emergency Form should be able to reach the Children’s Learning Center within 30 minutes.

Emergency Medical Care
Staff members will document all accidents or injuries occurring at the center. Parents will be notified of any such accident or injury. If the center feels that a child needs emergency medical care beyond basic
first aid, the center will take the appropriate steps to secure such care for the child. These steps include, but are not limited to:

1. Attempt to contact parent or guardian
2. Attempt to contact parent or guardian through emergency contacts
3. Attempt to contact child’s physician (in cases involving chronic medical condition or transport to hospital)
4. Contact paramedics/ambulance (9-1-1). If child must be transported, she/he will be taken by emergency vehicle only (staff will never transport children) to Howard County General Hospital or the appropriate facility as deemed necessary by Emergency Medical Services personnel. Whenever possible, a staff member familiar to the child will remain with the child until a parent or authorized person takes custody of the child at the hospital.
5. Expenses incurred will be the responsibility of the child’s family.

Acute Care

Acute Care is defined as when a patient receives active but short-term treatment for a severe injury or episode of illness, an urgent medical condition, or during recovery from surgery. In medical terms, care for acute health conditions is the opposite from chronic care, or longer term care.

- In the event of an accident at the CLC and a child requires acute care (ex: emergency room, Patient First, Specialist, etc.) the person calling the parent should remind the parent that when the child returns to the CLC they must bring a note.
- The note should state that the child is cleared to return to the CLC without restrictions.
- If there are restrictions or continued medical treatment is required for an accident/injury requiring acute care as defined above, documentation of treatment must be provided to the CLC upon return.
- Howard County General Hospital has an actual form that is perfect for this type of note. Their form has boxes to check for no restrictions or restrictions upon return to school, and a place for them to add any other information that needs to be stated.
- **Discharge papers and/or Excuse of Absence notes are NOT sufficient.**
- The child will not be allowed to remain at the CLC without the proper documentation.
- The CLC administration reserves the right to assess any required continuing medical care and determine if it can be properly provided by the CLC staff.
- If a child requires acute care (as defined above) for any reason outside of CLC hours, a note is still needed from the doctor stating the same things; The child is cleared to return to the CLC without restrictions.
- It is the responsibility of the teacher receiving the child into care to assess each child and determine they are healthy and can participate in daily activities (see COMAR13A.16.11 Health)
- If a teacher is unsure or needs clarification, a Team Leader or an administrator MUST be contacted to provide clarification before the parent leaves the center. If the parent cannot wait, they should take their child with them.

Food and Nutrition Policy

The Children’s Learning Center encourages family involvement in healthy eating and physical activity. Family input is welcomed; parents are encouraged to suggest new menu items, eat lunch with their child and evaluate the program, including health components on the annual survey. If a child has health or nutritional needs that can’t be met by the center, the family will be referred to an appropriate agency. Parents should feel comfortable communicating any concerns about their child’s eating or physical activity habits and to contact the Children’s Learning Center with any questions or suggestions. Staff will eat with the children and use snack and mealtime as opportunities to discuss and teach healthy eating. Children will wash their hands, serve themselves, make food choices, and practice good table manners. Teachers remind children to take small portions, eat fruits and vegetables first, and taste unfamiliar food.
**Breakfast**
Children may bring breakfast from home to eat at the center in the morning. A separate breakfast table will be available until 8am at which point no more breakfast will be served. Please be aware that all foods brought from home must be nut free.

**Snacks**
Morning and afternoon snacks are provided by the Children’s Learning Center. Snacks are served daily at 9:30 a.m. and 3:30 p.m. for about 20 minutes. Children will be offered two food groups during each snack period. Beverages will consist of either water, skim or 1% milk or 100% juice. More than 50% of the snack items served will be fruits or vegetables (i.e., fresh fruit and/or vegetables will be served at least 5 times each week). Sugary foods or drinks will not be served. Monthly menus are emailed to all families. Bulletin boards by the classroom and in the front vestibule have the posted menu. Snacks are not allowed to be taken from the classroom.

**Cooking Projects**
Children will participate in monthly cooking projects which may be served for afternoon snack. Snacks created by the children will meet the same guidelines as snacks prepared at the center. The guidelines are required by the Maryland State Department of Education (MSDE) and are based on the United States Department of Agriculture (USDA) Child and Adult Care Food Program (CACFP). They include:
- At least two servings of fresh vegetables/week
- At least two servings of fruit/week
- At least two servings of unflavored milk/week
- At least two servings of whole grains/week
- Limit juice as a substitute for fruit to once/week

If a child has food allergies or if there is a dietary preference, the parents are to be directed to review the snack menu each month and cross off the snacks that cannot be served to the child and pack an alternative snack. Parents are responsible for reviewing the snack menu closely. The menu should be signed and returned to the office. An alternative snack will need to be sent from home for the child on the days she/he cannot eat center food. Alternate snacks are to be labeled with the child’s name.

**Healthy Lunches**
Lunch, including utensils are to be brought from home. Milk will be served at lunchtime and will be provided by the CLC. Lunchtime lasts approximately 30 minutes and begins at about noon daily. Healthy and well-balanced meals in child-size portions are encouraged. In order to be sure food is stored at the appropriate temperature, refrigeration will be provided for lunch items, although not the entire lunch box. The food item needing refrigeration should be labeled with the child’s name and placed in the classroom refrigerator at drop off. The teachers will be sure each child receives their labeled food at lunchtime. Microwaves are not available for lunch warm-ups.

If foods such as nuts or peanut butter are brought to school, the food cannot be served to the child and the parent will be called to bring a replacement. When an appropriate substitute is used by the family (i.e.: soy butter or sunflower seed butter), please indicate on baggie to clarify for the teachers. Parents are discouraged from sending in Lunchables and other foods which are extremely high in fat, sugar, and sodium and contain little nutritional value. Parents are encouraged to set up a time to speak to the child’s teacher to discuss suggestions for packing a well-balanced lunch. Teachers should refer interested parents to the variety of books available in the center library with helpful insights into packing healthy, well-balanced lunches for children.

**Nursing Room**
A nursing room is available for breastfeeding mothers.
Nut-Free Environment  The Children’s Learning Center maintains a nut-free environment. Meals brought into the center may not contain foods processed with peanut or tree nut products, including peanut butter, peanut butter crackers, trail mix, granola bars, and some Snyder’s brand products. **Product labels should ALWAYS be checked to ensure that items are nut free.**

Guidance  
All children should experience success. Positive guidance techniques will be used at the CLC to encourage desirable behavior and support the achievements of the children. The CLC provides a nurturing environment with consistent, age-appropriate limits, both in the classroom and outdoors on the playground. Most behavioral issues are minimized in this atmosphere. If a behavioral problem occurs, the CLC staff will strive to help the child learn problem-solving skills and take responsibility for his/her actions. In cooperation with the parents, the following techniques will be used to help children develop personal responsibility and self-discipline.

1. **Redirection**  
   An alternative behavior is offered to a child engaged in undesirable behavior. The basic goal is to take a child’s attention from a difficult or challenging situation and focus on a situation that produces immediate and appropriate satisfaction. For example, a new activity is suggested, a different toy is presented, or a different play partner is proposed.

2. **Logical consequences**  
   CLC staff may impose logical consequences as a result of inappropriate behavior. The consequence is related to the misbehavior and involves no moral judgment on the part of the adult. For example, a child may need to wipe up the floor after pouring water from the sink on to the floor. As a result of cleaning up, a favorite activity may be missed by the child.

3. **Ignoring a behavior** or not paying attention to the anti-social act of a child can be effective in certain situations. Often, a child will stop inappropriate behavior if no one is paying attention to him/her. This will be used if a child will not physically hurt him/herself or anyone else.

4. **Verbal Intervention**  
   CLC staff may discuss inappropriate behaviors with the children and give (age appropriate) reasons why certain behaviors are not acceptable. At the same time, staff will encourage children to think of alternatives to their behavior that would be more appropriate. If the children are unable to suggest alternate behaviors, staff will help them in this process. Emphasis will be given to the fact that the behavior (not the child/children) is inappropriate.

5. **Take a Break**  
   A child may be asked to leave the group and go to an area of the room with a calmer and more relaxed atmosphere. When he/she has regained composure and has determined that he/she is ready to return to the group (and has verbalized to the best of his/her ability how to handle the situation in a more pro-social manner), he/she can return to the group.

Behavioral Expectations  
The Children’s Learning Center reserves the right to cancel the enrollment of any child whose behavior (or whose parent’s behavior) creates a significant risk of harm to other children, staff, or the child him/herself or seriously disrupts the program to the disadvantage of other children. Physically or verbally abusive behavior by adults is not acceptable and will result in immediate dismissal from the program. A spirit of cooperation and partnership with all CLC staff is essential to each child’s success. If a family has repeated, unfounded complaints about the program offered at the CLC they will be given notice to locate a program that is better suited to meet their needs.

Guns and War Toys  
The Children’s Learning Center strives to provide an atmosphere of respect and cooperation by teaching children the value of caring for one another. Accordingly, no item of a violent or aggressive nature will be allowed in the center. This includes, but is not limited to:  
- Clothing depicting aggressive or violent characters
Clothing representative of war or war activities
- Weapons, including all types of toy guns (including squirt/water guns), knives, slingshots, swords, etc.
- Pictures of violent or aggressive acts

Superheroes are Superfriends at the CLC. When engaged in Superhero play on the playground, children are asked to take care of each other and to be sure no one gets hurt. Physical contact and pileups are not acceptable play. Please however, help your child leave all Superhero accessories and action figures at home.

The Children's Learning Center respects the rights and desires of individual families in making these items or characters available to their children at home. However, parents are asked to respect the center's desire to provide an atmosphere without the direct influence of such characters and behaviors.

Health Procedures
The Maryland State Department of Education, Office of Child Care, requires that each child submit the following completed forms prior to participating in licensed child care programs.

- Immunization record
- Health inventory form
- Emergency form (updated annually)
- Family Information Sheet
- ASQ/ASQ-SE
- Lead Screening results at 1 year and at 2 years of age

Please provide the office with documentation of any additional immunizations or health updates the child receives during the school year so that the child’s records can be kept current.

Infant Care:
Labeling: Label all food with child’s name and date. Label all items such as clothes, pacifiers, etc. with child’s name.

Infant Feeding: Bottle warmers are provided by the center.
1. Bring all food in plastic containers, no glass this includes glass bottles with silicone protector
2. No cereal in bottles
3. No medicine, vitamin drops, etc. in bottles
4. Breast milk: We can re-serve breast milk within a one hour period of time. We do recognize that breast milk is very valuable, so at the CLC, we will not dump it out after that period if your child did not finish it. We will not re-offer the breast milk for the next feeding, but we will place it in your child’s bin in the refrigerator and you can take it home to use however you decide.
5. Formula: Only hold for an hour
6. Bring milk and food already prepared
7. Juice is not served here at CLC, however you may provide your child with fluids such as pedialyte for health reasons.

Sleeping: With our younger infants, we do not have a nap schedule. Their schedule is an on demand schedule and as time go on, teachers will maintain a steady schedule to maintain the needs of your children. In order to comply with MSDE regulations and guidelines no blankets are allowed in the infant wing.

Swaddling with a blanket is not allowed in child care, however a sleep sack with arms out is more appropriate and “sleep safe.”

Medicine
A Medication Authorization Form must be completed and signed for all medications to be given at the Children’s Learning Center. **No medication will be administered without completed authorizations.**

- Medical Authorization Forms for routine application of sunscreen, diaper ointment, chap stick, bug repellent and skin moisturizer/lotion must be signed by a parent.
- Medical Authorization Forms for all other medications must be signed by the parent and a doctor.
• The prescription label on prescription along with a doctor’s signature on the Medical Authorization Form and the parent signature will still be needed to sign the Medical Authorization Form for prescription medicines.
• The prescription medicine must have the prescription label, the Medical Authorization Form must be signed by a doctor and the parent.
• Prescription medicines must be in the original container.
• Medication should always be handed to a staff member; it should never be brought in by a child or left in children’s belongings (i.e. backpacks, lunch bags, or pockets). What may seem normal practice at home may not be beneficial for the larger group of children at the center. Over the counter medications will not be administered at the CLC.

Outdoor Activities and Physical Fitness
Children are provided with many opportunities for physical activity throughout the day. The American Association of Pediatrics recommends that children play outside every day when it is weather appropriate. Thirty to 45 minutes of morning and afternoon outdoor play encompassing a variety of activities are incorporated into the daily routine at the CLC. Children with special needs participate in physical activity with their peers. Outdoor time is never used or withheld as a punishment.

Children have access to water fountains in the classroom and outdoors. During the hot summer months, pitchers of water are brought outside to encourage hydration. Teachers use their judgment in determining when children are outdoors and how long they will remain outside. In the case of severe weather, similar activities are provided inside using the indoor playroom.

Children should be dressed appropriately for variable weather conditions. During the summer, children should come to school wearing sunscreen for morning outdoor play. Parents must provide permission for teachers to reapply sunscreen before afternoon outdoor activities by completing a Medication Authorization Form. Children who attend are expected to participate in all scheduled activities. If a child is well enough to attend school, s/he is considered well enough to participate in all activities, including outdoor play.

Teachers make sure the play areas are safe and report safety hazards before taking the children outside. Teachers position themselves at different points around the playground to be able to watch all children. They participate in physical activity with the children to increase child involvement and model healthy activity. Training about physical activities is available to teachers.

Supplies
Supplies needed for children on a daily basis have been detailed in the Welcome Letter given to all parents at the beginning of the school year. The CLC asks that wipes of any sort are only sent with children still in diapers or potty training. Flushable wipes for all potty-trained children in the preschool setting are not permissible. Through experience it has been determined that the plumbing system at the CLC is not equipped to handle disposable wipes.

Sick Children
Children in a group setting are inevitably exposed to germs carrying disease and illness. The CLC cannot completely prevent the spread of disease. However, measures will be taken to reduce the spread of disease whenever possible. This includes requesting that children exhibiting signs or symptoms of illness remain at home. When sick children come to the center, they jeopardize the health of every other person in the center. The exclusion of sick children is one of the most effective ways available to the CLC to minimize illness.

The CLC staff is responsible for assessing each child upon arrival each day for signs and symptoms of illness. If a child is ill, the parent will be asked to take the child home. When a child comes to school each day they will be expected to participate in all activities, including outdoor play.

If your child has had a hospital or ER visit for any reason, a note is needed from the Doctor stating the child is cleared to return to the CLC without restrictions. Discharge papers and Excuse of Absence notes from the hospital/ER are not sufficient. If there are restrictions or continued medical treatment is required after a hospital/ER visit, the instructions must be provided in writing to CLC administration. The CLC
administration reserves the right to assess required continuing care and determine if it can be properly provided by the CLC staff. Children will not be allowed to remain at the CLC without the proper documentation. For further details, please reference the Emergency Medical Care – Acute Care section (pg 14).

Signs and symptoms of illness for which a child can be excluded from care include, but are not limited to:
<table>
<thead>
<tr>
<th>Illness</th>
<th>Symptoms</th>
<th>Return</th>
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<tbody>
<tr>
<td>Appearance/Behavior</td>
<td>Child looks or acts differently than usual; unusually tired, pale, lacking appetite, confused, irritable, difficult to awaken, fever of 100 degrees Fahrenheit or above</td>
<td>See “fever”</td>
</tr>
<tr>
<td>Breathing/Cough</td>
<td>Difficult or rapid breathing, severe cough, high pitched croupy or whooping sound after cough</td>
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<td>Conjunctivitis (Pink Eye)</td>
<td>Red, watery, itching or burning eyes, swollen eyelids, and sensitivity to light. A thick discharge may cause the eyelids to crust over and stick together during the night. Conjunctivitis is highly infectious.</td>
<td>Children will be excluded from the center until 24 hours after treatment begins.</td>
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<td>Diarrhea</td>
<td>Two abnormally loose stools or an uncontained episode of diarrhea in the previous 24 hours.</td>
<td>A child may not return to school until 24 hours after the last diarrhea episode.</td>
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<td>Eye/Nose Drainage</td>
<td>Thick mucous or pus draining from the eye or nose.</td>
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<td>Fever</td>
<td>Any child with a temperature of 100 degrees Fahrenheit or above is considered to have a fever. Temperatures under the arm are one degree lower than oral temperatures; therefore, one degree Fahrenheit should be added to a reading taken under the arm.</td>
<td>A child may not return to school until 24 hours after the fever has subsided.</td>
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<td>Hepatitis A</td>
<td></td>
<td>Child will be excluded until at least one week after onset of illness.</td>
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<td>Coxsackie Virus (Hand, Foot and Mouth Disease)</td>
<td>Fever, cold symptoms, rash and/or blisters on hands, feet and possibly in diaper area, sores in mouth</td>
<td>A child may not return to school until 24 hours after the fever has subsided and all blisters are crusted over.</td>
</tr>
<tr>
<td>Impetigo</td>
<td>Red, round rash, which may be oozing. Small blisters containing pus-like material that may break and form a flat, honey-colored crust. Most commonly seen on the face and around the mouth. Is often itchy.</td>
<td>Children will be excluded from school until 24 hours after treatment begins and all blisters are crusted over.</td>
</tr>
<tr>
<td>Illness</td>
<td>Symptoms</td>
<td>Return</td>
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<tr>
<td>Lice</td>
<td>Grayish tan insects that live and breed in human hair.</td>
<td>A child found with lice or nits (eggs) will be sent home immediately for treatment. The child may return when all lice, nits and egg cases are removed from the hair.</td>
</tr>
<tr>
<td>Rash</td>
<td></td>
<td>Skin rashes of concern require a note from the doctor stating it is appropriate for the child to attend school.</td>
</tr>
<tr>
<td>Sore Throat</td>
<td>Sore throat and/or difficulty swallowing especially with the presence of swollen glands or fever.</td>
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<tr>
<td>Whooping Cough</td>
<td>Acute onset of cough, which becomes repeated and violent within 1 –2 weeks and lasts for 1-2 months. There also may be thick mucus and vomiting after coughing spell.</td>
<td>Child will be excluded for 5 days after antibiotic treatment begins.</td>
</tr>
<tr>
<td>Unusual Color</td>
<td>Eyes or skin – yellow or jaundice Stool – Grey or white Urine – dark tea</td>
<td>A child may return to school 24 hours after the last vomiting episode.</td>
</tr>
<tr>
<td>Vomiting</td>
<td>One episode of vomiting within the previous 24 hours.</td>
<td>A child may return to school 24 hours after the last vomiting episode.</td>
</tr>
</tbody>
</table>

*The exclusion policy at the CLC will preclude any doctor’s note stating a child can return to care.*

**No Smoking Policy**
Howard Community College is a smoke- and tobacco-free campus. Smoking and the use of tobacco products is prohibited.

**Technology**
Technology includes computers, phones, TV, movies and electronic games, photo frames, IPads and other handheld devices. The American Academy of Pediatrics recommends limiting a child's use of technology or “screen time” to no more than one or two hours a day. At the Children’s Learning Center, occasional use of technology is limited to computers, accessing web pages to enhance the learning occurring in the classroom, looking up answers to questions, and from time to time, watching homemade videos and photo screens featuring the children at the CLC. In adherence to MSDE Childcare Regulations, screen time will not exceed 30 minutes a week. At the Children’s Learning Center screen time is not permitted for any children under the age of two years old.

**Transportation**
**At no time** is any Children’s Learning Center staff member allowed to transport children enrolled in the CLC in a personal vehicle.
# Frequently Used Phone Numbers

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Front Desk (voice mail available)</td>
<td></td>
<td></td>
<td>443-518-1360</td>
</tr>
<tr>
<td>Director (voice mail available)</td>
<td>Laurie Moran</td>
<td><a href="mailto:lmoran@howardcc.edu">lmoran@howardcc.edu</a></td>
<td>443-518-4150</td>
</tr>
<tr>
<td>Assistant Director (voice mail available)</td>
<td>Jennifer Parrott</td>
<td><a href="mailto:jparrott@howardcc.edu">jparrott@howardcc.edu</a></td>
<td>443-518-4152</td>
</tr>
<tr>
<td>Administrative Office Associate (voice mail available)</td>
<td>Joyce Rodrigue</td>
<td><a href="mailto:jrodrigue@howardcc.edu">jrodrigue@howardcc.edu</a></td>
<td>443-518-1360</td>
</tr>
<tr>
<td>Room 2 - Beetle Room</td>
<td>Martha Zilvetty</td>
<td><a href="mailto:mzilvetty@howardcc.edu">mzilvetty@howardcc.edu</a></td>
<td>443-518-2030</td>
</tr>
<tr>
<td>Room 3 - Grasshopper Room</td>
<td>Marie- Michele Vital Ombolo</td>
<td><a href="mailto:mvitalombolo@howardcc.edu">mvitalombolo@howardcc.edu</a></td>
<td>443-518-2031</td>
</tr>
<tr>
<td>Room 4 - Butterfly Room</td>
<td>Melanie Hershman</td>
<td><a href="mailto:mhershman@howardcc.edu">mhershman@howardcc.edu</a></td>
<td>443-518-2032</td>
</tr>
<tr>
<td>Room 5 - Dragonfly Room</td>
<td>Melissa Prinz</td>
<td><a href="mailto:mprinz@howardcc.edu">mprinz@howardcc.edu</a></td>
<td>443-518-2033</td>
</tr>
<tr>
<td>Room 8 - Bumblebee Room</td>
<td>LaTishia Johnson</td>
<td><a href="mailto:ljjohnson@howardcc.edu">ljjohnson@howardcc.edu</a></td>
<td>443-518-2036</td>
</tr>
<tr>
<td>Room 9 - Ladybug Room</td>
<td>Jessica Faison</td>
<td><a href="mailto:jfaison@howardcc.edu">jfaison@howardcc.edu</a></td>
<td>443-518-2037</td>
</tr>
<tr>
<td>Room 10 - Firefly Room</td>
<td>Rocío Ferrufino</td>
<td><a href="mailto:rferrufino@howardcc.edu">rferrufino@howardcc.edu</a></td>
<td>443-518-2038</td>
</tr>
<tr>
<td></td>
<td>Aneela Dean</td>
<td><a href="mailto:adean@howardcc.edu">adean@howardcc.edu</a></td>
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Thank you for choosing the Howard Community College Children’s Learning Center!