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INTRODUCTION

Welcome to the Child Development Center (CDC) of the Early Education and Family Studies Program at Portland Community College (PCC)! The CDC is located in the Health and Technology building on the Sylvania campus. Our Center is licensed by the State of Oregon Child Care Division and is accredited by the National Association for the Education of Young Children (NAEYC).

Teaching ratios are great indicators of the quality of a program. Our classrooms are staffed with qualified trained teachers, practicum students, and support staff to maintain the following teaching ratios:

- Infant Room provides care for infants three months to 14 months. The teacher/child ratio is 1:4
- Toddler Room provides care for toddlers 14-36 months. The teacher/child ratio is 1:4
- Preschool Rooms provide care for preschoolers 3 years to 5.5 years old. The teacher/child ratio is 1:8.

The program is open Monday through Friday. The Center is a unique early education facility that provides developmentally and culturally appropriate care for infants through preschool-aged children. The Center is also planned and staffed to serve as a training facility for students of the Portland Community College Early Education and Family Studies program, Monday through Thursday. Students have the opportunity to apply early childhood best practices with children and families under the guidance of experienced teachers and faculty.
PROGRAM PHILOSOPHY

The teaching staff and the early childhood faculty at PCC created mission, vision, and value statements for the program. These values guide us in developing appropriate environments for everyone in the Child Development Center and in the classes for early education students.

Mission
The Early Education and Family Studies Department delivers quality academic instruction and professional advocacy, family-centered programs for the PCC community, and career support for the field of early care and education.

Vision
We envision a model program where collaboration creates inclusive environments, where families are valued as the foundation of strong communities, and where program participants realize their potential as leaders of social change.

Values

Preamble
“Culture” is a complex concept. While many define culture as personal, family, and community values, beliefs, and traditions, its true influence is as a dynamic and interwoven tapestry. With respect for the profound nature of its significance, “culture” is implicit in each value statement.

Relationships
We create supportive and authentic relationships with all who are affected by our program.
Children and Families

We provide developmentally, culturally, and aesthetically inspired environments and learning experiences responsive to individual children and their families as well as children and adults working together in groups.

We cultivate partnerships with families and support them as they connect to communities, social networks, educational opportunities, and economic resources.

Students

We mentor student teachers as they develop their own teaching styles through exposure to the program’s diverse philosophies and its continuum of practices.

We support teachers as they incorporate their life experiences into theoretically informed professional practices through reflective and critical thinking opportunities.

As a Working Unit

We honor individual learning styles, strengths, and expertise.

We teach and learn as a collaborative team.

For the Profession

We actively contribute to the field’s development - its identity, purpose, accountability, and responsibility.

We model and communicate informed practices with children, families, and student teachers.

We model and advocate for social justice.
For the PCC Community

We advocate for children and families.

We are a professional presence, providing expertise to all levels of the institution, thereby supporting PCC in the fulfillment of its mission.

We bring visibility and positive regard to the institution as a result of our exceptional program and practices.

For the Wider Community

We advocate for increased attention to children and families and a higher standard in the programs that serve them.

We seek opportunities to collaborate with the broader community around issues pertaining to our field.

We graduate credentialed students who are confident in their knowledge, expertise, and role as leaders of change.
PROGRAMS AND HOURS OF OPERATION
Fall, Winter and Spring Terms

Infant Room (HT 221)
Infants 3 months to 14 months
Monday - Friday 7:50am-1:00pm

Toddler Room (HT 221)
Toddlers 14-36 months
- Monday- Thursday 7:50 am-4:00pm;
- Friday - 8:00 am - 1:00 pm

Preschool A (HT 219)
3-5.5 year old children
Monday-Fridays from 7:50am-4:00pm

Preschool B (HT 218)
3-5.5 year old children
Monday- Thursday 7:50am-4:00 pm

SUMMER PROGRAM (8 weeks only)
(Funding Dependent)

Toddler
14 months-30 months
Monday-Thursday
8:00am-2:30pm

3-5.5 years old
Monday-Thursday
8:00am-2:30pm
Friday Teacher Planning Day: To maintain our current level of excellence, the teachers meet with faculty, parents, students and staff, develop lesson plans, and participate in professional development activities, etc. on Fridays. The teachers who are in the classroom on Fridays are experienced and qualified teachers.

Finals week hours: All programs will have limited childcare during exam week. For children enrolled in the program Monday through Wednesday from 7:50 AM-4:00 PM, the last regular day will be on Wednesday of finals week.
CDC POLICIES AND PROCEDURES

ADMISSION:
The program at the PCC Child Development Center is available to children regardless of race, color, ability, age, sex, or national origin. Enrollment in the program is limited to PCC students, staff and faculty. Students must be taking at least 2 credits for each half-day session enrolled.

We offer part-time slots in the day program for infants. Toddler and preschool children have a full-time and part-time option in the day and evening. Application forms are available in the Child Development Center office (HT 220) on the Sylvania Campus and on the PCC website.

ADDITIONAL HOURS:
If a parent signed up for a block of time and wants additional time to come early or stay later, an additional hour is charged at our hourly rate. All arrangements for additional hours must be done in person at the CDC Office, HT 220, with the office manager. The morning preschool parents working at a PCC campus or attending classes on Friday afternoon may purchase up to 4 additional hours of care on Friday.
**LATE PICK UPS**
Parents are expected to pick up their child by the end of their contract hours. Center staffing is based on that premise; delayed pickups result in additional staffing costs to the Center. When children are picked up late, additional billing charges are added at a rate of $1.00 per minute. If a child is consistently picked up late, the Center staff will work to correct this situation and will contact parents and plan a resolution. If unresolved, parents may be given two weeks' notice to leave the program. Our state licensing agency requires us to file a child abuse report when there are frequent instances of late pickups.

**CONTINUED ENROLLMENT:**
Once your child is enrolled in the program, we assume that your child will continue for the academic term. Each term you will receive an enrollment sheet to indicate your desired hours for the upcoming academic term. We will accommodate your requests on the basis of space availability. If you do not submit this form by the deadline indicated, we will assume that you no longer need childcare. Continuing families have priority over new families. Parents whose children are enrolled spring term must indicate by early summer if they will continue to need childcare in the fall.
TRANSITIONING CHILDREN: If you feel that your child is ready to transition to another age group, please discuss this with your child’s teacher and/or the director. If the Center staff feels your child is ready to transition to another age group, we first discuss this with you. The program wants to make sure your child’s transition is as smooth as possible. The child will visit his or her new classroom and a transition plan will be developed with the new teacher.

WITHDRAWING YOUR CHILD: Written notice of 2 weeks is required when withdrawing a child from any program. This includes the end of fall or winter term if children are not returning for the next academic term. If you withdraw without notice, two weeks’ care will be charged. If you submit your notice, you will be charged two weeks of care from date of receipt of written notice.

WAITLIST: Parents place their children on the waitlist by filling out a waitlist form. When childcare slots open up at the beginning of each term, we use the waitlist. If you are expecting to have a baby, you can submit this form early. Once the baby is born, call with the baby’s name and birth date. If your child is enrolled in the summer program, you are not guaranteed a childcare slot in the fall. However, you are welcome to place your child’s name on the waitlist. First priority is given to families already enrolled during the regular academic year.
THE FAMILY/TEACHER PARTNERSHIP

The entry of your child into the Child Development Center marks the beginning of an active partnership between families and teachers. We are committed to working with you to create a positive, joyful learning experience for your child. A variety of studies confirm that parent involvement has an enormous impact on children's attitude, attendance, and academic achievement. Parents are strongly encouraged to find time to participate in their children's education. Elements of our partnership with you include the following:

Individual Family Plans: We work with families to develop individual plans for all children in the program. The individual plans are developed in the following ways:

- Each family is asked to complete a Child and Family History Questionnaire. Parents have the opportunity to share with their child's teacher their knowledge and perspective, ideas and needs for the children and families. This information is critical. Teachers need your input in order to plan a program that addresses the needs and interests of each individual child and encourages growth and development.

- Each family in the program is asked to complete an Ages and Stages Questionnaire (ASQ) regarding their child within six weeks of enrollment. This is a confidential, parent-completed questionnaire that helps parents share their knowledge about their child's development with their child's teacher. Information from this tool is used to help us better meet the needs of your child in the program.

- Each family has an opportunity to set goals for their child with their child's teacher in a family meeting. If your child is in multiple sessions, we would like to have all teachers participate in family meetings so that there is continuity between classrooms. Parents can bring other friends and family members to this meeting. This meeting will happen within the first term of the child's entrance into the program and can be held in the family home or at PCC.
Each family has an opportunity to have a meeting twice a year, during which the teacher will share your child’s portfolios with you. The portfolio contains teacher observations, children’s work samples (e.g. language and writing samples), art photographs, and reflections on your child’s development. You will have a copy of the portfolio to take home with you. If your child leaves the program before spring, a family meeting will be arranged.

Each parent has a daily opportunity to learn about their child’s interests and needs through conversations with the teacher. We rely on you to keep us informed of any significant changes in your child’s life. Our experience has been that these changes will often have an impact your child’s arrivals and departures, interactions with children and adults in the classroom, eating, sleeping, diapering and toileting routines. Please share any pertinent information with the teachers as soon as possible so that we can plan and support students’ understanding of these impacts on your child.

Each family in the program will receive a monthly classroom newsletter. Infant and toddler parents will receive a report of their child’s activities (eating, sleeping and diapering or toileting) each day. Additionally, time will be provided for infants to be in the classroom with their parents before the parent’s departure. This will help the transition between caregivers.

Confidentiality: Teaching staff, faculty and students are expected to keep child and family information confidential. If you feel that this policy has been violated, please contact the director immediately. Below is the Center confidentiality statement that teachers, faculty, and students must follow.

"Maintain confidentiality by avoiding discussion of children, families, and students, teachers, and faculty in the presence of children, parents, and students in the Center, in your classes at Portland Community College, or in any public areas."
Parent Information Area: A parent information board is in a central location in the Center. Information posted in this area includes a current license from the Child Care Division, name of person in charge, and other information. Each of the classrooms has a parent information area. Daily schedules are posted in each classroom that describe the children’s day in the program, along with the classroom’s curriculum plan and the Center’s monthly food menu. Please often check the information on the board.

If you have questions or concerns about your child or the early childhood program, please speak directly to your child’s teacher, or the director. Your input and comments are always welcome.
PARENT INVOLVEMENT OPPORTUNITIES

Parent and family involvement during your child’s time at the Child Development Center is very much welcome! The partnership between families and Center staff can do much to make your child’s experience at the Center a richer and more rewarding one.

You can become involved in the following ways.

1. Parenting. By providing housing, health checks, nutritious foods, and a safe environment for your child, you are already involved in their education, growth and development.

2. Communicating. Parents provide home-to-school communication, making a two-way channel for interaction and exchange about their child’s growth and development.

3. Volunteering. You can volunteer your talents at school activities such as sewing, making toys, games and preparing classroom materials; attending parents’ meetings; visiting for lunch; helping in the classroom. You can also share information about your careers or hobbies with your child’s class.

4. Decision Making. Parents can participate in Parent Advisory Committee decisions on policy, leadership, and advocacy.

5. Collaborating with the community. Parents can encourage partnerships with community resources and services by presenting information on them to Center staff.
The Center has a parent advisory committee for which you may apply to be a representative for your child's classroom. The goal of the parent committee is to allow parents the opportunity to give the program direction, increase understanding of the needs of parents in the program, and to learn more about the Center teaching philosophies and other ideas that parents would like to pursue. The committee will meet quarterly. If you are interested in being on the committee, please speak with the director.
COMMUNICATION GUIDELINES

These guidelines were created to develop and maintain strong communication and an effective program for you, your child, the teacher and the students.

NOTIFY US:

- When you are going to be late or if you are unable to attend, please call and leave a message for your child's teacher.

- When dropping off your child, please indicate your campus location and/or phone number for that day on the attendance sheet.

- When dropping off and picking up children, it is essential that parents make personal contact with a teacher.

- Parents and those authorized to pick up your child must be signed in and out each day.

- If anyone other than the authorized person is to pick up your child, please notify your child's teacher. Your child will only be released to individuals with written authorization from parents.

- It is essential that we have correct emergency contact information at all times.

- Keep us updated of any changes of those authorized to pick up your child and if you move, change jobs, change phone numbers, or drop or add classes.

- **EMERGENCY CONTACT INFORMATION:**
  You need to provide this information so we can reach you in case of an emergency. In the event of an emergency, the child will be given appropriate first aid, and if necessary, transported to the closest (or specified) hospital for care. The parents will be located as soon as possible, but if unavailable, one of the emergency contacts will be called to help locate the parent. Because of the time required to do this, it is essential that
MISCELLANEOUS PARENT INFORMATION

MEALS/FOOD RESTRICTIONS:
The Center provides breakfast, afternoon and evening snacks for all children in the program (breakfast only in summer) and follows USDA guidelines in selecting nutritious food for your children. Lunches and dinners are the responsibility of the parent. Parents are responsible for notifying the Center of any food allergies, restrictions or preferences. As your situation changes, please talk with your child's teacher. We will work with you in creating a meal plan, if necessary. We may be able to accommodate some of your needs, however, you may need to supplement your child's food needs.

We ask that foods with high sugar or fat content remain at home. Foods/drinks sent from home should require minimal teacher preparation. Candy will not be served to children in the Center.

Any food the child doesn't eat for lunch will be returned to the parent at the end of the day. Parent will then know what, and how much was eaten by their child.

We welcome nursing mothers! Breast milk can be stored in a labeled container in the small refrigerator in the infant room. Parents of infants should provide foods the child will eat while in care. Please communicate any special instructions to the teacher upon arrival. The teachers in the program will daily record the mealtime and what the child's intake was for the day. At the end of the day, parents will be given a copy of the form.

"The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the
Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint form, found online at www.ascr.usda.gov/complaint_filing_cust.html or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complain form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer."
CLOTHING:
We strive to respect the parent's wishes with regard to appropriate dress. We also provide play experiences that allow children the opportunity to explore and create. Often these activities will cause your child's clothes to get dirty. We work very hard at providing materials that will not stain or ruin your child's clothes.

The Center provides activity smocks that children can wear when they are playing with water or doing messy activities. Let the teacher know when you prefer that your child wear one or you can provide an old shirt or smock. Dress your child for school in comfortable, washable clothes. Please bring a change of clothes each day.

LABEL EACH ITEM CLEARLY WITH CHILD'S FIRST AND LAST NAME.

1) Underpants or diapers
2) Socks
3) Pants
4) Shirt
5) Boots, hats and mittens for cold weather.

We will develop a clothing plan with each family and we welcome your ideas. We can change your child's clothes before participating in messy activities. Let teachers know if you have a special event after school and need your child dressed and ready to go in the clean clothes you have provided.

FIELD TRIPS
The Center considers field trips to be an integral part of a child's development. We frequently schedule on-campus field trips and will post our campus whereabouts on the door of the classroom.
**NAPTIME:**
We try to make naptime restful and comforting for all children. Infants will be allowed to follow their own pattern of sleeping and waking. Preschoolers scheduled for all-day care will have a specific naptime. The teachers read to the children, rub backs, or rock children. Children who do not fall asleep rest for a brief period of time and then are allowed to get up and play quietly until naptime is over.

We provide a crib or pad and sheets for each child napping or resting. You are welcome to send a blanket, a stuffed animal, and/or a pillow for your child. Please mark the item with your child’s first and last name.

We will occasionally send blankets and pillowcases home for laundering. If you find your child’s blanket or pillowcase in his/her cubbie, it is a reminder that these items need to be laundered before using them again for naptime. We will launder infant sheets daily and preschool mat sheets weekly.
BILLING INFORMATION

You are reserving a space in the program. We cannot give refunds or credit for your child’s absences, or school closures for inclement weather, just as you do not receive refunds if you miss a class on campus. An annual non-refundable registration fee is required for each family. Persons still owing fees for childcare from a previous term many not enroll the child for the next term until all fees are paid.

PAYMENT

You will be billed for the entire term by start of term. Please contact the CDC office assistant if you don't see the charges on your bill by the beginning of the term. PCC Sylvania Child Development Center billing is administered through the Business Office on campus. To track your bill and payments, you can access that information on line or go directly to the Business Office. All billing arrangements are made through the Sylvania business office.

SCHOLARSHIPS AND GRANTS:

SAF (Student Activity Fees Grant) At the Sylvania Campus, contact The Women's Resource Center for more information on childcare subsidies at Sylvania and other PCC campuses. You can call (971-722-8101) or visit the office at Sylvania in the CC building room 265.

Oregon’s Department of Human Services (DHS)

If you are a low-income student attending a 2 or 4 year college and need help with childcare you may be eligible for DHS subsidies. Visit the NHS website at [http://www.oregon.gov/DHS/](http://www.oregon.gov/DHS/). From the menu select "Children’s Services", then "Child Care" to obtain more information on DHS subsidies and eligibility information.

CCAMPIS Grant- The CCAMPIS Grant is a grant offered through the Department of Education and it stands for Child Care Access Means Parents in School and is available to a limited number of student families. For more
HEALTH AND SAFETY POLICIES

We attempt to maintain a safe and healthy environment for children, families, staff and faculty. Oregon Child Care Division regulations and National Association for the Education of Young Children Accreditation criteria require that all babies be placed on their backs to sleep, unless parents provide a written statement from their physician stating otherwise.

Frequent hand washing provides the greatest protection from communicable disease. Hand washing as a part of the arrival routine and throughout the day by both children and staff has been documented to cut absenteeism substantially in childcare facilities.

TO HELP PREVENT THE SPREAD OF CONTAGIOUS DISEASE and comply with Oregon Child Care Division licensing requirements, children displaying any of the following symptoms will not be allowed to stay at school:

1. Persistent or severe cough or excessive sneezing.
2. Fever. (Above 101 orally or 100 under the arm).
3. Redness of throat, swollen glands.
4. Diarrhea.
5. Vomiting
6. Difficulty breathing or abnormal wheezing.
8. Unusual yellow color to skin or eyes
9. Nausea
10. Stiff neck and headache with one or more of symptoms listed in 1-5.
11. Skin rash. (Eczema is the only exception. A written statement from the family physician is required.)
12. Conjunctivitis (pink eye).
13. Head lice.
If a child becomes ill at school, the parent will be located and asked to take the child home immediately. It is imperative that an up-to-date class or work schedule be on file in the Center, along with the name and number of a responsible adult willing to pick the child up in the event a child’s parent cannot be located.

A child is ready to return to school when he/she:

1. Shows no signs of illness as described above.
2. Has had no fever, vomiting or diarrhea for 24 hours.
3. Is able to fully participate in all aspects of the program.
4. Has been absent for five or more days after the onset of a contagious disease and has been examined by the family physician, resulting in a written statement stating the child is no longer contagious.

If your child is ill or you will not be coming to school, PLEASE call the Center to notify the staff. If you get our voice mail message, please leave both your name and your child’s full name and classroom. We also appreciate knowing what type of illness your child may have.

The Center policy on medications outlined below is adopted from the Child Care Services Rules for the Certification of Child Care Centers.

No prescription medication or non-prescription, including, but not limited to, pain relievers, sunscreen, cough syrup, diapering and first aid ointments or nose drops, may be given to a child except under the following conditions.

a. A signed, dated, written authorization by the parent(s) is on file.

b. Prescription medication is in the original container and labeled with the child’s name, name of the drug, dosage, and directions for administering.
c. Non-prescription medication is on the original container, labeled with the child's name, dosage, and directions for administering.
d. Parents should be informed daily of medication administered to their child.

**EMERGENCY PROCEDURES:**

The Center regularly practices emergency evacuation drills. During drills, infants, toddlers and preschoolers gather in the Safe Assembly area in parking lot 11 (staff parking lot). In the event we are unable to re-enter the Center following a building evacuation, we will keep children on the playground, weather permitting. Children and staff will remain there until parents can be notified to pick up their children. In inclement weather, if we are required to vacate the HT Building for an extended time, children will be moved into the Parent Ed Room/Staff Room (CT 126) until parents arrive.

**CHILD ABUSE REPORTING:**

According to Oregon Revised Statute 4198.010, Child Development Center staff must report all incidents of suspected child abuse/neglect. A report is not an already established fact, but rather the request for assessment into the condition of a child.
PARENT GRIEVANCE POLICY

Parents with concerns about their child's experience in the Child Development Center should follow the following procedure:

1. Contact the classroom teacher and complete a grievance form and give to the director. The director can be reached at (971) 722-4569. The director will respond to your grievance within 24 hours by either a phone call or meeting. You will get copies of what was discussed in either meeting.

2. If you are unable to resolve your concerns at the Center level, you may contact the Division Dean of Health Professions, Physical Science and Early Education and Family Studies (971) 722-4224.

3. You have the right as a parent if you have concerns about regulatory issues, to contact the Child Core Division at (503) 731-3389 or (503) 947-4100 or Toll Free: 1(800) 556-6616. The Center certifier is Jana Cook and the Center identification number is CC002236.
FIRST DAY CHECKLIST

All forms need to be filled out in entirety and returned to the Center before care can be provided. Parents of all children will need to send the following items with your child:

1. A change of clothing (pants, shirt, underwear, and socks)
2. A blanket and/or stuffed animal for naptime
3. Parents of children who are not yet toilet trained need to supply diapers on a regular basis.

When you arrive at the Center, be sure to sign the time of arrival by your child’s first and last name on the sign in sheet. Bring your child into the Center and take him/her to a teacher.

When you depart with your child from the Center, be sure to sign the time of departure and then place your signature on the sign in sheet in the appropriate space. This is for our records and so the billing process can occur.

PARKING INFORMATION

PCC has designated parking spots for the Child Development Center at the turn around west of the HT Building and by the book store for your use when dropping off and picking up your child. Please use the following guidelines in these areas: Parking in these areas is permitted with a Campus Child Center Parking Sticker. Stickers are available in your child's classroom or the SY CDC office. We request that you limit your time in this area to 20 minutes.
Environment Tab
THE CENTER ENVIRONMENT

General
Our teachers come from a variety of teaching philosophies. All of the philosophies are grounded in sound observations of how young children develop. Teachers have been hired because of their training and experience in working with the particular age group they currently teach. Please feel free to ask your child's teacher more about her/his teaching philosophy.

The programs and classroom environments at the Center place particular emphasis on encouraging a child’s social, emotional, cognitive, creative and physical development. The Center staff will regularly share information with you on child development, but is also happy to provide you with additional information.

The major activity for a young child is PLAY. Children learn through the process of play. Children's play experiences are heavily influenced by their culture and how play is perceived. The play experiences that you will observe daily in the Center are based on your child's interests and needs and what the teacher sees as important to encourage and support growth and development.

Teachers create an environment that engages children both as individuals and in a group. In each of the classrooms you will see an environment that is created based on the culture of the children and their families, students and the teaching staff.

The young child deals primarily with concrete, specific, and tangible material and gains greater value in the actual handling of objects than in only manipulating symbols that represent them. You will see in each classroom a variety of materials for children to explore and handle. A large variety of constructive, dramatic, and creative materials and experiences are also provided for both indoor and outdoor play experiences.
Outdoor Activities

Outdoor time is a part of the daily schedule of each Center classroom, weather permitting.

You will see many of the same activities that we provided indoors outside as well, along with large motor experiences such as crawling, scooting, running, walking and climbing. Some of the classrooms have spaces inside for large motor development. Other areas that are used are the upper and lower playgrounds and the mat room in the basement of the HT Building. Children also often take field trips to various sites on the campus.

Age-Specific Activities

Because infants are exploring their world as well as discovering new things they can do with their bodies, there will be chances for them to climb and walk, roll and sit, splash in water, and so on. What happens each day for each child may be different, as the caregiver will be following the needs of the individual child. For this reason, there is no specific schedule for infants. Children will play, eat, sleep and be changed as they need these things to happen.

A major activity of toddlers is learning to manage their bodies. Because of this, many of the play experiences provided are planned to give opportunities for climbing up and in, walking, running, pushing and pulling. Activities that develop fine muscles are also the business of toddlers. These include gathering, filling, pouring, dumping, stacking and knocking down.

Preschoolers spend a majority of their time engaging in play with others. Their interest in others spurs them on towards the development of complex social skills. The physical energy of preschoolers is high and enthusiastic! One child development expert refers to them as "wild and wonderful". Our program plans for a variety of activities that promote the development of social skills and guides and supports the physical needs of preschoolers. During the 3-5 years of life, children typically become interested in literacy. Our classroom environments and curriculum provide multiple opportunities for children to explore the world of literacy, through books, poems, songs, art and movement.
Culture Tab
CULTURE AND THE CENTER

You have read the mission, vision and value statements of the Center. What do they really mean in terms of daily interactions amongst children, families, students, and teaching staff?

The book, "Diversity in Early Care and Education by Janet Gonzalez-Mena, describes that we are influenced by our:

- Race
- Gender
- Age
- Abilities and disabilities
- Language
- Social class, including status and economic level
- Ethnicity and national origin
- A religion and/or spiritual practice
- Original geographic location of our family, where we grew up, and present
- Location (if different)
- Sexuality, including sexual orientation.

This is only a beginning list. Other factors include body size, etc. These characteristics guide and influence our beliefs and values about how to best interact with and guide each young child. They influence how we answer the following questions:

What is the best way to feed a child?
How should children use materials and the equipment in the classroom? How a child should be put to sleep?
What are the ways they should eat in the classroom?
How to best discipline children? Should all children learn how to speak English?
How should children be dressed for cold or hot weather?
Families differ as to how much and when they encourage independence and interdependence skills. The Center strives to understand each child and his/her family's preference for interdependence and independence.

It is valuable to remember that both interdependence and independence are developmentally critical for development. A child can be learning self-help skills, but also how to work with others. Often both can exist at the same time or one may be more prominent than the other. Through your observations of your child, you learn more how these two areas can develop simultaneously. If you would like more information about interdependence and independence or would like to discuss it, please talk to your child's teacher.

The Center's anti-bias curriculum values the diversity and uniqueness of each child and his/her family. We choose materials, books, art, music to help children and adults in the classroom learn more about people from a variety of languages, races, genders, family lifestyles, socio-economic levels and abilities. You will notice that in each of the classrooms there are pictures of the children and their families. Dolls that represent different skin tones, faces and shapes, books that allow children to learn about themselves and others in the classroom and in their community. We provide a variety of music to support children's home culture and to expose children to others' music.

Supporting children's home language is an essential key to children's social, emotional, cognitive, physical and creative development. We encourage everyone in the program to review the class language books to learn words that we use with your child's peer group throughout their day. This sends a strong message that we care about and value all children and their parents. If you speak a language that is not in the language books, please share this information with us so we can add it to the language books.

As a program we believe that the parent is the child's first teacher. Our role is to work together with parents towards developing a socially and culturally competent child. This happens when children understand others' perspectives that are different from their own. We tend to believe that our perspective is the "normal" for everyone. This is not true. The journey of learning about self and others can be flustering, confusing and wonderful. If you feel that you do not understand the ways that children are being supported in the classroom, or if you are having a strong reaction
to certain situations and events in the classroom, talk to your child's teacher. Your questions will help the teaching team to look at the issue and create a plan that will meet the needs of all parties involved.

*Guidance and Discipline Tab*
GUIDANCE & DISCIPLINE

Our primary goal is to help each child develop both independence and social skills. We use the following positive guidance strategies to achieve this. The child's age, level of development, language abilities, etc., guide the teachers in deciding which strategies work best for your child.

1) Modeling an appropriate example by our own behavior.

2) Setting clear and reasonable limits that protect the child's safety and welfare and the rights of others, and helping children learn self regulation and self control.

3) Designing and maintaining the children's environment so that it is a safe, comfortable and interesting place for children to be.

4) Creating accepting social environments that allow children to express their social and emotional needs.

5) Acknowledging appropriate behavior.

6) Encouraging verbalization and problem solving by providing positive suggestions, choices and/or redirection as appropriate.

7) Encouraging interdependence, self help skills and independence, as the child is ready.

8) Dealing with the inappropriate behavior of a child by:

   • Acknowledging the child's feelings, helping him/her express feelings.
   • Allowing both children in the conflict to have an opportunity to share their side of what happened and/or describing for children what we saw happening.
   • Tell the child that the behavior is not okay. Having children participate in the discussion of alternatives. This depends on the child's age and level of development and language. At the beginning of this process, teachers may offer suggestions, ideas and/or redirect actions.
   • Removing the child from his/her activity if necessary to regain self-control.
• Waiting for the child to show he/she is ready to reenter the activity and helping him/her to re-enter successfully.

We do not use, nor allow anyone to use physical punishment, humiliation, threats, intimidation or the withholding of food as discipline. In order to assure a safe environment for everyone in our Center, we reserve the right to send a child home from school for unprovoked aggressive behavior, becoming out of control repeatedly, or using repeated foul or abusive language. If there is an on-going behavioral problem with a child, we will request a parent conference to discuss our concerns. When teachers and parents work together, most problems are resolved.

On rare occasions, a child’s behavior may become too disruptive or harmful to others or himself/herself. In such situations, the Center reserves the right to dismiss the child from the program or to require parents to seek additional professional help in order for the child to continue in the program. In such cases the Guidelines for Problem Resolution will be followed. Copies are available in the CDC office.
Separation Tab
It is quite common for a young child to feel some separation anxiety. It is often a child's first response to coming to a new school, returning from an extended absence, or experiencing changes in the family. Some children will cry and may even try to leave with you. These reactions usually disappear when the child understands that you will return and when she/he gets to know the teachers and the other children.

Overcoming separation anxiety may take a few minutes, a few hours, or a few days, depending on the child. We know that it is hard for parents to leave when their child is crying. It helps your child transition if you can say goodbye to him or her. For some children this means holding them until they are ready to play; others may prefer to be left alone. When this happens, be assured that a teacher is always observing and available to your child. Usually the sadness your child expresses ends shortly after you leave.

Remember also that separation anxiety may not occur right away. Your child may attend the Center for a few weeks and then go through a period of adjustment. Children sometimes are eager to attend the Center because it is new and exciting, but when the newness wears off, they may wish to stay with you. Please feel free to call the Center and talk to your child's teacher to see how your child is doing, and talk to your teacher if you are concerned or need someone with whom to share your feelings.
There are some things you can do to help prepare your child for his/her first day; they also help alleviate feelings of anxiety.

- Visit the Center with your child prior to the first day of attendance.

- Tell your child ahead of time that you will be leaving him/her at the Center while you go to classes or work at PCC.

- Let the teacher know that you are planning on learning so that they can support you and your child’s transition.

- When the time comes that you must leave, say good-bye and reassure your child that you will return at a certain time (after nap, before snack, at lunch time, etc.) This will help your child to develop a routine while she/he is at the Center.

- For new children, parents are encouraged to stay in the childcare center with their child for a minimum of two visits prior to leaving the child alone to reduce the separation anxiety of the child. Check with Center staff about scheduling time for this. If you are not able to visit, you can also talk to the teacher about other ways to support your child’s transition to the classroom.
Student Practicum Tab
EARLY CHILDHOOD STUDENT PRACTICUM

The primary function of the Child Development Center is to provide student teaching experience for students at PCC studying Early Education and Families Studies. In the field of Early Education and Families Studies there has been an increase of diversity of children and families in early childhood programs. The increased diversity is seen in the greater numbers of children from culturally and linguistically diverse communities, as well as in the growing numbers of children with disabilities and other special learning needs who are served in early childhood programs. To respond to that need, the students spend time in the Center to understand the critical components that go into creating high quality early childhood programs that are inclusive and effective.

The students in the laboratory school are working on Level I, Level II competencies. They are focusing on the following components:

- Personal and Professional Development
- Family and Community Involvement
- Relationships with Children
- Observation and Guidance
- Environment and Curriculum
- Management and Supervision

The training program contributes in many ways to the richness and significance of the Child Development Center. It not only provides additional educational opportunities for individual children to spend time in the company of a diversity of adults, but it also increases the awareness of the staff of the needs of each child and the planning that is appropriate for the child’s further growth. If you have any questions about the program, please feel free to contact the CDC director.