Dear UNOW Children and Families,

We warmly welcome you to the University NOW Day Nursery (UNOW)!

You have chosen to enroll your child in a long standing quality program, located on Princeton University’s campus and in the Princeton community for nearly 50 years. We are very happy to have your child(ren) enrolled in our program and are looking forward to making this an enjoyable learning experience.

The heart of our program is building and supporting relationships. We want to get to know you and your child. We want to know your thoughts and wishes for them in their critical early years of development. Many parents wonder if their children will make friends, if UNOW’s staff will respect their family’s culture and dual language development, and if their children will learn, grow and thrive. These and so many other questions resonate daily in the life of a classroom. Our administration and staff are dedicated to developing responsive communication with you. When we say we are here for you, to support you in this wonderful journey of the early years of child development, we mean it with the utmost sincerity. We take our partnership with you seriously.

This handbook has been written to help you understand the policies and procedures, as well as privileges and opportunities, of the UNOW Program. If you require this information in a language other than English, please speak to an administrator. If you have questions, please talk to a member of the classroom teaching staff or an administrator for clarification. We are here as a support to you and your family.

The information contained in this handbook is intended to help us work in partnership with families; it does not create any contractual rights or obligations for staff or families. Because UNOW is subject to various external legal and regulatory agencies and information in this handbook may be subject to change. When changes occur, every effort will be made to keep families well informed.

Information is shared with families through the handbook, UNOW website, electronic and hard copy mail and newsletters. Someone is always available to respond to your questions, concerns and comments. It is important to us that you always feel welcome and that we are partners with you in supporting your children’s growth and development.

Sincerely,

UNOW Director, Administration and Staff
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A.1 Contact Information and Hours of Operation
Welcome to University NOW Day Nursery (UNOW)!! This family manual describes the center from its philosophical foundation to its daily operations. We encourage you to read it carefully and save it for future reference. If any of your questions are not addressed in the manual, please feel free to call the UNOW main office.

Location: 185 Broadmead St.
Princeton, NJ 08540
Main office contact: 609-258-9600
Director: Susan Bertrand
Email: unow@princeton.edu
Website: http://unow.princeton.edu

Hours of Operation: Regular Hours – 8:00 am to 6:00 pm

A.2 Mission:
To provide a joyful, play-based learning experience; to nurture all aspects of a child’s development.

Vision:
All children and families can flourish and do their best for themselves and their community.

Program Description and History
University NOW Day Nursery is a quality child care program licensed by the State of New Jersey and has been accredited through the National Association for the Education of Young Children (NAEYC) since 1996. We pride ourselves in providing high quality care with teacher to child ratios that meet or exceed NAEYC recommendations, small class sizes and low staff turnover.

UNOW has been in existence for nearly 50 years as a non-profit organization and maintains a vibrant partnership with Princeton University to provide care and education for children 3 months to 5 years in the Princeton campus community. UNOW is primarily a full-day, full year program with operating hours between 8:00 am and 6:00 pm. Enrollment for an academic year is also available to families.

UNOW was established in 1970 with the aid of Princeton University and the Central New Jersey Chapter of the National Organization for Women (N.O.W.). While UNOW is no longer affiliated with N.O.W., we retain the acronym to acknowledge our commitment to an equal-opportunity environment for children, free of stereotypes. We promote an anti-bias culture that embraces the uniqueness of each child and family.

With the support of Princeton University, UNOW expanded and moved into a brand new, state of the art facility built on the Princeton campus in September of 2017. The move brought UNOW’s enrollment from 85 children to 160 in fall 2018. More children and families in the Princeton University community are now able to benefit from the quality early child care at UNOW.
A.3 Philosophy and Beliefs
The UNOW Day Nursery seeks to provide a lively learning experience in which all aspects of a child’s development - physical, social, emotional and cognitive are equally important. All children possess the right to learn in their own way and at their own pace. Learning is a continual process of discovering the self, interacting with other human beings and the world.

UNOW’s Core Values: I.N.S.P.I.R.E us to flourish!
Inclusive, Nurturing, Safe, Play, Integrity, Relationships, Environment

- **Inclusive**: Creating a welcoming community with respect for all individuals and families to embrace our legacy of feminism and social justice.
- **Nurturing**: Valuing compassion, care, and love for each other, ourselves, our community, and our world.
- **Secure**: Developing a safe environment for children to express themselves, explore their world, make mistakes, and take risks.
- **Play**: Fostering a child's imagination, curiosity, sense of wonder, and joy of learning.
- **Integrity**: Promoting honesty, moral courage, and personal responsibility.
- **Relationships**: Building and strengthening connections among children, families, teachers, community, and the world.
- **Environment**: Shaping learning spaces that promote exploration, appreciation, and understanding of our community and the natural world.

A.4 Curriculum Overview
UNOW Day Nursery has a long standing commitment to a play based approach to learning. Play is embedded in the heart of the UNOW curriculum. When children are at play they are going about their work of learning. Through play children explore, investigate, and interact with others and their surroundings. Learning that is couched in play indicates that children feel safe enough and challenged just enough to take some risk. A playful environment implies that the learning environment is joyful and attends to the needs and interests of each child. These interests and developmental abilities are the springboard for curriculum plans. In 2016, UNOW joined a New Jersey state initiative for a Quality Rating System through Grow New Jersey Kids. As part of the initiative, UNOW adopted The Creative Curriculum® as their curriculum of choice. The Creative Curriculum® philosophically meets the play based traditions and philosophy of UNOW. The Creative Curriculum® is a nationally recognized curriculum founded on researched based theories of early childhood development and best practices. The curriculum is centered on the children and allows teachers creative latitude in their lesson planning while still meeting the developmental needs of each child.
A. ALL ABOUT UNOW

Developmental Goals of The Creative Curriculum® in a continuum from infancy to 3rd grade

Areas of Development include:

- Social-Emotional - forming attachments and feeling secure with themselves and the environment, regulating emotions and behaviors, establishing and maintaining relationships and participating cooperatively and constructively in group situations.
- Physical Development - large motor skills, balancing skills, gross motor manipulative skills and fine-motor strength and coordination.
- Language Development - listening, comprehension, use of language as expressing thoughts and needs and using appropriate conversational and other communication skills.
- Cognitive – approach to learning; memory and connecting experiences and thoughts; using classification skills and attaching symbols and images to represent something not present.

Content Areas of Development:

- Literacy is often achieved by reading to children daily and providing an environment with multiple types of print throughout the classroom
- Mathematics including the use of number concepts and operations through counting, grouping, sorting, patterns; exploring and describing special relationships and shapes; comparing and measuring
- Science in creating a sense of wonder and developing scientific inquiry skills; exploring characteristics of living things and the earth’s environment; using tools and learning about how things work and the physical nature of balance and gravity.
- Social Studies and learning about the self and others; exposure to how others live; introducing familiar people and places; demonstrating geographic knowledges with mapping and charting.
- The Arts are explored and expressed through the visual arts, music and song, dance and creative movement, drama with action and stories.
- Language Acquisition of English and the appreciation of other languages.

Further understanding of the implementation of The Creative Curriculum® is expressed in the Classroom Experiences section of the Handbook.

Curriculum Enrichment “Specials”

As an enhancement to the curriculum provided by the teachers in the classroom, UNOW offers a variety of “Specials” for all age groups. “Specials” are taught by individuals that visit the classrooms once a week or a couple times per month. Some examples of “Specials” we offer may include: Art, Music, Storytelling, Creative Movement, Jr. Sports etc. These experiences are assumed within the regular monthly tuition rates and may change from year to year.
UNOW STAFF
A.5 Classroom Staff
UNOW’s staff is our greatest resource. Teachers work closely together in a team teaching environment. Our professional staff complete between 12 and 20 hours of professional training each year. All staff maintain current certification in First Aid and CPR. The majority of our teachers have a degree in early childhood education, or a related field with multiple years of experience. Our staff is committed to the field of early childhood development. We are proud to be a NAEYC-accredited school since 1996.

Classroom Staffing Structure
Each classroom has a team of teachers assigned specifically to a group of children within a given age range. Teams consist of a Lead Teacher, Associate Teacher, Teaching Assistant and Support Staff (Part-time or Full time). Classroom staff arrive in shifts according to attendance, drop off and pick up times. The day begins or ends with the classroom Lead or Associate Teacher opening or closing each day.

Lead Teachers – Serve as the leader in a given classroom and work collaboratively with an Associate Teacher, Teaching Assistant and a Support Staff to provide a warm, safe and developmentally appropriate environment for a group of children within a specific age range.

Associate Teachers – Work together with the Lead Teacher in planning and implementing curriculum, assessing children’s growth and building partnerships with families of children.

Teaching Assistants and Support Staff – Support and assist the Leads and Associate Teachers of a given classroom. Maintain a safe and organized environment and build positive relationships with the children and families assigned to a given classroom. Assist children in the daily routines and care of the day.

Floater Teachers – A full time assistant teacher position available to step in any classroom of a given wing (Infant and Toddler Wing or Preschool Wing) in the absence of a classroom staff member. Maintain the care and routine of the children and provide a familiar and consistent staff person in the absence of a teacher within a team.

Substitutes - Substitutes work on an on call basis and are usually assigned to a set of classrooms or age range. They step in the classroom to cover for the absence of a Teacher Assistant or Support Staff person of a classroom. They assist with the children’s daily activities and routines of the day and support the other teachers in the classroom as needed.

Volunteers/College Students and Interns - Occasionally, volunteers or college students will be assigned to a given classroom to provide additional support to a classroom and to offer the student/volunteer a valuable learning experience. Volunteers and students are never counted as part of the classroom ratios to meet required guidelines. However, they often do provide a helping hand to children and staff.
A.6 Administration and Program Support Staff

**Director** – Reports to the UNOW Board of Directors and is ultimately responsible for the overall development and management of quality care provided to children and families. Overarching responsibility for our programs practice adhering to our play-based philosophy and CORE values. Serves as the appointed liaison between UNOW and Princeton University partnership. Point person for the Department of Children and Families, Office of Licensing and our accreditation with The National Association for the Education of Young Children.

**Associate Director** – Supports the Director in program management and development. Supports the Director in the day to day operations of the center. Manages the recruitment, hire and staff training and development plan and process. Supports in fiscal management and program planning. Maintains Director’s responsibilities in the Director’s absence.

**Executive Assistant** – Supports the Director and Associate Director with any administrative tasks, manages the reception area and assigned administrative duties. Serves as the face and voice of UNOW. Manages the daily flow of traffic and information. Maintains communications between UNOW and families and the public. Manages payroll and other fiscal and ordering responsibilities.

**2 Program Coordinators (Infant/Toddler and Preschool)** - Provides support, management and mentoring to a set of classrooms within a certain age range and wing of the building. They serve as a liaison between the teachers, administration and families.

**Center Support**

**Cook** – Plan menus and prepare meals and snacks daily for all children infants through preschool. Generate food, supply and equipment orders. Remain up to date on children’s health and nutritional needs including food preferences and allergies.

**Food Service Assistants (2)** – Assist in the preparation and distribution of food to classrooms. Retrieve dishes, wash and sanitize dishes and maintain kitchen cleanliness and safe food service on a daily basis.

**Contracted Services**

- ADP Human Resource Services
- Accountant services
- Auditor services
A.7 UNOW Board of Trustees

The legal governing entity of the school is the Board of Trustees. The Board of Trustees consists of UNOW’s director, three teacher trustees, 2 University-appointed trustees, 6-8 community-elected trustees, and 6-8 Board-elected trustees. Community elections for the Board take place each spring. Trustees serve three year terms beginning on July 1 and ending on June 30. The Board of Trustees is responsible for overseeing the director and the overall functioning of the school. The board is also responsible for interpretation of the By-Laws. The Board is not responsible for the classroom program or the day-to-day operations of the school.

Normally, all meetings of the Board of Trustees are open to all members of the community (teachers, administrators, and parents or guardians of enrolled children). A proposed agenda and the date and time for the meetings are distributed via email to the UNOW community prior to the meeting. Normally, meetings are held in the UNOW multipurpose room (The Meadow).

The Board’s committee structure varies from year to year. It always includes:

- Finance – supports and oversees budget planning, monitors the school’s finances
- Governance – Board Recruitment, Member Orientation, Review of By-Laws

Other committees may be included:

- Strategic Planning – Long term planning for the school and review of mission and goals.
- Communications – facilitating communication between the Board and the UNOW Community
- Fundraising – small scope fundraising activities

A.8 UNOW Strategic Plan (2018-2022)

In 2017-18, UNOW’s Board of Directors initiated and undertook a strategic planning process to build a road map of priority areas of focus for the next 4 years to continue to excel as a location of high quality early childhood education and care.

A Strategic Planning committee of current and alumni parents, board members, educators, and administrators met regularly for eight months. The committee gathered input from 8 key stakeholder groups within our community via surveys, interviews, and focus groups at different points throughout the process. We organized a board retreat to review the information and developed a plan that reflected the vision, mission, and core values of UNOW.

This report details a four-year vision of five strategic areas to prioritize attention for UNOW in the coming years. The plan also includes goals to guide the board and administration toward achieving success in each priority area.

In June 2018, UNOW’s Strategic Plan 2018-22 was presented at the annual community meeting following approval by the UNOW Board of Trustees at the May 2018 meeting.
**UNOW Strategic Plan (2018-22) - Priority Areas & Goals:**

1. **Affordability & Access of Quality Care at UNOW**
   - Goal 1.1: Support greater diversity within UNOW community.
   - Goal 1.2: Support greater economic accessibility.

2. **Management & Leadership**
   - Goal 2.1: Support the developing needs of UNOW’s leadership.
   - Goal 2.2: Broaden the professional development of UNOW’s management team.

3. **Staff Recruitment & Development**
   - Goal 3.1: Support UNOW’s high quality program by focusing on recruitment of new staff.
   - Goal 3.2: Support UNOW’s high quality program by focusing on staff retention.
   - Goal 3.3: Broaden professional development opportunities of UNOW’s staff.

4. **Communications & Community**
   - Goal 4.1: Foster an inclusive community culture.
   - Goal 4.2: Improve internal and external communication.

5. **Leadership in ECE Field**
   - Goal 5.1: Pursue opportunities for UNOW to serve as a leader in ECE field for betterment of UNOW and field at large.

**A.9 UNOW and Princeton University Partnership**

UNOW has a solid partnership with Princeton University. Prior to 2017, we were located at 171 Broadmead in a university owned building. Because of this partnership and as a nonprofit, independent school, we are able to use our tuition revenue to support our great staff/child ratios, our program and enhance staff benefits and professional development. The university supports our program in many crucial ways by providing university representation to our board and facilities and building maintenance and grounds care with our playground and surrounding landscaping.

In 2013, the University sent us a Request for Proposal (RFP) asking UNOW how our program, programmatically and physically, would meet the growing, expanded needs for quality childcare for members of the Princeton University community. The University recognized UNOW, as a longstanding program serving university families and members of the Princeton community for nearly 50 years. They wanted to hear our plans, thoughts and vision for the new childcare center and inquired if we were interested in being the provider for the center. Our administration, staff and board were fully engaged in this active and creative process to respond to this wonderful opportunity. We were granted this privilege in 2014 and moved into the new center in August 2017.

To memorialize this historic partnership, we signed a Service Agreement with the University to clearly define all procedural, administrative, and operational aspects regarding the new facility.

The UNOW administration is in frequent communication with our University liaison which has built trust and confidence in our supported vision and mission for children. This partnership is an evolving process that has proved to be very successful. It has benefited many families and children who can now join our program with the increased number of classes and has attracted new teaching professionals and staff.
UNOW and Princeton Baby Lab Partnership
The Princeton Baby Lab has had a site on Princeton’s campus for several years through the Department of Psychology. An additional site has been placed in the University NOW Day Nursery to expand their research clientele. The Princeton Baby Lab is a developmental psychology lab in the Department of Psychology at Princeton University. The studies focus on how children learn new words, how they learn to perceive their visual worlds, and how they learn from other people. There is a dedicated room inside UNOW for conducting research, in partnership with UNOW and with the consent of UNOW families. Consent forms are filled out and submitted to the classroom teachers. Families and children may opt out of research studies at any point. Families may contact the Princeton Baby lab at: babylab@princeton.edu or 609-258-6577 if you have any questions
University NOW Day Nursery - Organizational Structure

Board of Trustees, UNOW Day Nursery

- Director
  - Associate Director
    - Program Coordinator
      - Infant/Toddler
        - (9 classrooms)
      - Lead Teacher
      - Associate Teacher
      - Teaching Assistant
      - Classroom Support Staff
      - Floaters & Substitutes
  - Program Coordinator
    - Pre-School
      - (6 classrooms)
    - Lead Teacher
    - Associate Teacher
    - Teaching Assistant
    - Classroom Support Staff
  - Executive Assistant
    - Program Coordinator
      - Pre-School
        - (6 classrooms)
      - Lead Teacher
      - Associate Teacher
      - Teaching Assistant
      - Classroom Support Staff
  - Chef
    - Food Service Assistants
  - Consultants
    - Accounting Services
    - HR Services - ADP

9/21/2018
B. APPLICATION, ADMISSIONS AND ENROLLMENT

B.1 Application Process
Applications are accepted year round and may be completed and submitted online. Applications may be found on the UNOW website. Except for currently enrolled children, UNOW requires an annual application submission. UNOW begins accepting applications to our waitlist for the next academic year on the Thursday before Labor Day. A separate application is required for each child of interest. Once the application is submitted, the application will be placed on the waitlist by priority ranking, age and receipt of application.

In recognition of the longstanding relationship and partnership agreement between UNOW and Princeton University the following waitlist and selection for enrollment is followed. Currently enrolled children have first priority in remaining in the program from year to year until they leave or age out. However, the following waitlist acknowledges the priority to the Princeton University faculty, staff and students.

**Priority Ranking and Waitlist**

1. Returning currently enrolled children (require an annual signed contract)
2. Siblings of returning/currently enrolled children
3. University-reserved slots, the number of which must be confirmed by the University each year and released if not filled by a given date.
4. Maximum total of 3 children of full time UNOW staff members with at least 1 year of service at UNOW
5. UNOW alumni and sibling of UNOW alumni
6. Children of senior and junior faculty
7. Children of University staff and students
8. Children of UNOW staff not included in cohort 4 and other members of the University community (i.e. visitors, alumni, McCarter Theater employees, and others who possess University affiliate identification) and as designated by the University.
9. Children of individuals not affiliated with the University or with UNOW.

Once a place becomes available in a given age group, administration will select from the waitlist by designated ranking priority and appropriate age group and call the first selected family. The family will be offered the spot and typically have 3 to 7 days to accept or reject the opening. Families may come for a tour before making their final decision. Administration will move down the priority waitlist until a family accepts the offer. If the family declines the spot, the family may choose to remain on the waitlist for the remainder of the year but will need to fill out another application for the following year.

B.2 Admission Process
Once a family has been selected and accepted the offer, the family must submit a one-time deposit and sign an annual contract to secure admission. At this point, the child is admitted into UNOW for the signed contract period. If a family declines the admission after providing the deposit, the deposit will not be refunded. If a family breaks their contract, UNOW will retain the deposit and the family will be responsible for the remainder of the tuition or until the space is filled by another child. Otherwise, the deposit rolls over each year until the child completes their final contract term at which time the deposit is prorated or refunded.
B.3 Contract Options
Families will be expected to sign a contract each year. There are three options of contract periods available to families. The different types are listed and defined below.

**Academic Contract** – September to the end of the academic year (usually through or near the end of June). Families have the option to extend contracts to include half or full summer if an opening is available.

**Extended Academic Contract** – A hybrid of the Academic and added half a summer session (usually 4 weeks). Families may choose to add the first half or second half of an 8 week summer session. Families also have the option to extend their contract to include the full summer if openings are available.

**Full Year Contract** (discounted tuition) – Service provided for approximately 12 months from September through the academic year and through the Summer session ending sometime near the mid to end of August.

Modified or shortened contracts may be permitted within a given program year and at the discretion of the director and with the support of Princeton University. Any modified contract is not guaranteed from year to year. Contract modifications may require additional fees. *See UNOW Website for current rates and fees*

B.4 Enrollment Process
Once admitted into the program the enrollment process encompasses several steps leading up to the child’s first day of attendance.

1. There is a onetime, non-refundable fee due upon enrollment which goes toward the cost of initial enrollment. This fee will not be required as a child re-enrolls from year to year.
2. Families will be provided with an enrollment packet. **Required forms included in the packet must be completed and submitted prior to the child’s first day of attendance.**
   a. **Required documents:**
      i. Copy of up to date immunization records
      ii. Most recent physical within past year or with 30 days of start.
      iii. Emergency Authorization form
      iv. Release of Information
3. Families must attend a Parent Orientation to meet administrators and to review program policies and procedures found in the Family Handbook and as required by State Child Care Licensing regulations.
4. Classroom visits are a wonderful way for children to connect to their new surroundings. During a classroom visit children are able to view the new environment and families can meet the teachers and new friends. Parents must remain on site with their child during the initial visit. The Lead Teacher will be in touch with families in regards to the details of a classroom visit before the child’s first full day. Some classrooms prefer to do this in small groups, other arrange individual visits.

**Continued Enrollment from year to year**
In March, current families will be expected to sign a contract for the next program year. The original deposit will be rolled over from the previous year. By the start of each program year families will need to update immunization, medical and authorization records.
C. CHANGE IS!
Supporting Children through Transitions
Change is an inevitable part of life. It is a goal for UNOW to provide appropriate support to children and families whenever life transitions occur. Transitions for children and families can be stressful even if it is a positive change. The partnership between families and teachers is critical to the success with any life change. Parents are encouraged to share any life change events that may occur during the year so the staff can support the child through those events. Such changes may include a pending move, absence of a parent, birth/adoption of a new child in the family etc. There are four types of transitions at UNOW addressed in this section: Families and Children Beginning at UNOW; Daily Transitions in the Life of the Classroom; Transitioning to a New Classroom at UNOW and Leaving UNOW to transition to Kindergarten or a New Program.

C.1.a GET READY! GET SET! GO!
Families Starting at UNOW for the First Time
We want families to feel welcome, informed and supported with their new beginning at UNOW. The following opportunities are in place to assist families and to begin the partnership between teacher and parent/guardian and to help the child feel secure and loved in their new routine and space.

Parent Orientation – Once a child has been enrolled, the parent(s) will meet with the UNOW Director and/or Associate Director for an orientation prior to the child’s first day. The Director will review policies and procedures and other necessary paperwork. The purpose of the orientation is to help families become acquainted with the administration and the philosophy and policies of the program.

Classroom Orientation and Socializations – UNOW requires the parent and child to visit the classroom for at least one hour prior to the child’s first day of school. Depending on the family situation and the child’s adjustment to the new setting, we may recommend several visits for both the parent and child. The parent(s) must remain in the building during the entire classroom visit. The purpose of the classroom visit is to allow the child to get acquainted with the environment and to meet the teachers and their new friends in the classroom. It is also an opportunity for parents to ask teachers questions about the day-to-day happenings of the program. This is the beginning of the parent/teacher partnership. This is also the time to begin the discussion of how to help with separation and assist with any adjustment to the classroom.

C.1.b Transition Plans – Transition plans are arranged with the parent(s) and the classroom teacher. Transition plans are based on the individual needs of the child and family. Some children have more difficulty separating from their parents than others. The classroom teacher and parent(s) will work together to determine the best approach to making the child’s transition a success for everyone. Some children are ready to start right away and others need to begin with half-day sessions or need to have the parent present for a couple of days. The transitional plan will begin on the child’s first day of school and will generally last no more than a week or two. The plan may be modified as the child becomes acquainted with his/her surroundings and as the family and teacher deem appropriate.
Home Visits/Classroom visits – Prior to the child’s first day of attendance parents of infants and toddlers are expected to receive a home visit or to have a one-on-one meeting with the teacher at the center with their classroom teacher. It is important for the teachers to talk with the family and discuss the many needs of the infant/toddler. This will help the teachers and parents to form a strong partnership which is so important to helping us provide quality care for your infant/toddler. Families of newly enrolled preschool age children are invited to receive a home visit from the classroom teachers but is not required. However, we do require that the child and parent/guardian visit the classroom. The classroom visit is an opportunity for the child to meet their teachers and new friends and for the parents to ask questions and share information with the teachers. (Home visits will not be fully implemented or expected until staff are trained and families are clearly informed of the purpose and intent of home visits. It is expected that home visits will be an option for families by fall of 2019)

C.1.c Back to School Night – This is an early evening event that usually occurs within the first month of school of the new program year. Teachers prepare the classroom environment to include materials and activities as well as explanations of learning that occur in the classroom. Parents/Guardians are welcome and encouraged to attend, experience the classroom environment and speak with the classroom team. The Back to School Night is an adult only activity for the preschool age children. Back to School Night may have a slightly different approach for families in the infant and young toddler classrooms. Information shared will be available if you are unable to attend.

C.1.d Tips for drop off and the first days of attendance

Separation and Drop off - Conversations the night before or the morning of, can help make the difference in the success of drop off. It is normal for children and families to feel stress at the start of a new program. However, there are ways to make it smooth and to decrease the amount of time it takes for children and families to acclimate to their new environment and routine.

Be prepared – On the night before, have the child’s clothing and items for school ready for the next day (extra clothes, diapers, bottles, outdoor clothing etc.). Depending on the age of the child, the child may want to help pick out their clothing or “lovey” that they would like to bring. Having everything ready the night before will save families time during the rush of morning. It may also help to include a picture of your family or something from the parent that might provide comfort when your child is missing you. Visit the local library and check out children’s books to read to your child about starting school. “The Kissing Hand” by Audrey Penn is a well-known book that helps children feel comforted about starting at a new program.

Keep it positive – Children often feel the stress of those around them. Although, families may be feeling stress, do your best to keep the conversation positive when talking about the new beginning. Talking with the teachers or family members may also provide support and encouragement. Teachers may suggest helpful articles for families to read in preparation of the new beginning. Help children anticipate going to school by sharing the exciting or comforting things about their new environment. Talk about the teachers’ names and the activity they may like or the friends they will see. Always remind children that you will be back at the end of the day. You may want to explain your pick up time being after nap or after outside play. It is okay to mention that you will be thinking of them and wondering about what they are doing during the day.
Avoid the use of bribes – Although it is tempting to bribe a child at drop off it can have the opposite effect. When you tell a child, “Mommy will take you for ice cream after school if you don’t cry”; the child interprets the message that the classroom experience is something to endure. It is more helpful to talk about the exciting or more nurturing experiences in their new environment. Alternative to bribes may include statements which are more realistic yet positive; “Your teachers and friends are waiting for you to come to school.” or “Mommy will be thinking of you during the day. Mommy will be thinking about you when you are playing. Mommy or Daddy will always come and pick you up after nap time.”

Keep a short and simple routine – Once you arrive at the center, establish a routine that you can follow consistently from day to day. Routines offer children security and predictability. Be sure to enter the classroom when dropping off your child. By entering, it tells the child that this is a safe and friendly place to be. Upon entering the room, you must sign your child into the classroom and sign out of the classroom at pick up each day. Parent and child should go to the bathroom area and share in the daily handwashing routine. This practice is soothing for children and maintains good health practices. Once you are ready to go, start your good-bye-routine. This may include a routine such as: three kisses and one hug, letting the child give you a “push” out of the room, read one story and give a kiss etc.

Lingering often adds to anxiety. Separation anxiety is a common occurrence and can continue for a number of weeks depending on the child. The anxiety is most heightened from the anticipation of the parent leaving more so than the parent actually leaving. It is important to be clear to the child that it is time for you to go and to keep the good bye short and simple. Once the routine is in motion and you are ready to exit the teacher will comfort the child and support with the transition.

If you plan to stay, make sure you play. In other words, if you are staying with the child, it is most helpful that the child get acclimated into an activity. It also demonstrates that this is a fun place to be. You may want to read a book in the book area, or put one puzzle together in the rug area. It is important to work out a plan of separation with the classroom teacher so they can be most supportive with the departure. For example, a staff member may continue the play with your child as you exit the classroom.

Avoid sneaking out of the room. We know the temptation is high when your child is distracted and involved in play to quietly step out before your child realizes you are gone. Sneaking away builds distrust and does not support the child’s ability to adjust to change and build secure attachments through transitions. Be sure to let the teacher and the child know you are leaving so we can assist you and the child with your departure.

The Parent/Guardian must sign in and out upon drop off and pick up each day. The sign in and out sheet will be available in your child’s classroom. Signing in and out each day is a licensing requirement for safety purposes to maintain accountability of children coming and going from the program.

C.1.d Tips for pick up

Reuniting sometimes feels so good and sometimes reuniting means more fighting – Although parents may be happy to greet their child and hear about their child’s day, this is another adjustment time for children. Children must now make the transition from the care of their teachers to their family. Sometimes children may be confused or angry that you left them earlier in the day. These emotions may be manifested in tantrums, refusal to cooperate and indifference to parents. Parents may feel confused and upset by their child’s behavior. Teachers can help during this period. It is helpful to arrive at a predictable time each day. Coming early can give yourself and your child enough time to transition.
C. GET READY, GET SET, GO....TRANSITIONS FOR CHILDREN AT UNOW

It may also be helpful to allow time for your child to show you something from their classroom. You may want to have a brief chat with your child’s teacher and to get an update from your child’s day. For children under 2 ½, you can expect written daily notes. For children older than 2 ½ there are general notices emailed or posted to families at least weekly if not daily. These notes may help prompt conversation. Children often need time to settle back in at home before they bubble up with conversations about their day. Let them take the lead and don’t be surprise if they don’t share at all.

The UNOW program ends promptly at 6:00 pm. It is important that you arrive before 6:00 pm in order to ensure ample time for a smooth transition home. If you know you are going to be late, it is helpful to the classroom and the child if you call in and notify the teacher of your expected late arrival. Sometimes children get upset if they are the last one in the classroom and if the teacher knows you will be late they can help prepare the child for your arrival. There will be a late charge for any child picked up after 6:00 pm.

The classrooms and the common rooms are not available for children’s play after 6:00 pm. Please do not bring your children back to the room or other rooms to play after you have picked up. Arriving before 6:00 pm can make the transition easier. It may take 5 to 10 minutes to wind down and spend time with your child and talk to your child’s teacher before leaving.

Remember you are responsible for your child at pick up time. If your child or a sibling leaves the room without you, please follow and bring him or her back with you. If you have more than one child, please know that all your children must be picked up by 6:00 pm, or there will be a late fee applied to your next monthly tuition statement. Families need to leave the building by 6:00 pm to respect the time of UNOW staff. It is the end of the work day for staff and they would also like to get home to their family and personal lives. Please see Late Pick up fee policy under the General Program Policy section.

C.1.e Acclimating Children with Diagnosed Disabilities or Identified Medical Needs
UNOW is an inclusive environment and we welcome all children into our program; understanding that we will do our best to be an environment with the least restrictions to the growth and development of all children enrolled at UNOW (as stated in the ADA, ADEA laws for children with disabilities). It may be determined that if we are unable to provide an optimum environment for a particular child we will support the family and help the family to find the resources available to lead them to the most appropriate setting.

Before a child with any identified medical need or diagnosed disability begins their first day at UNOW, there will be a scheduled support team meeting with the parent(s), specialist(s), classroom teacher(s) and the UNOW Program Coordinator. The purpose of the meeting is to inform the teachers and the Program Coordinator of needed information regarding the medical condition or diagnosed disability and to arrange necessary supports for a smooth transition for the child, family, teachers and existing children in the classroom. A written support team report will be filled out and signed the day of the meeting and a copy is given to the parent(s) and the classroom teacher. A follow up meeting will take place on a date and time determined during the first meeting. Children with a medical need will need to have a medical care plan completed and signed by their pediatrician.
C. GET READY, GET SET, GO….TRANSITIONS FOR CHILDREN AT UNOW

C.2.a TRANSITIONS WITHIN THE DAILY LIFE OF A CLASSROOM
Teachers arrange daily schedules in a predictable and developmentally appropriate sequence. Schedules will be posted in the classroom visible to parents and staff. Picture schedules will be visible for children to help them understand and communicate what happens throughout their day. Schedules minimize the number of transitions when possible. Transition times are indicated, such as clean up, handwashing and toileting and are designated on the daily schedule. For example, transition to and from nap or outside, time to clean up or set up will be indicated on the schedule. Children will be alerted before and supported during transition periods. Often teachers will sing a clean-up song or assist during clean up. Ample time and recognition of individual needs will be supported and addressed with each transition period. Although teachers will generally stick to the same routine from day to day, they will be flexible with the length of time of events. Teachers will gauge the children’s interests and energy levels to dictate the length of time with each activity. See daily schedules under Classroom Experience and Policies section.

C.2.b MOVING UP!
Currently Enrolled Children Transitioning to a New Classroom
Typically a child will remain in a given classroom for at least 10 months to a year before moving to the next age classroom. Mostly, there are openings and opportunities for groups of children to transition to the next age level in June and September of each year. Children are grouped by set age ranges and group size. Classes are also formed with an attempt for gender balance. Administration and Teachers work together to review children’s strengths, friendships and learning styles. Parents may also share their thoughts and desires for their child’s transition during parent/teacher conferences in the spring of each year. Placement of a child takes into consideration the following: age, gender, social connections, parent input, teacher observations, and learning styles. The integrity of the process is important if we are to successfully place students in classes so that every class is well balanced. When possible a classroom staff member may move with a familiar group of children to the next age group. A transition plan will be put in motion to best acclimate the child to the new classroom once the placement has been determined.

C.2.c FLY!
Children and Families Leaving UNOW to a New Beginning
At any point in the child’s experience at UNOW, there will eventually come a time when they will move to another program or on to Kindergarten. UNOW is dedicated to working with families in preparing children for these life changes. Generally, teachers will meet with the child’s family and together create a transition plan that will support the child in the process. Each year UNOW will host a panel discussion about the transition to Kindergarten. Conversation about the transition to Kindergarten will also take place during the spring Parent and Teacher conferences.

If a family is moving at any point in the year, the teachers and family will meet to figure out a support plan for the child prior to the child leaving. We always want to make sure there is a positive way for children to say good-bye to friends and teachers and prepare for a positive outlook for their new adventure in a new place. See Tuition Fees in General Program Policies section for details about early withdrawal.
D. CLASSROOM EXPERIENCES AND POLICIES

D.1 SAFETY, SUPERVISION AND RELATIONSHIPS
The main priorities are for children to be safe, feel secure and know this is a place where they belong. Teachers set up a safe, warm and welcoming environment in each of their classrooms. Children and families are greeted each day by name. A sense of belonging is created by giving each child their own cubby with their name and place to keep their personal items. They see images of themselves and their family in the environment. Teachers talk and listen to children and families to get to know each person. To be sure children feel loved and nurtured, teachers are responsive to their needs and respect each child as an individual.

Teachers select age appropriate materials and monitor the room for any potential areas or items that may cause injury. Classrooms and materials are sanitized and both adults and children wash hands regularly to minimize the spread of germs. Teachers supervise the children at all times and count children when transitioning from one area of the building to another. UNOW has teacher to child ratios that meet or exceed national child care accreditation standards.

In all classrooms, minimum ratios may occur at the beginning and end of the day to accommodate teacher shifts as children stagger in and out each day. Otherwise the ratios are better than required ratios.

Staffing may go down to no less than 2 adults during nap or rest time in all age groups.

TEACHER TO CHILD RATIOS AND GROUP SIZES

Younger Infant classrooms (approximately 3 months to approximately 12 months of age)
Group size – 8 infants group by similar age
Staffing – 4 full-time staff dedicated to same group of 8 children.
Ratios – 1 adult to every 3 children when the majority of children are present.
Beginning and end of day ratios – minimum 1 adult to 4 children.

Older Infant classrooms (approximately 12 months to 24 months of age)
Group size – 8 to 9 older infants grouped by similar age
Staffing – 3 full time and 1 part-time staff dedicated to the same group of 8 children.
Ratios – 1 adult or more to every 3 children during the day when the majority of children are present.
Beginning and end of day ratios – minimum 1 adult to every 4 children

Younger and Older Toddlers1 (approximately 19 months to 3 years of age)
Group size - 10 to 12 toddlers grouped by similar age
Staffing – 3 full time and 1 part-time staff dedicated to the same group of 12 children.
Ratios – At least 1 adult or more to every 4 children during the day when all children are present.
Beginning and end of day ratios – minimum 1 adult to every 6 children

Younger and Older Preschool classrooms (ages 3 to 5 years old)
Group size – 18 preschoolers grouped by similar ages (3’s or 4’s)
Staffing – 3 full time and 1 part-time staff dedicated to the same group of 18 children.
Ratios – A minimum of 1 adult to every 6 children when the majority of children are present.
Beginning and end of day ratios – minimum 1 adult to 9 children
D.2. DAILY SCHEDULES AND ROUTINES

All classrooms at UNOW devise a daily schedule that meets the developmental needs and abilities of the age they serve. Classroom schedules allow for a balance of time for play and exploration, time for nutritive meals and snacks, and time for rest. In the youngest groups, this means that each individual infant might have a daily schedule that is unique to their needs. During infant care activities, teachers bond with each individual baby and engage in responsive conversation, song and play. As the children get older meal times and rest times become predictable and organized into a daily group schedule. A daily routine provides a sense of security and predictability for children from day to day. In the Preschool age classrooms, 2 ½ to 5 years, in addition to the meal times and rest times, there are daily times when groups come together for a story or class meeting on the rug. UNOW strongly believes in the need for ample time outside for all young children to vigorously explore their outdoor surroundings and to experience large motor activity daily. All UNOW classrooms are scheduled to go outdoors at least two times per day whenever weather permits. Outdoor activity may also include walks or stroller rides around the building. To learn the specific daily schedule of your child’s class, look for the daily schedule posted in the room or speak with the Lead Teacher for your child’s classroom daily schedule.

D.2.a Daily Schedules and Routine Care

A core part of the daily schedule is centered on routine care needs. The care needs of our youngest infants drive their personal schedule based on individual needs and development. Infants eat when they are hungry and sleep when they are tired. As children grow and develop, the schedule maintains care needs but more so on the group, based on their age and development.

Food, Nutrition, Snacks and Meals

Infants Feeding

Babies are always held and bottle fed as they demonstrate they are hungry. UNOW supports a mother’s choice to breast feed. There is a lactation room available on site and mothers are free to breast feed in the classroom if desired. All bottles with formula must be prepared on site and labeled with the child’s name and date. No formula or fresh breast milk will be given to children that is older than 24 hours. Families provide bottles, formula or breast milk daily. Bottles must be labeled with the child’s name and date and time milk was expressed if applicable. Emergency formula and breast milk may be kept in the freezer in case of emergency.

From Bottles to Whole Foods

UNOW will support children transitioning to whole or pureed foods by around 6 months. UNOW will provide soft or pureed foods for babies. As babies transition to whole foods, families review the weekly menus and provide a plan for acceptable foods until the child has completely transitioned to the whole foods on the menu. There is a separate infant menu plan distributed to families each week. As children grow from young infants to older infants, toddlers and preschoolers, they are able to sit at small group tables and participate in family style eating.

Family-style meal service is defined as a dining experience when the children and adult staff eat at the table together and the children are allowed to serve themselves from appropriately-sized bowls, serving utensils and pitchers. Children at any age never eat alone or are never left unsupervised.
Meal times provide adults with ideal opportunities to help children adopt positive attitudes toward healthy foods. Family-style dining promotes and supports social, emotional, and fine motor skill development. This type of meal service allows for teachers, caregivers, and children to eat together and create a relaxed atmosphere. Conversation at the table adds to the mealtime environment and provides opportunities for informal modeling of appropriate eating behaviors, communication about eating, and imparting nutrition learning experiences. Children in the older age groups assist in setting the table and with cleaning up their place settings at the end of each meal period.

UNOW participates in The Child and Adult Care Food Program (CACFP) which encourages family-style dining as a method for providing nutritious meals in an Early Care and Education (ECE) setting. UNOW makes every effort to ensure that CACFP meal pattern requirements are fulfilled and that balanced and nutritious foods are served daily. Menus are posted weekly on the UNOW Website and sent out weekly via the UNOW parent list serve. UNOW is committed to serving healthy meals that meet the USDA standards. Menus are monitored by the CACFP program to ensure meals low in sugar, salt and fats. No child will ever be refused food as a means of punishment nor for any discriminatory reason.

**Food Preferences, Lifestyles and Allergies**
UNOW responds to families’ food preferences, lifestyles such as vegetarian or food preferences to support personal religious beliefs. There are also guidelines that must be followed with regard to food allergies. Speak to your child’s teacher or refer to the medical and health section of the handbook for specific guidelines. UNOW is a tree peanut and nut free environment.

**Toileting Needs**
Throughout the course of a child’s experience at UNOW, teachers strive to encourage the eventual development of independent toileting skills that reflect the nurturing, caring experiences teachers have provided throughout all of those years.

For as long as a child is in diapers, families at UNOW provide the diapers and wipes as needed and restocked as indicated by the teaching staff. Usually this is with a note placed in their cubby but families should always check with individual classrooms to see how this information is communicated.

Teachers are trained to check diapers at least every 2 hours and change whenever needed. Teachers are also trained in proper diapering procedures to promote sanitation, trust, attachment, and security.

Moving towards the goal of using a toilet independently, families should expect to be in regular contact with teachers as signs of readiness are observed both at home and at school. Teachers know this is a very individual process. Children sometimes show signs of readiness for a period and then may retreat in their focus or suddenly be working on other new skills and interests. Good communication and coordination of expectations between home and school helps to provide a supportive and successful experience for children learning toileting independence skills. There is no required age for toileting independence imposed by UNOW.

By the time a child is in the oldest classrooms, teachers help children to follow the signals their bodies give them and encourage them to use the toilet and wash their hands as needed. In addition, there are set times within the daily schedule where older children are asked to use the bathroom. At all times, supervision is maintained through sight and sound. Teachers strive for toileting to be an experience that feels supported and builds confidence.
D. CLASSROOM EXPERIENCES AND POLICIES

Sleep Practices
At UNOW we support each child in safely getting the rest and sleep they need throughout the day. This means allowing infants to sleep as needed - whenever needed and as long as needed. Infants are always placed on their backs unless a doctor’s note is provided for them to be placed in a different position before they are able to independently and regularly roll over. Teachers are trained to have nothing loose in the crib besides the fitted sheet and an attachment free pacifier. Infants are permitted to sleep in sleep sacks. Fitted crib sheets are laundered at least weekly by staff. A staff member is always present when an infant is sleeping in the crib room.

Around the age of 12 months, naps and rest times are organized toward predictable schedules and children begin to rest as a group. By the age of 12 months, most children transition from cribs to sleeping on padded mats on the floor. These mats are individually labeled with each child’s name and provided a fitted sheet. The fitted sheets are cleaned weekly, or if soiled, and staff sanitize the mats weekly or sooner if soiled. Families provide labeled bedding and a small pillow if the child normally would sleep with one. If children would like to bring a small lovey or stuffed animal from home to help in going to sleep, it is labeled and stored with the rest of their bedding. Labeled bedding and blankets are sent home weekly to be washed and returned the following week.

Between the ages of 18 months and 4 years, licensing requires all children to be offered a quiet, restful time of 30 minutes with no other activity. After 30 minutes, children who have not fallen asleep and who otherwise do not seem tired may play with a quiet activity until the other children have awakened. Children sleeping past 30 minutes will have the ability to naturally awaken at their own pace.

After the age of 4, we must offer a quiet time to rest but there may be a quiet activity offered the whole time for those children who are not in the habit of sleeping. Each child is provided with a sleeping mat and fitted sheet. Fitted sheets are washed weekly by staff. Extra bedding is sent home every Friday to be laundered and returned the following Monday. Staff must maintain supervision by sight and sound the entire time any child at UNOW is sleeping.

D.2.b Daily Schedules and Types of Experiences
Teachers prepare a daily schedule providing a balance of active and quiet play; group and individual activity; and teacher directed and child directed activities.

Individual Play and Social Gatherings
It is important for children to have a balance of individual play and group play. In infancy, the social development begins with interactions between child and caregiver. Infants enjoy the company of other babies and often interact with others in their presence. As children grow, their set of social skills expand. They begin to move from parallel play to cooperative play. The classroom arrangements and routines of the day are designed to allow time for individual or small groups as well as large group activity to match the social needs of each age group.

Indoor or Outdoor Active Play
Active play and movement are important for every child’s growth, health, and learning. Providing an environment that supports appropriate physical activity for infants helps them with developing movement skills, such as sitting up, rolling over and crawling. During the first six years of life, children
D. CLASSROOM EXPERIENCES AND POLICIES

will develop gross motor skills (like kicking and throwing) and learn healthy habits by participating in physical activity. Habits are learned early in life, so being active while at UNOW can instill a lifelong interest and delight in physical activity. UNOW has two indoor multi-purpose rooms available for active play in addition to three playgrounds based on age: infants, toddlers and preschoolers.

Outdoor Experiences
UNOW believes strongly in the need for daily, vigorous play outdoors whenever possible. As such, the goal for all groups is go outside every day. It is important that children have closed toed shoes and appropriate attire for the weather. Children will play outside in a variety of weather conditions. There are some weather restrictions that may inhibit the length of time children spend outdoors on a given day. UNOW uses the Child Care Weather Watch Chart (http://files.ctctcdn.com/58b71d34401/032727e6-2cb7-4b1d-8da6-d270171b08f7.pdf) as endorsed by the American Academy of Pediatrics to determine when weather safely allows for outdoor play. All groups should consult their Lead Teacher to know of the specific dress requirements for outdoor play. Classrooms will generally go outside at least twice per day for periods of 40 to 60 minutes each.

Walks, Stroller Rides and Field Trips
Walking field trips are another way for children to get outside and enjoy some fresh air. Providing parental consent at the beginning of the year, children will frequently go on walking field trips within the immediate vicinity; usually within a two block radius of the center. Strollers are provided at the center for babies and older children will go on walks. Once or twice a year, there may be a preplanned off site field trip for the older preschool age children. Parents will be notified in advance to provide written consent. Parent/guardians may also volunteer to join and help with off-site field trips.

Messy Play – Dress for a mess!
Children reap many developmental benefits from being able to explore freely a variety of sensory and artistic materials that may leave clothes showing the effects of them. As such, UNOW asks families to dress children every day in clothes that allow for any kind of indoor or outdoor experience that could include the possibility of getting messy. If there is something happening after school for a family that calls for being dressed in fresh, clean clothes, it is recommended to bring those clothes and change into them at the end of the school day. Additionally, every classroom asks to have at least one complete labeled change of clothing on hand at all times in case the need arises due to any type of play. Both the Infant/Toddler Wing and the Preschool Wing have the use of a washer/dryer to help with any needs that arise from messy play.

Story Time
Language and literacy is immersed throughout the day in all age groups. Language and literacy experiences can take the form of conversations, stories, sing-alongs, posters, books and signs, just to name a few. Depending on the age group, teachers have planned story times and stories are read informally to children on laps or in small groups throughout the day. Children have opportunities to select and look through books on their own. Teachers carefully select books and songs related to children’s interests and developmental levels. Classrooms are stocked with picture books that are engaging and represent a wide diversity of cultures, lifestyles, abilities and interests. The best story times include child participation. No need to be quiet in this library! As children develop with their listening and verbal skills they are given opportunities to tell their own stories. Teachers sometimes
write as children dictate their own stories. In the older age groups children practice writing and illustrating in books they have made themselves. Children at UNOW are exposed to the many wonders of the world through stories and books.

**Music Time - Always time for a song!**
Music is a part of the daily routine of all classrooms. Sometimes there will be music playing in the background to create a lively or peaceful atmosphere. Children enjoy dancing and creative movement while listening to music. Teachers may sing songs to an infant or provide sing-alongs in small groups. Singing songs is a wonderful way for children to play with the sounds of language and rhythm. Musical instruments from shakers to strings are available to children regularly. Often music is utilized to help children transition from one activity to another. Families are welcome to offer their musical talents to the classroom. If you love to sing or play an instrument, please come and bring the music. Families are encouraged to share their favorites and expose children to many cultures through music. During rest time, children are lulled to sleep with soft music to sooth and calm their bodies after a busy morning.

**Free Play - A time for discovery and exploration**
Children learn best through active exploration. All age groups are provided ample unhurried time to discover and explore their classrooms. Young infants demonstrate interest as they reach toward objects and gravitate toward particular faces and materials. Infants and toddlers explore their environment through grasping, rolling, smelling, casting and other sensory avenues. In addition to sensory activity, toddlers explore their world with large body movement through walking, climbing and manipulating larger objects. During the older preschool ages, children’s interest become more defined and they are able to expand on their previous experiences. The *Creative Curriculum* often describes the classroom as the “third teacher” in the room. The teacher’s role is to provide an environment rich with materials and experiences for children to observe, explore and to choose from. Children are fully invested in their exploration and learning when they are able to choose experiences that matter to them.

**D.3 Setting the Stage for Play and Learning**
Both the indoor and outdoor areas are thoughtfully arranged for children’s play and learning. As you enter each classroom you will notice that furniture is strategically placed and arranged in interest areas. In our youngest infant classrooms, areas are divided with shelving and gates. All furniture and materials are placed at the child’s eye level to support independence and a sense of belonging. There is a sleeping, eating and floor play area. Specific materials are placed in the infant play area that are responsive to their individual needs and development in the areas of physical, social and emotional, and cognitive skills. As children age the interest areas become more defined and greater in number. In the preschool rooms you may see interest areas such as a block area, house area or dramatic play area, a table for sensory experiences, or art and writing tools. All classrooms have a book area and a science area to explore nature and concepts of measurement and physics. Even the hallways, entryways and classroom walls are part of the learning experience, laced with children’s art work and posters. The outdoor playgrounds also provide a variety of equipment and interest areas for each level of development.
D.4 Materials used in the classroom
UNOW is fortunate to have a wide range of materials to use in the classroom. Toys and materials may be store bought, teacher made, and natural materials from nature or common household items. Materials are selected based on interests and abilities, exploratory value and learning objectives of the children. Some materials are shared among classrooms within the same age groups. Items are rotated frequently to keep interest fresh. Sometimes an item may remain in the room for several weeks if children are interested and sometimes items are added to existing materials or interest areas to extend the play into the next level of learning. Items selected are meant to grow with the children. Knowing that children grow and develop over the course of the year, teachers are cognizant to change materials and activities accordingly.

D.5 Classroom Policies
D.5.a Things to Bring
Be sure to bring at least one extra set of seasonal clothing including socks and underwear to be kept in the classroom. Children should be dressed for the weather. In summer they may need sun protective clothing such as sun hats, or cool long sleeve shirts. Shoes are best if the toes are protected for outdoor play. On rainy days you may bring rain boots for muddy play areas. On cold winter days children may need snow pants, boots, mittens and hats and a warm winter coat. Teachers will keep families abreast of seasonal clothing needed during the year. Families of infants need to bring infant bottles from home and their own diapers and wipes. Infants are provided a crib and crib sheet. Families of infants provide sleep sacks and pacifiers. Families provide nap blankets, small pillow or snuggly sleep toys for older children. Teachers will provide families with a list of items to bring specific to their classroom

Labeling Items from home
All items from home, from socks to mittens, must be labeled with your child’s full name. UNOW makes a great effort to ensure that items brought to school are returned to families, but are unable to do so when items are not labeled. For bottles, additional labeling is required by NJ DCF Office of Licensing and must include the child’s full name, the date and time breastmilk was expressed or the date and time formula bottle was prepared.

A note about items and toys from home
UNOW provides a holistic curriculum that encompasses classroom materials carefully selected to reflect development and learning goals and schedules of free play and staff-led activities to encourage use of those materials. Toys and items brought from home often distract from the carefully planned and executed learning environment. Naptime lovies and transition objects that help children connect with home while at school are welcomed and strongly encouraged as long as children rely on and want them for emotional support, whether throughout the day or only at rest times. Children who use their pacifier to calm themselves must be seated and resting while using a pacifier. It is UNOW’s policy in accordance with NJ DCF Office of Licensing to be sure children are not walking or moving about while they have a pacifier in their mouths. Toys and items that children do not need for emotional support should remain at home except when specifically requested by teaching staff. Teachers will communicate with families about specific activities and opportunities for children to share toys from home depending on current curriculum interests and age groups.
D. CLASSROOM EXPERIENCES AND POLICIES

D.5.b Prohibited items from home
UNOW prohibits items that reflect hurtful or violent content, negative stereotypes, and/or are considered developmentally inappropriate and/or unsafe by staff and/or administration.

Classroom Rules
Every classroom establishes a few basic rules. There are also shared rules for outdoor play and other common areas. All rules are centered on children’s safety, respect for others and property. Older children often participate in making rules for their classroom. Rules are written, illustrated and posted on the wall at child level. Frequent reminders and consistency with rules helps young children understand and follow rules.

Technology in the Classroom
Children do not generally use computers while at UNOW. There is a laptop and tablet in each classroom for teacher use only. Computer use in the classroom takes away from social experiences and hands on manipulation of real life materials. Teachers work with children to make discoveries with the use of natural materials and they review hand held books and dictionaries. Occasionally and with a teacher’s assistance, older children may use a computer as one of the many tools used to research information and topics of interest. Infants are not exposed to battery operated toys while at UNOW. UNOW does however, expose children to the mechanics, machines and tools used in everyday life. Infants and toddlers benefit greatly from logical cause and effect toys. On a rare occasion teachers may show a movie or video based on the children’s current interests and relative to what children are learning. Children do listen to audio equipment without the use of screen time to enjoy audio books and music on CD players or through Bluetooth. It has been documented by research and noted by the American Academy of Pediatrics that the excessive use of screen time is detrimental to the growth and development in young children. See link: statement http://pediatrics.aappublications.org/content/138/5/e20162591

Animals in the classroom
Some classrooms may have pets such as a guinea pig, fish or a rabbit. Children learn to respect and care for animals and they learn about their various habitats. UNOW periodically schedules animal visits through S.A.V.E and other animal rescue programs. Please speak with your classroom teacher if you would like to share a family pet with your child’s classroom. Any animal in the classroom must be first cleared through the UNOW Director and needs to be sensitive to any safety concerns or allergies among the children and staff members.

D.5.c Birthdays and Holidays
Celebrating a child’s birthday with their classmates can be a highlight of the year for families, teachers, and children. Teachers can best advise what kinds of snacks, treats, or experiences would appropriately strike a balance between festive celebration and appropriate nutrition given the age of the group and any particular allergies within the group.
Holidays of all sorts are special experiences for families and children. Teachers strive to balance a desire to share in the joy that comes with those celebrations with a need to ensure that the diversity of all children’s experiences are reflected in what children experience at school. It can be a very enriching experience for a family to come into a classroom and share their traditions with the class. These opportunities can be organized with teachers in ways that are appropriately meaningful for the children. Teachers can best be the guide through holiday seasons in order to help the experiences be positive, enriching, and developmentally appropriate. Teachers will be sensitive to the unique beliefs, family composition and values of each family. Due to safety concerns we ask that you do not bring balloons and goodie bags. A welcome alternative would be to share your child’s favorite story from home or select a book from the UNOW library.

UNOW Holiday Guidelines
All holidays and holiday events are accepted and acknowledged as they relate to the children and the culture of the families in each classroom. Families are encouraged to share culture and traditions within the classroom. Some family’s religion and culture does not permit the celebration of holidays. Alternatives or the choice not to participate in Holiday activities is respected. No child will ever be coerced or made to feel ostracized if they do not participate in holiday celebrations. Holiday activities are initiated and inspired by the relevancy and interest of the children and adhere to the curriculum guidelines as posted below.

Teachers ensure that activities and experiences planned for:

- Stem from what children have offered as having wondered about, been interested in, or seen at home as cultural traditions.
- Are open ended. There is no one “right” way to accomplish or participate in what is being asked. Ultimately the activities allow the child to freely express themselves and their ideas as materials are presented.
- Acknowledges that families celebrate holidays in a variety of ways throughout the year. This is accomplished by keeping the conversation centered around the children i.e. “At your house/in your family...you like to...you think about...” or “At my house/in my family...we like to...we think about.”
- Are developmentally appropriate; meaning that the expectations of children are reasonable for their age, interest and ability. Such experiences and activities are optional for children. They will not be persuaded or coerced into doing an activity that is not of their interest.
- Are a part of everyday routine and activities. Typically cultural experiences are blended into everyday life of the classroom in such a way that makes it available but not given more importance than other parts of the day.
- Emphasis is made on the common positive emotional experiences of celebrations. It is often about joy, giving gifts that reflect love and gratitude between friends and family or spending time with those we are closest to.
- Celebrations at UNOW often take the shape of songs, stories, conversation, foods, clothing, activities and events.
- Are inclusive of gender and diverse family structures.
D.6 Supporting Multiple Languages in the Classroom
UNOW serves an internationally diverse population. Some children come to UNOW knowing two or three different languages. Some children come to UNOW not knowing any or little English. It is important to let teachers know early on about your child’s English and multi-language abilities. Teachers will support the transition and language development of multilingual children. Many of the UNOW staff speak multiple languages and can offer support to be sure every child is understood and welcome at UNOW. Teachers ask parents to provide words from the child’s primary language, both spoken and written to be included in the child’s classroom. Families may also share books and songs from their home languages. Teachers work with children of all ages to learn vocabulary and rely on pictures and photographs to help a child understand English as well as their home language. All languages are respected and celebrated at UNOW. No child will be forbidden to speak their primary language while at UNOW. If multiple children are speaking together in a language other than English, they will be encouraged to be inclusive of those around them. It is the goal of UNOW for children to be exposed to many languages and learn to respect the richness that language brings to the UNOW community.
E. COMMUNICATIONS AND FAMILY ENGAGEMENT

E.1. Partnering with Families
Families are one of UNOW’s greatest assets. Families come with many talents, ideas and most importantly have the best interest of their children in their hearts and minds. UNOW builds partnerships with families at all levels of the organization knowing that something bigger and better comes from the strengths of everyone working together to the benefit of all children. No one knows their child better than the child’s family. For this reason the partnership between parents and teachers is essential to providing the best experience for children at UNOW. UNOW’s generous teacher ratios enable teachers to find time within the work day to step out of the classroom to contact families or be available for schedule meetings with families during the day. A good partnership begins with good communication, trust and mutual respect. The following communication channels and opportunities for family engagement are in place to promote a thriving partnership.

E.2 Stay Informed and Connected:
E.2. a The UNOW Website:  http://unow.princeton.edu
The UNOW Website is designed for parent use. The UNOW mission, vision, core values and program history is included on the website. Hours of operation, calendar days of operation and closings, UNOW menu, and other events and articles on current topics in early childhood education. The UNOW Family Handbook is also available on the website. It is required that all UNOW families acknowledge the receipt and have access to the Family Handbook.

The UNOW Family List-serv
The list-serv is the most utilized means to communicate from UNOW administration to the general UNOW community. Weekly menus, administrative updates, UNOW events, unexpected school closures, and UNOW Board meeting summaries will be sent through the family list-serv email. In appreciation of your time and email space, the family list-serv will be used sparingly and reserved for the most essential information. During the initial enrollment period, families supply their preferred email and written permission to be placed on the list-serv.

UNOW Newsletters
Efforts will be made to keep families informed through periodic newsletters sent via the family list-serv. Administrative updates and notes from the Director are sent out monthly. There is a newsletter called Wing Nuts and Bolts generated by the classroom staff and program coordinator with a certain age grouping of children; infant and toddler age group and the preschool age group (2 ½ to 5). Also, a school wide newsletter will be distributed three to four times per year. Individual classrooms may send out weekly or monthly news depending on the age group and classroom timing of events.

Bulletin Boards
Bulletin boards in the main lobby and next to the classrooms are posted with pertinent information to families. In our main lobby you will find our State License and NAEYC Accreditation Certificates in addition to the weekly menus, informational flyers and community events. Family bulletin boards are placed outside of each classroom to provide the daily schedule, curriculum plans or current activities occurring in the classroom, and health and wellness information.
E. COMMUNICATIONS AND FAMILY ENGAGEMENT

E.2.b UNOW Community Directory
An email and phone directory of classrooms, UNOW staff and families is gathered and distributed annually. Families must provide written permission and supply preferred email address and phone to be included in the directory. The directory encourages families to network and reach out to each other as well as access contact information to classrooms teachers, program coordinators and administrators.

Professional emails
All UNOW staff have a @princeton.edu email address to communicate among colleagues and families. Each classroom has a laptop and a tablet available for professional communications to families. Email is an effective method used by teachers and reserved to communicate non-emergency or less urgent information. Families may also reach out through email to teachers or administrators with individual questions or concerns. All emails will be responded to in a timely manner and when teachers and staff are scheduled out of the classroom and away from children.

Tablets and Tadpoles Communication Software
Tadpoles is a communication software whereby teachers can record information and photographs of their child involved in play and send directly to families. Families of children 2 ½ and under will receive daily updates on care needs such as toileting, eating and sleeping patterns. Families will register their preferred email in Tadpoles in order to receive information from teachers.

Phone calls
There are phones in every classroom. Families may call the classroom directly. Teachers are often busy in the classroom and their attention is on the supervision and safety of the children. You may leave a message and they can get back to you at a later time in the day. Teachers may also contact families by phone if there is an immediate situation such as illness, a medical emergency or change in behavior. Sometimes a personal phone call is the best way to converse with families to make certain determinations of what is happening with their child during the course of a day. If at any time families are unable to reach teachers in the classroom, please contact the main office line (609-258-7280) and someone will respond to your call.

Conversations at Drop off and Pick up
Making a little extra time at drop off or pick up can be a good opportunity to provide teachers with some brief information or updates on your child’s experiences at home. Sometimes it is important for teachers to know if a child had particularly difficult time sleeping, or other experiences that may impact the child’s day at UNOW. Topics requiring more lengthy or confidential discussion may be brought to a scheduled meeting at a more convenient time.

Cell Phone Free Zone
All children’s areas are considered a cell phone free zone. All teachers, administrators and families are asked to abide by this policy. Parents are encouraged to put their phones away when walking into children’s play areas. Teachers may want to share information with parents at pick up or may want to inquire about the child’s evening or weekend at drop off. Cell phone free environments are a wonderful way to promote communication and attention to children.
E. COMMUNICATIONS AND FAMILY ENGAGEMENT

E.2.d Social Media and Photo Sharing
Photographs or other identifying personal information of staff, children and families of UNOW must not be posted on any social networking site or webpage without express written consent by the individuals and the UNOW Director. Families may post photos of their own child (ren) at play in the center on a social networking site to share with others. However, families and staff are not at liberty to post photos of other UNOW children on social networking sites, blogs, personal websites, etc.; even if those children are photographed during play with their own child. UNOW families, staff and Board members are required to sign the receipt and acknowledgement of this policy.

E.2.e Assistance with Language Translation
UNOW is a welcoming environment for all, including those who speak languages other than English. UNOW will provide written materials in different languages upon request. Please let teachers know if a translator is needed for parent/teacher conferences or any other conversations and we will do our best to provide support. Multiple languages are spoken among the UNOW staff and families and every effort will be made to provide support to families who need a translator.

E.3 Communication of Your Child’s Development and Progress while at UNOW
E.3.a Getting to know your child
The first phase of building the parent and teacher partnership is the process of getting to know each child. Teachers spend the first several months gathering information from the family through the home visit, classroom visits, classroom observations, intake forms completed by families and listening to family’s needs and desires for their children.

E.3.b Point Teachers
The Lead and Associate teacher of each classroom has a set group of children they track, document and communicate the growth and development of for the program year. They are considered point teachers as they are the families’ main point of contact for parent/teacher conferences, discussion of development and specific concerns related to their child’s experience at UNOW. Even though the point teacher may have specific information on a set of children, that information is shared with the teaching team. All the classroom staff are available to all children equally while in the classroom and the teachers all work together to be sure the needs of all children are met. Families may touch base with any classroom staff to inquire about a child’s day or relay day-to-day information. However, the child’s point teacher would be the person to discuss topics more in depth.

Parent and Teacher Conferences
Families have three formal opportunities to collaborate with teachers and learn about their child’s development and experiences during the course of an academic year. Conferences are an opportunity for parents and teachers to share observations, both from home and at UNOW and partner together to create individual plans for their child. It is also an ideal time to share insights and discuss any questions or concerns. Conferences will be scheduled during the day and some early evening hours to accommodate the needs of families. At the end of each program year, a copy of the child’s developmental assessments will follow the child into the next age level classroom until they leave the program.
Fall conferences are usually scheduled in late October or early November. Teachers and families will share their observations of their child’s adjustment to the classroom and together establish short term goals addressed over the next several months.

Mid-year conferences usually occur between February and March of each year. This is a good check point on progress made on previous goals and any additional goals children may be ready to tackle or grow into.

A written year-end communication of growth and development will occur in May or June of each year. Included may be a list of suggestions of continued activities and experiences that will support the child’s transition through the summer and into the next level of development. A conference may also be scheduled upon request.

**E.3.c UNOW Developmental Assessment Tool**

Teaching Strategies GOLD is a nationally recognized assessment tool used to denote individual early childhood development. Teachers will use actual observations, examples of their play and photos depicting developmental milestones and record them on the assessment tool. The tool will be used to communicate with families and to inform teachers of the child’s progress and next steps with individualized curriculum planning. GOLD is the tool used in conjunction with the UNOW’s chosen play based curriculum, *The Creative Curriculum*.

**ASQ Developmental Screening Tool**

The Ages & Stages Questionnaire® Third Edition (ASQ-3TM) is a formal developmental screening to be completed by families in the fall of each year. Because your child’s development in the first 5 years is so important, we dedicate ourselves to helping you give your child the best start. As part of this service, we provide this questionnaire to help you work with UNOW teachers to keep track of your child’s development.

The questionnaire will be provided to consenting families in the Fall of each year. Families are asked to answer questions about specific tasks the child can and cannot do. Families know their children best and are able to answer questions that cover developmental tasks in the areas of communication, gross motor, fine motor, problem solving, and personal-social skills. Families are asked to return the questionnaire to their child’s teacher. Teachers are trained to interpret the results and will then discuss with families during the Fall conference.

If the questionnaire shows that the child is developing as expected we will provide some suggested activities and experiences to continue to support your child’s development. If the questionnaire shows that your child may benefit from continued monitoring but does not yet warrant further evaluation, we will provide some suggested activities and experiences and request your consent to complete an additional questionnaire at a later date.

If the questionnaire shows that your child may indeed benefit from further evaluation we will still provide some suggested activities and experiences to continue to support your child’s development and also provide you with a list resources for seeking that further evaluation. The ASQ-3TM is not a
diagnostic assessment but rather a screening tool that helps us know the child’s developmental needs and may indicate the need for further evaluation. Teachers may provide a list of resources for families to follow up with further evaluation. Teachers will not share any information with outside agencies without the written consent of the parent/guardian.

E.3.d Vision, Hearing and Speech Screening
Additional voluntary screenings will be scheduled on site each year for children 2½ to 5. In any screening the evaluator may identify concerns that may require further evaluations and services. All screenings require the written consent of the parent/guardian.

E.3.e Including Children with Special Needs
Sometimes a child comes to UNOW with an identified need or during the course of their time at UNOW a child may be diagnosed with a disability. UNOW staff are not qualified to diagnose any child with a disability or developmental delay. If a child is determined to have a diagnosed disability and the parents provide written consent, then UNOW will work with families and specialists to support their child and seek the best environment for their child. If the best environment is UNOW every effort will be made to give the child, the staff and the other children in the classroom the most optimal experience. The communication between teachers and parents can be so helpful when supporting children with any diagnosed special needs in a classroom. With written parental consent, teachers can review Individual Education Plans (IEP) or Individual Family Service Plan (IFSP) for children under the age of 3, and participate in group meeting with other specialist. Any information written or spoken will be kept confidential at all times. Confidential papers are kept in a locked file and remain on site.

E.3.d Confidentiality Policy
We treat information about children and families with confidentiality and we ask that you do the same if you spend time in the center. This means that we may share information about a child ONLY with that child’s parents or guardians, unless specific written permission has been obtained to do so with others. Information may be shared with UNOW staff on a need-to-know basis, which usually means only those staff who work directly with the child and the program coordinator or Director/Associate Director. Other than UNOW Staff and Administration, licensing or accrediting representatives are the only people other than parents/guardians who have access to children’s confidential information. You may have access to your child’s file at any time by coming to the office and asking the Director or Executive Assistant. We are happy to forward copies of children’s files to their next school or to other agencies with your written permission.

E.4 Family Engagement Opportunities at UNOW
Visiting the Classroom
Parent/Guardians of enrolled children are welcome to visit any part of the center, at any time, without prior notification. Families are always welcome at UNOW. Parents may enter the classroom and visit at any time of the day during operating hours. We encourage families to communicate with the classroom teachers when they will be coming to the classroom. It is best to arrange visits with the classroom to be able to anticipate and support the children in the classroom. All visitors other than parents or guardians must report to the front desk to be cleared to for entry into any classroom or area of the building.
E. COMMUNICATIONS AND FAMILY ENGAGEMENT

E.4.a Families Share in Activities in the Classroom
Teachers encourage families to read stories, share activities, talents or family traditions with the children. If you have any ideas, please feel free to speak to the classroom teachers and they can help you with possibilities.

E.4.b Participation in Field trips and other classroom events
Preschool age children may go on walking field trips from time to time. Sometimes they may go on a bus trip to a farm or a special destination off site. Teachers will invite interested parents/guardians to participate in field trips and classroom events.

E.4.c Classroom Volunteers
If a family member of an enrolled child would like to volunteer in a classroom at UNOW please speak with the UNOW Director or Associate Director. Background clearances are required for all regular volunteers. Background checks will be made available free of charge.

Parent and Teacher Organization (PTO)
The PTO is comprised of a voluntary group of parents and a few teachers. The PTO drives the parent involvement and family networking activities at UNOW. All families are welcome to participate as they desire and are able. Some activities include a parenting book club, monthly Friday coffee and discussion groups and arranged weekend playdates at a local park. The PTO also organizes volunteer classroom parents to assist teachers with tasks and parent involvement with classroom activities. In addition, the PTO plans for teacher recognition and an appreciation event each year. Information and a contact person for the PTO will be provided to families at the beginning of each program year.

E.5 Family Involvement in Governance and Program Planning

E.5.a Board of Trustees
There are opportunities for parents to become members of the UNOW Board of Trustees. Speak with a teacher or the Director if you are interested in becoming a board member. All parents/guardians are invited to attend a board meeting without being a member of the board. There is time allotted at each monthly board meeting for public comments. A summary of the monthly board meetings are posted on the UNOW list-serv.

Board Committees
There are several committees that function with the purpose of governance, task-force or an advisory role depending on the committee. Parents do not need to be board members in order to serve on board committees. Some of the committees include finance, communications, fundraising, strategic planning etc.

E.5.b Family Feed Back and Program Planning
Families’ voices are important to UNOW. A family survey designed to obtain families’ feedback on all aspects of the program is distributed in January or February of each program year. The results of the survey are compiled and shared with the UNOW community, the UNOW Board of Trustees and brought to the annual program review team. Informal feedback offered at parent/teacher conferences or in
communications with UNOW administration are shared internally to identify trends of satisfaction and suggestions for improvement. All feedback types are documented and used to inform our best practices and help drive planning for the next program year.

E.6 Addressing Concerns - Where to go when you have a concern?
Sometimes a family has a concern about a classroom incident or a program policy or procedure. Families are welcome to speak to the director or administration with concerns at any time. We are willing to listen to concerns and may offer suggestions or considerations on the circumstance. However, it is also best to go directly to the classroom Lead or Associate Teacher especially when there are specific concerns about your child’s experience at UNOW. Please know that concerns can only be mentioned briefly while the teacher is in the classroom with the children. You are welcome to schedule a one-on-one appointment with your child’s teacher when they can provide their complete attention. Program Coordinators are also a valuable resource when you need questions answered. They oversee a group of classrooms in a specific age group. They have built supportive relationships with the teaching staff and are apprised of the day to day experiences in each of the classrooms.

We believe that we must work in partnership in order to provide the highest quality child care for you and your family and it is important that we work together to quickly bring concerns to a satisfactory resolution. If such a concern exists, we recommend the following action steps:

- If a concern is about a classroom incident, discuss your concern first with the classroom teacher. Families are always welcome to schedule a time to meet with teachers privately.
- If the concern remains or if the concern is about a program policy or procedure, you may discuss your concern with Program Coordinator overseeing your child’s classroom wing (Infant and Toddler Wing or Preschool Wing).
- If the concern remains or involves a more global or financial concern it should be discussed with the UNOW Administration (Director, Associate Director or the Executive Assistant).
F. GENERAL PROGRAM POLICIES

F.1 Parents’ Right to Know
UNOW is a state licensed child care center through the New Jersey Office of Licensing, Child Care and Youth Licensing, in the Department of Child of Children and Families. A copy of our current license is posted on bulletin board of the UNOW front lobby. See section H of handbook for link to regulations.

The Department of Children and Families (DCF) Office of Licensing (OOL) inspects every licensed child care center annually to enforce health, safety and educational program requirements. For inspection records or other information on a specific child care center, call the Office of Licensing at 1-877-667-9845 or visit their website.

F.2 Report of Child Abuse and Neglect
All UNOW Staff and Volunteers are trained in Child Abuse and Neglect Awareness and Reporting Procedures and are considered mandated by law to report any suspicion of neglect and/or abuse. Any person, staff, families or visitors, who have reasonable cause to believe that a child has been or is being subjected to child abuse or neglect is required by law to report such allegations to the State Central Registry (SCR). This is a toll-free, 24-hour, seven-days-a-week hotline. Such reports may be done anonymously.

Child Abuse Hotline (State Central Registry)
1-877 NJ ABUSE
(1-877-652-2873)
TTY 1-800-835-5510

You may also file or make a complaint about a child care center with the Office of Licensing by calling 1-877-667-9845. Complaints may be made anonymously.

Parents/Guardians have the right to visit the program and their child at any time during the hours of operation. It is helpful to let teachers know when you plan to visit, or if pick up or drop off is at an unusual time. Knowing ahead of time allows the teachers to prepare for a visit or support your child when there is a change in routine.

F.3 Family Release and Permission Waiver
Families are provided with the following information for agreement or release at point of enrollment.

F.3.a Permission to be photographed/videotaped/audio taped from time to time. Such documentation is used for educational and or publicity purposes. Anonymity will be maintained-no identity information will be presented without the parent/guardian permission. Teachers must have parent/guardian permission to share relevant photos of a child with other families within the child’s classroom.

Permission for Field Trips
In order for children to participate on field trips or stroller walks outside the building and immediate vicinity parents/guardians must grant permission. Field trips beyond the immediate vicinity or requiring transportation must provide families with advanced notification with written consent before a child can participate in an offsite field trip or event.
F. GENERAL PROGRAM POLICIES

F.3.b Permission for Emergency Treatment
Parent/guardians provide permission to grant UNOW to obtain emergency medical treatment for the child if the parent/guardian cannot be reached.

Permission to share contact information
Parent/guardian contact and address information will not be shared on the UNOW list serve or UNOW Directory without the parent/guardian consent.

F.4 Policy on the Release of Children
A copy of this policy is provided to new families at new family orientation and additional copies are provided upon request.

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

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

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

1. The child is supervised at all times;

2. Staff members attempt to contact the parent(s) or person(s) authorized by the parent(s); and

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

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

1. The child may not be released to such an impaired individual;

2. Staff members attempt to contact the child’s other parent or an alternative person(s) authorized by the parent(s); and

3. If the center is unable to make alternative arrangements, a staff member shall call the 24-hour State Central Registry Hotline 1-877-NJ-ABUSE (1-877-652-2873) to seek assistance in caring for the child.
F. GENERAL PROGRAM POLICIES

F.5 UNOW Tuition and Fees Policy

Purpose
In order to maintain the consistently high level of UNOW’s quality program, a policy is established to strengthen the operating financial integrity of the school. Our tuition continues to provide enrichment programs, nutritious food and quality staff. Rates are reviewed annually to support our high quality program while maintaining minimal increases.

Policy
1. Tuition is calculated based on the full amount of an Academic, Extended Academic or Full Year period and then equally divided into 10, 11 or 12 equal monthly payments. Days of attendance are based on the UNOW Board Approved Calendar Year and days closed in accordance with our emergency closing policies.

2. Withdrawing enrollment from UNOW prior to the end of the Contract Term.
   a. The withdrawing family must continue to pay the tuition until the opening is filled.
   b. Families are required to provide a written notice to the Director at least 30 days prior to the last day of expected disenrollment.
   c. Families providing at least a 30 day written notice may use their deposit toward the last month of tuition.
   d. Families who do not provide at least 30 days written notice will lose their deposit.

3. Authorized Payment Plans
   a. Authorized payment plans may be arranged in writing with the Director under unusual circumstances and at the Director’s discretion.
   b. Once it is arranged, it must be adhered to. Please contact the Director immediately if you are unable to adhere to the payment plan.
   c. If you are unable to adhere to the payment plan and payment has lapsed after one month, your child(ren) will be withdrawn from UNOW.
   d. The Director will send a letter with your child(ren)’s last day and the expectation for payment of the full amount due.

4. UNOW has the right to compel a child’s withdrawal from the school if tuition payment has been consecutively delinquent for 2 months.

Additional Fees and Payment Terms
1. Within 1 week of notification of acceptance into UNOW, a non-refundable deposit of $1,500 per child is due. The deposit will be applied to your child’s last month of attendance at UNOW. Families who sign their contract and pay the deposit and then later withdraw prior to the start of the program will lose their deposit. Deposits are rolled over each year until the child leaves the program.

2. Tuition is due the 1st of every month. Any outstanding balance at the 8th of the month will incur a non-refundable $25 late fee.

3. A one-time insurance fee will be added onto each September’s Tuition

4. A one-time $100 enrollment fee will be due with the first month’s tuition for newly enrolled children only.
**F. GENERAL PROGRAM POLICIES**

**Late Pick-up Fee Policy**
Parents who leave their child(ren) at UNOW past 6:00 pm will be charged a fine as follows:

- $5.00 for the first 5 minutes or any fraction thereof
- $5.00 for each additional 5 minutes or fraction thereof

The fine will continue until the child is picked up. The staff members on duty with your child will verify the time with you when you arrive so that there will be no misunderstandings about the amount of the fine. If the fine is not paid it will be deducted from a tuition payment of deposit. Fines will be imposed regardless of the reason for delay.

It is important that parents call in advance if they know they will not be at the school on time. The office number is (609) 258-9600. We are required to notify DCF when child remains more than an hour late and we have not been able to contact other people authorized to take the child.

Fines are intended to deter late pick up. Please note that frequent late pick-ups can be cause for terminating a child’s enrollment. It is important to be respectful of staff’s time as their day ends at 6:00 and they have family to get home to as well. The director will remind families after 3 late pick-ups that they are jeopardizing their child’s enrollment status.

**F.6 Disenrollment Policy**
Unfortunately, there are sometimes reasons we have to dis-enroll a child from our program either on a short term or permanent basis. We want you to know we will do everything possible to work with the family of the child(ren) in order to prevent this policy from being enforced. The following are reasons we may have to dis-enroll or suspend a child from this center:

**Immediate Causes for Disenrollment**
The child is at risk of causing serious injury to other children or himself/herself.  
Parent threatens physical or intimidating actions toward staff members.  
Parent exhibits verbal abuse to staff in front of enrolled children.

**Possible Actions Leading to a Child’s Disenrollment or Suspension**
Failure to pay/habitual lateness in payments.  
Failure to complete required forms including the child’s immunization records.  
Habitual tardiness when picking up your child.  
Persistent and uncontrollable tantrums/angry outbursts putting other children or themselves at risk  
Ongoing physical or verbal abuse to staff or other children.  
Parent’s failure to follow through with support resources to help remediate the above child behaviors.

**Schedule of Disenrollment**
If after the remedial actions above have not worked, the child’s parent/guardian will be advised verbally and in writing about the child’s or parent’s behavior warranting disenrollment. A suspension action is meant to be a period of time so that the parent/guardian may work on the child’s behavior or to come to an agreement with the center.
A CHILD WILL NOT BE DISENROLLED FOR THE FOLLOWING:

If a child’s parent/guardian(s):

- Made a complaint to the Office of Licensing regarding a center’s alleged violations of the licensing requirements.
- Reported abuse or neglect occurring at the center.
- Questioned the center regarding policies and procedures.
- Without giving the parent sufficient time to make other child care arrangements.

PROACTIVE ACTIONS THAT WILL BE TAKEN IN ORDER TO PREVENT EXPULSION

- Staff may try to redirect a child from negative behavior.
- Staff will reassess classroom environment, appropriateness of activities, supervision.
- Staff will use positive methods and language while disciplining children.
- Staff will recognize appropriate behaviors.
- Staff will consistently set clear rules related to children’s safety and respect for others and property.
- Age appropriate consequences will be applied when rules are broken.
- Child will be given reminders of safety rules.
- Child will be given support in learning to express their feelings appropriately and problem solving skills.
- Child will be given time to regain control and support to re-engage in play when they are ready.
- Child’s disruptive behavior will be documented and maintained in confidentiality.
- Parent/guardian will be notified of concerns verbally and work with families to create supports for the child.
- Parent/guardian will be given written copies of the disruptive behaviors that might lead to disenrollment.
- The director, classroom staff will arrange conference(s) with parents/guardians to discuss strategies to promote positive behaviors.
- The parent will be given literature or other resources regarding methods of improving behavior.
- Recommendation of evaluation by professional consultation on premises may be provided.
- Recommendation of evaluation by local school district child study team may be provided.
- Further evaluations will never be implemented without the parent/guardians written consent.
F.7 UNOW Behavior Guidance and Discipline Policy (1.2019)

A copy of this policy is also provided to families at the new family orientation and is posted on the bulletin board in the main lobby. Additional copies are available upon request.

The basis of the guidance and discipline policy at UNOW is to encourage positive behavior and successful experiences for children. Children generally desire positive attention from adults. Negative behavior is greatly diminished when those adults provide a supportive and nurturing environment. Building positive and respectful relationships with children is important in minimizing negative behaviors and maximizing positive experiences for children.

The teachers and staff provide a safe, hazard free setting with careful supervision. The classroom daily schedule, curriculum plans, room arrangements and staffing patterns are designed to promote positive and enjoyable learning experiences. Picture schedules are visible to children to help them understand the daily routine. Teachers, staff and students model and promote respectful and trusting relationships between adults and children. The daily curriculum includes activities that promote respect for others and verbal expression and understanding of feelings. Consistency and following a daily routine, reinforcing positive behavior, redirecting and setting clear limits are the foundation for facilitating the development of self-control. Because we recognize that young children may not understand or remember the rules provided for their safety, these rules or limits are frequently restated and defined. Safety rules will be written and posted in the classroom for reference. Older children may participate in establishing the safety rules. Though there are common limits and guidelines set by UNOW, each teacher individualizes their responses according to each child and each situation and depending on their developmental abilities. The rules should be brief and few. They should state the rules for reason of safety, respect for others and property. It is also important to include what the child may do in the environment and not always what is restricted, for example, “Blocks are for building not for throwing. Get a soft ball if you want to throw something.”

In response to potential aggressive and disruptive behavior, teachers, students and staff will:

Prevent or restrict the child from hurting self or others. A clear, firm and concise reminder of the safety rule is stated. (Example: take the block out of the child’s hand and say, “You may not throw blocks. I will keep you and the other children safe.”) Acknowledge child’s feelings of anger, frustration or disappointment. Once the child calms down, help the child try other more appropriate means of solving the problem.

In rare instances, if a child is out of control with anger and frustration and poses a danger to self or others, the supervising adult will calmly and firmly remove the child from the situation. The teacher will stay with the child until the child regains control. The adult will then help the child work toward a more appropriate resolution of the problem. The objective is to help children re-engage in play in an appropriate way. The Lead Teacher or the Associate teacher may contact the family to inquire about any behavior or family changes occurring at home so we can better support the child through difficult times while at school. Aggressive or violent behavior will never be ignored. Ignoring aggressive behavior sends the message to the child and other children in the classroom that aggression is acceptable.

It is also important to demonstrate concern for children if they are hurt by another child. Attention will be given to the injured child in the presence of the perpetrator. We do not require children to say they are sorry or to “hug and make-up”. These actions are often not truthful or developmentally
appropriate. The teacher can point to the tears and the sad face of the injured child or point to the injured area. Depending on the age of the child, teachers will encourage the perpetrator to offer the injured child an ice pack or to ask the child what they could do to make the injured child feel better. This way we are encouraging true empathy and helping children learn the effects of their behavior. The injured child will be comforted and encouraged to express their rights and feelings with assertive words and tone. If the child does not have the language capability to verbally assert their rights the teacher will demonstrate the proper words and posturing. For instance, “Don’t push me; I don’t like it when you push me”. Aggressive behavior does not just mean physical injury. There is also the reality of emotional injury and bullying, and is not acceptable behavior. Teachers will set individualized goals and strategies for children who need extra encouragement to be confident or who need to practice skills in expressing feelings appropriately.

If there is a continued pattern of inappropriate behavior lasting more than a week or less, the teachers will document behaviors and patterns. The teacher will schedule a conference with the parents/guardians to determine appropriate guidance and steps needed to best support the safety and most positive experience for the child as well as the other children in the classroom. The Program Coordinator must be updated and brought in for support if needed prior to meeting with the family. In partnership with the parents, the teacher will document goals and strategies for developing these behavioral changes.

If the issue still persists after parents and teachers have attempted to help the child then a Child and Family Support Team Meeting will be scheduled with the Teacher, the Program Coordinator or Director/Associate Director and Parents/guardians. Documentation of behavior patterns and observations will be brought to the Child and Family Support team. UNOW will with other professionals, and community agencies regarding consultation and referrals for children and families if needed.

If behaviors continue to threaten the safety of the children and staff and the parents/guardians are unwilling to participate in a plan of action and refuse to utilize recommended resources, the UNOW Director may determine to permanently exclude the child from the program.

Under no circumstances will threats, bodily harm, humiliation or denial of food, toileting concerns or isolation be considered as a means of discipline.

F.8 Inclusion Policy
The UNOW staff and teachers recognize and respect the uniqueness of all persons and will build an inclusive classroom. Our ultimate goal is to help assist all children and families participate fully in our program, including children with identified disabilities, special learning and developmental needs and to comply with the New Jersey Law Against Discrimination and the Americans with Disabilities Act. Anyone who believes the center is not in compliance with these laws may contact the Division on Civil Rights in New Jersey Department of Law and Public Safety. It is important for families to let us know if their child has an Individualized Family Service Plan (IFSP for children 0 to 3 years) or an Individualized Educational Plan (IEP for children 3 to 21 years) so that we can all work together to support the child in the least restrictive environment. With the written consent of the parent or legal guardian UNOW welcomes specialists to evaluate and work with children according to their IFSP or EIP. With parent consent, UNOW will provide space and opportunity for these evaluations on site. UNOW will accommodate the
child’s schedule if the child must leave for part of the day to receive services. If at any point it is understood that UNOW is not the least restrictive environment for the child, UNOW will work with families to help them find the appropriate setting for their child.

Families with concerns about their child’s development at any point should share those concerns with their child’s teacher or program coordinator. UNOW staff may provide a list of resources but will not make any referrals without written parental consent. All information about your child’s development and family will be kept confidential.

**F.9 Confidentiality Policy**

We treat information about children and families with confidentiality and we ask that you do the same if you spend time in the center. This means that we may share information about a child ONLY with that child’s parents or guardians, unless specific written permission has been obtained to do so with others. Information may be shared with UNOW staff on a need-to-know basis, which usually means only those staff who work directly with the child and the program coordinator or Director/Associate Director. Other than UNOW Staff and Administration, Licensing or accrediting representatives are the only people other than parents/guardians who have access to children’s confidential information. You may have access to your child’s file at any time by coming to the office and asking the Director or Executive Assistant. We are happy to forward copies of children’s files to their next school or to other agencies with your written permission.

**F.10 Social Media and Photo Sharing**

Photographs or other identifying personal information of staff, children and families of UNOW must not be posted on any social networking site or webpage without express written consent by the individuals and the UNOW Director. Families may post photos of their own child (ren) at play in the Center on a social networking site to share with others. However, families and staff are not at liberty to post photos of other UNOW children on social networking sites, blogs, personal websites, etc.; even if those children are photographed during play with their own child. UNOW families, staff and Board members are required to sign the receipt and acknowledgement of this policy.

**F.11 Babysitting Policy and Agreement**

NAEYC states in their ethical guidelines that as caregivers, "We shall not use our relationships with families for private advantage or personal gain, or enter into relationships with family members that might impair our effectiveness working with their children."

UNOW strongly discourages staff from making independent child care arrangements with families at the school. However, in the event that the staff member enters into an agreement with a family to babysit, it must be done outside of the staff member’s normal work hours and/or outside of the school.
F. GENERAL PROGRAM POLICIES

hours. In addition, it must be done away from the school and with the full knowledge and understanding that the UNOW staff member (the babysitter) enters into such an agreement as a private citizen and not as a UNOW employee.

In addition, it is UNOW's policy to strongly discourage staff from babysitting for children in their immediate care. As with all other outside employment, it should not interfere with his/her attendance, performance and responsibilities at UNOW.

UNOW cannot be responsible for our staff members away from school and outside their working hours. UNOW will not be liable for a staff member’s acts or omissions when not on UNOW property including the transportation of children.

Staff and parents/guardians are required to sign an acknowledgement and a waiver to this effect. Confidentiality and privacy of the family must be respected. Discussion of employment must happen outside of work hours. Violation of this policy may result in discipline up to and including termination.

F.12 Nondiscrimination Statement and the UNOW Food Program

UNOW participates in the Child and Adult Care Food Program (CACFP) funded through the U.S. Department of Agriculture. The CACFP provides UNOW with federal funding to be used toward food purchases and provides a monitoring source for quality menu and food service to young children. Each year families will be required to complete an income eligibility form and turned into the UNOW main office.

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 http://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 complaint 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.
G. HEALTH AND SAFETY POLICIES AND PROCEDURES

G.1 SAFETY POLICIES

G.1.a UNOW Parking Lot Use and Safety Guidelines [1.2.2019]
The parking area is reserved for the convenience of current families and visiting guests. There is a rotation of limited staff permitted to use the parking spaces to be sure there are enough spaces available to families and guests. The majority of staff park in an adjacent lot #21. Please adhere to the following safety guidelines to ensure the safest and most efficient use of the UNOW parking area.

- Families may use the parking spaces for drop off and pick up and any UNOW business related activities or events. We encourage families to be mindful, when possible, not to linger too long during peak drop off and pick up times when parking may be limited.

- Families may not park in UNOW spaces for non UNOW purposes and leave their cars in the parking lot during UNOW operating hours.

- To meet the needs of busy families, the UNOW parking lot is a two way entrance and exit at both ends.

- Proceed cautiously and slowly through the parking area and be aware of pedestrians, small children and other vehicles.

- The parking lot is a “Hand Holding Zone”. It is important to hold a child’s hand or use a stroller while walking in the parking area. Families are advised to use the white lined crossing areas and sidewalks when exiting and accessing the parking lot. Children walking freely through the parking lot are in great danger as they are difficult to see as cars are entering and exiting parking spaces.

- Do not leave children unattended in your vehicle or parking area.

- The parking lot is not designed for use as a thoroughfare between streets. Drivers must come to a complete stop at either end of the parking lot and proceed with caution while exiting to the roadways.

Help us keep everyone safe by being cognizant of your children’s as well as others whereabouts while entering and exiting the parking area and UNOW grounds.

G.1.b UNOW Safe Entry Practices
Keeping our community safe is one of our top priorities. To enter the building, UNOW families and staff must use a proximity access card (prox card). PROX cards may not be shared with others as they track the comings and goings of individuals. When entering UNOW, it is important not to let anyone in that you do not know.
G. HEALTH AND SAFETY POLICIES AND PROCEDURES

Visitors must buzz into UNOW so that they will be identified by a person at our front desk. Visitors are required to sign in on the visitor registry and obtain a visitor’s pass at the front desk.

Obtaining a Prox Card (proximity access)

For University Employees and Families (spouse or domestic partner)
New University employees are able to use their Tiger Card to enter once UNOW administration receives confirmation of the active Tiger Card 9-digit ID number located on the front of the card. This can be provided either in person at the front desk (a copy of the card) or via email to the Executive Assistant (send the name exactly as it appears on the card along with the 9 digit ID number). Once this information is sent through our security channels, access shall be granted to the UNOW center usually within 24-48 hours. University employees must request a Family Card which would serve as their access card to the center. University employees may request a Family Card online on the University website (Family Card Requests) University employees will be notified when the card is ready for pickup. The family member will need to visit the Tiger Card Office on Level A of the New South Building on the Campus to complete the process and have their picture taken in order to receive the card. Activation of this card for access to UNOW is the same process for family members as is for the University employee, by email or in person at the front desk. Access to the building will continue until the family leaves the UNOW program or the card expires. Please note, if the card is not renewed according to the expiration date on the front of the card, your card will no longer give you access to UNOW.

For Non-University Affiliated Families
Non University Affiliated families will obtain a Visitor prox card by providing the full name and birthdate of the person(s) receiving card(s) to the Executive assistant, either at the front desk or via email. Once a request for the card has been sent to our Tiger Card office, the family member will be notified by email once the card is ready to be picked up. They will then need to visit the Tiger Card Office on Level A of the New South Building on the Campus to complete the process, have a picture taken and receive the card. Once UNOW receives confirmation that the card has been picked up, the Executive Assistant will send an access request on behalf of the family member. Each new program year, all returning Non-University affiliated families that have continued enrollment at UNOW will receive new Visitor cards when we process the bulk renewal of the cards. They will be available for pickup at UNOW once received from the Tiger Card office.

Children must be accompanied by an adult at all times
Children entering or exiting the building must be accompanied by an adult. At no time will children (UNOW child or older/young sibling) be permitted to run about the building without the direct supervision of a parent/guardian.

G.1.c Policy on the Release of Children
Each child may be released only to the child’s parent(s) or person(s) authorized by the parent(s) to take the child from the center and to assume responsibility for the child in an emergency if the parent(s) cannot be reached.

If a non-custodial parent has been denied access, or granted limited access, to a child by a court order, the center shall secure documentation to that effect, maintain a copy on file, and comply with the terms of the court order.
If the parent(s) or person(s) authorized by the parent(s) fails to pick up a child at the time of the center’s daily closing, the center shall ensure that:

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

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

1) The child may not be released to such an impaired individual;
2) Staff members attempt to contact the child’s other parent or an alternative person(s) authorized by the parent(s); and
3) If the center is unable to make alternative arrangements, a staff member shall call the 24-hour State Central Registry Hotline 1-877-NJ-ABUSE (1-877-652-2873) to seek assistance in caring for the child.

G.1.d Families must sign their child in and out each day
In order to keep track of children and for supervision purposes parents/guardian must sign in their child’s classroom and sign out when the child is picked up. This is required by the State Office of Licensing. It is important that the parent/guardian touch base with the teacher in the classroom so their presence on site is known at all times. Before or after parent sign in, the parent/guardian is the main person responsible for their child’s well-being or on or off the site. By 5:50 pm. each evening, teachers will escort children to the front lobby area to ease the transition at the end of the day. Parents will still be expected to sign their child out each day even if the child has been brought to the front lobby area or the classroom was in another part of the building at the time of pick up.

G.1.e Emergency Closing and Delayed Opening
The following policy is for cases of severe weather, power outage, and other unplanned events that impact the operation of the school. This policy is in place to insure the safety of UNOW families and staff and includes a decision-making policy and a communication/pickup policy.

Emergency Decision Making Policy
The most common emergency event that requires UNOW to close operations is severe weather conditions such as snow storms or hurricanes. In accordance with this policy, which was vetted and approved by The UNOW Board of Trustees, the Director follows the lead of Princeton Regional Schools during severe weather to factor in regional road conditions for the safety of UNOW families and staff as well as simplify the decision making and communication process. In the event of a closure due to inclement weather the following steps will be taken in the decision to close operations for the day.
G. HEALTH AND SAFETY POLICIES AND PROCEDURES

1. When Princeton Regional schools announces they are closed for the day because of severe weather conditions, UNOW will automatically be closed.

2. When Princeton Regional schools announce a 90 minute delayed opening, UNOW will also have a delayed opening of 9:30 am.

3. When inclement weather develops during the school day and Princeton Regional schools close early, UNOW will also close early at a time set at the discretion of the Director.

4. When Princeton University closes due to severe weather, UNOW will automatically be closed or will close within an hour of such an early closing announcement.

5. When Princeton Township, Mercer County, or the State of New Jersey declares a “State of Emergency” due to severe weather or other emergency conditions, UNOW will be closed or will close within an hour of such an announcement.

6. When Princeton Regional Schools and/or Princeton University are not in session, emergency closings and delayed openings will be made at the discretion of the Director.

When there are other emergency events that impact the safety of UNOW families and staff, the Director has the authority to declare emergency closings and/or delayed openings to insure the safety of the UNOW community. An example of such an event in the past has included localized power outages that impact UNOW building operations.

G.1.f Emergency Communication and Child Pick-up Policy

During severe weather events families and staff should check the following information sources to determine if closures or delayed openings are in effect.


- Broadcast Media – regional stations that announce Princeton Regional School’s openings and closings include the following radio stations: WWHH: 1350AM; WPST:97.5 FM; New Jersey 101.5 WKXW FM, or the following television stations: WPVLTV Channel 6 Action News; WCAU, Channel 10 NBC; Patriot Media Channel 25

- Princeton University – [www.princeton.edu](http://www.princeton.edu) or 609-258-SNOW (7669)

- UNOW – E-mails to the UNOW community as well as calling UNOW’s answering machine phone line – 609-258-9600

Please make sure UNOW has your current telephone, cell phone and e-mail.

During severe weather events UNOW families are encouraged to check multiple communications mechanisms to determine closing and opening status. Please do not assume that if you did not receive a closure e-mail during a major weather event that the school is still open. While the staff makes every effort to send closing and delayed opening announcements by e-mail, in the past due to wide area power outages, UNOW e-mail servers have been down so that it was impossible for staff to send out e-mails. If any of the above decision points and communication sources indicates a school closure families should assume UNOW is closed.
Families will be contacted directly under the following conditions and in the following formats:

1. In the event that the school is closed early, UNOW will e-mail and call the parent(s) to notify them that they have to pick up their child(ren) by a specified closing time.

2. In the event that the school has a delayed opening independent of the Princeton Regional Schools and Princeton University operations, UNOW will e-mail through the family list-serv. And place a message on the UNOW main phone line indicating adjusted opening time.

Parents must pick up their children no later than the declared closing time. This is very important so that families and teachers can get on the road as soon as possible. Many community members have long commutes. If you are not able to pick up your child by the specified early closing time, you must have a form on file with the school that will allow another individual to pick up your child within the designated time period.

G.2 HEALTH POLICIES

G.2.a Health Appraisals and Immunizations
Licensing regulations require an initial health appraisal, including an immunization record, for all children. You are then required to provide updated health appraisals periodically as your child has regular check-ups and immunizations. In most cases, this will be annually. Please ask for a form to take with you to the doctor on your child’s annual well check-up. Failure to provide the required health documentation is grounds for terminating enrollment. Special regulations for families joining us from out of state and from another country allow for more time to obtain up to date information. Please notify the director prior to enrollment if this applies to your child.

G.2.b Medical Home
It is recommended that all families be connected with a “medical home”, meaning families have a pediatrician and pediatric dentist that their children can go to on a regular basis for well check-ups and illness diagnosis and medication. Please speak with your program coordinator or the administration if you would like assistance locating a medical home to fit your child’s medical needs within your local vicinity.

G.2.c Emergency Preparedness
Policies and procedures are in place as required by both State Licensing and the National Association of the Education of Young Children (NAEYC). Plans and training for the emergency preparedness plan was developed with the assistance and in coordination with the Princeton University Department of Public Safety. All staff have been trained in the policy and procedures as required with initial and annual
orientation. Fire drills occur monthly and there is annual evacuation drill all in coordination with public safety.

- **Emergency procedures are in place for the following:**
  - Accident and Medical Emergencies
    - All Regular UNOW staff are required to maintain current First Aid and CPR certification. Annual training is provided.
  - Emergency Evacuation to Onsite Location (fire, Chemical Spill, Bomb Threat, etc.)
    - Fire drills occur monthly
  - Emergency to an Off-Site Location (natural or human caused event which deems current location unsafe).
    - Offsite evacuation drill will occur once annually
  - Emergencies requiring shelter in place (natural disaster’s including tornados, earth quakes or lock downs for intruder alerts.)
    - Shelter in place/lock down drill will occur once annually
  - Emergency Phone numbers are strategically placed in all required areas of the building
  - Locations and contents of emergency supplies is monitored and maintained at all times.
  - Chain of Command is established for emergency call and decisions.
  - Communication and reunification procedures.

**Additional Health and Safety requirements in place as mandated by NJ State Licensing and NAEYC**

- **Health and Requirements for Staff**
  - Physical and TB upon hire
  - Background and fingerprint upon hire
  - Current Certification in CPR and First Aid – renewal offered on site annually
  - Health and Safety Policies Reviewed and trained at new staff orientation and annually
    - Illness and Communicable Disease Policy
    - Child Abuse and Neglect Awareness and Reporting Policy
    - Administration and control of prescription and non-prescription medicines.
    - Accident and Medical Emergencies and Injury Reporting forms and procedures
    - Hand washing, food service, Blood Bourne Pathogen training and diapering policy and procedures.
    - Sanitation and infection control policies and procedures
    - Authorization for pick up and procedures
    - Infant care procedures for diapering, feeding, sleep including storage and labeling practices.

- **Health Requirements for enrolled children**
  - Physical and immunizations required at enrollment
  - Allergy information, authorization and communication
  - Protocol for children with special care plans
G. HEALTH AND SAFETY POLICIES AND PROCEDURES

Other programmatic Health and Safety policies and procedures in place
- Illness and communicable disease policy
- Reporting illnesses and reportable diseases
- Authorization and Release of children
- Ratio and group size and transition of children policies and procedures
- Partnership with local Health Consultant
- Menu and food prep and delivery is monitored by the CACFP food program and USDA regulations
- Health, Safety and Nutrition is intentionally webbed in to the classroom daily routine and in the curriculum with children.
- Furniture, equipment, materials, foods and food storage meet all safety requirements and maintained.
- Outdoor play and temperature and weather exposure guidelines.
- Emergency closing policies

G.2.d Childcare Accident and Medical Emergencies

All UNOW Staff are required to maintain their CPR and First Aid certification. The following procedures are presented to staff at orientation and trained annually thereafter.

1. While remaining calm, the witnessing staff member assesses whether emergency action is required immediately and if so, alert the Department of Public Safety at 609-258-3333 (or 911 via a landline) or by using the blue light emergency notification phone on the playground. The witnessing staff member will send another staff member to alert the Director/Associate Director. The child will not be moved unless the location is potentially dangerous. The child will be reassured that someone is there to help them and keep them as calm as possible. Staff will Begin First Aid or CPR as necessary and as trained.

In the case of any accident that is not an emergency but requires more attention than a single Band-Aid, the Director or Associate Director will be notified immediately and told the location of the accident and a description of the injury. The Director/Associate Director will decide if the parent should be notified immediately.

2. If DPS is dialed and an emergency transport is necessary, the Program Coordinator will report to the specified entrance given to DPS and escort the emergency personnel to the scene. The Associate Director will retrieve the Medical Information and Release Form kept on file in student records and accompany the child to the hospital with the form. Once at the hospital, the Associate Director will wait for the child’s family to arrive and support them as needed with information.

3. The Director will call the parent, notify them of the emergency, and tell them either which hospital the child is being transported to or the need to pick up the child and bring them to their Doctor.
G. HEALTH AND SAFETY POLICIES AND PROCEDURES

a. Under most circumstances, the child will be taken to Penn Medical Center of Princeton at Plainsboro
b. If medical consultation is necessary beyond emergency personnel, UNOW uses the services of Princeton Nassau Pediatrics

4. The other staff members keep all remaining children calm and away from the accident area.

5. The Director/Associate Director will notify the Board Chair and Licensing within 24 hours of emergency transport as well as submit all required written documentation to Licensing and appropriate insurance providers within 48 hours of accident.

6. Once the emergency is under control the witnessing staff member must fill out an accident report form, describing the accident in full. A copy is given to the child’s family and the other copy turned into the office to be filed in the child’s folder.

G.2.e UNOW Injury reports

Every effort is given to provide a safe and secure environment for all children. Even with these efforts, in the natural life of young children in a group environment minor injuries are not uncommon. Children are developing at different rates and they are often trying new skills for the first time. Bumps and falls may happen as they learn to stand and walk or climb a new piece of equipment. Also, children are learning to express their feelings and learning how to meet their needs appropriately. Without the problem solving skill level of much older children and adults, sometimes children may bite, hit or scratch. Although we do not want anyone to get hurt sometimes it does happen. When “boo boos” happen, teachers immediately attend to the injured child first. Once the injured child is cared for with both first aid and kindness, the teacher will address any other issues contributing to the situation. Sometimes environmental factors may contribute to the situation such as a fallen tree branch or a broken toy. The teacher or facilities will be contacted and remove or repair the item of concern. If it was an altercation with another child, teachers will work with the children to support language and social skill development.

After the incident has been addressed, teachers will complete an injury report form letting families know what happened and what type of care was given. With any injury above the shoulders, even if minor, parents will receive an immediate phone call. Any injury leaving the child distraught or visibly injured may warrant the teacher to contact the family prior to pick up. Most injuries will be followed with a written injury report and provided to the parent for signature of receipt at pick up. It is also useful for the parent/guardian to report any injuries that may have occurred outside of UNOW care so teachers can be on the alert for any unusual delayed reactions.

Reporting Incidences of Biting

Although biting is an unwanted and upsetting behavior with emotional and physical consequences to all parties, it is a common occurrence during the early years of development when children are still learning language and problem solving skills. An injury report will be completed if a child was bitten and left with a mark or broken skin. If the skin was broken, teachers will call the parents of the injured child and the child should be seen by a doctor. If there is a pattern of biting, teachers will meet with the family of the
child who is biting and together they will create a prevention plan. The UNOW Confidentiality policy holds true with biting and other injury incidences. Teachers will not share names of children involved in any incident with families. Feel free to speak with teachers at any point you feel your child is being targeted or are alarmed by any incident that may occur in the classroom. For further information, see article from NAECY on biting at: https://www.naeyc.org/our-work/families/understanding-and-responding-children-who-bite

G.2.f UNOW ILLNESS POLICY AND MANAGEMENT OF COMMUNICABLE DISEASES

A copy of this policy is provided to new families at the new family orientation and additional copies may be provided upon request.

UNOW Day Nursery promotes the protection of well children by preventing illness and promoting safety and general wellbeing. We encourage children to develop good health practices including daily handwashing, understanding and encouraging good nutrition, exercise and proper rest for the development of healthy bodies. In addition, all staff practice proper hand washing, sanitation and safe food service throughout the daily routines of the day. All adults and children are required to wash their hands upon entry into the classroom. For families, this also offers a transition and separation activity each day. All full time and regular part time staff maintain certification in Infant/Child/Adult CPR and First Aid. Health and Safety policies are reviewed and shared with all staff and families annually.

Immunizations and Health Records are required to ensure the safety of staff and children:

In accordance with the State of New Jersey health regulations, families are required to provide a copy of up to date immunizations record, including an annual flu shot for children over 6 months of age to be given between the months of September 1 and December 31. Along with a copy of the immunization records, families must provide a copy of a completed Universal Health Record based by the child’s first date of attendance and annually thereafter. Universal Health Records may be based on the child’s most recent physical if it is within the previous year from point of the first day of attendance. New families enrolling from different states or from out of the country have up to 30 days to submit immunizations records.

All Staff prior to working must provide current TB test results and a Staff Health Record completed by a licensed physician and indicating good health and pose no health risk to persons at the center. Staff Health records may be completed by a physician based on a previous health wellness exam from no more than one year of hire date.

 Procedures at the onset of illness symptoms at home or at school:

AT HOME:
If your child exhibits any of the symptoms listed below at home, keep your child home until your child is well and contamination to others is not a concern. Children should be symptom free (fever free, no vomiting or diarrhea) for a 24 hour period before returning to school.

AT SCHOOL:
When the presence of the child poses a possible risk of spreading a communicable illness to other children, we will isolate the child from the rest of the group as much as possible but still attend to the ill
child. The child will remain with an appropriate staff person, until the parent/guardian can be notified and the child is picked up. If a parent/guardian is not reached within a reasonable amount of time, the emergency contact person will be notified and expected to pick-up. It is important that the parent/guardian respond in a timely manner and pick up may not exceed one hour from the point of notice. Immediate pick up ensures the continued care needed for the ill child and the prevention of infection to other children and staff.

THE FOLLOWING GUIDELINES SERVE AS A FRAMEWORK OF SPECIFIC SYMPTOMS FOR WHICH THE CHILD WILL BE EVALUATED FOR TEMPORARY EXCLUSION:

- **FEVER** – It is possible for children to run a low grade fever upon waking from a nap or for teething infants. According to the American Academy of Pediatrics, those fevers are below the 100.5 reading. However, if an axillary (under the arm pit) temperature reading is 100.5 or higher, the child will be removed from the group and kept comfortable until you are notified and take your child home. Prompt pick up is expected (within 1 hour of notice). Beyond the first day of absence, it is important that the child is free of fever for at least 24 hours without the use of fever reducing medication before the child may return to care.

Other physical or behavioral symptoms where the child will be considered for exclusion from school may include but are not limited to:

- **Vomiting** – A child vomiting can occur for many reasons; a cold and the child has swallowed too much mucous or some children have a quick gag reflex or a child was crying so much that they made themselves vomit. These reasons would not necessarily be reasons for a child to be excluded for the day. If indeed the teacher suspects an intestinal virus then the parent would be contacted and expected to pick up their child within 1 hour of notice. The child should not return to school the next day unless there a doctor’s note indicating the child is no longer contagious.

- **Diarrhea** - If a child exhibits diarrhea and a teacher suspects a contagious illness the parent will be contacted and expected to pick up in a timely manner. There can be reasons why a child may have diarrhea which would not mean exclusions such as an introduction to new foods or medicines etc. However, if a teacher suspects a virus and has sent a child home, the child should not return the next day unless there is a doctor’s note indicating they is no longer contagious.

- **Unidentified Rash** – If a child is sent home with an unidentified skin condition or rash, the child may not return without a physician’s note stating they are not contagious to others.

- **Listless or unable to participate in normal daily activities** – often if children exhibit this behavior along with other symptoms, a teacher may contact the families and it may be determined that the child must be picked up early.

- **Upper respiratory complications** – although children do contract upper respiratory symptoms during cold and allergy seasons, if the complications are interfering with normal day behaviors and cause for concern of contagion to others or the general health of the child, that teacher may contact the parent and require the child be picked up early.
G. HEALTH AND SAFETY POLICIES AND PROCEDURES

- **Unexplained change in behavior and or appearance** – Potential evidence of pink eye, lice or any other unexplained symptoms or behaviors may be reason for a teacher to request a parent to pick their child up early or require a note from a doctor before returning to care.
- **Conjunctivitis** – Children exhibiting a discharge around the eye or redness and itchiness. Unless the symptoms are due to a known allergy or irritant, the child should be seen by a doctor. If the child is diagnosed with bacterial or viral conjunctivitis, the child must remain at home the full day following the onset of the symptoms or provide a doctor’s note that they no longer pose a health risk to others.

If your child has been sent home or onset of symptoms occurred at home, it is important that your child not return to school the following full day. If symptoms continue beyond the next day, the child must be free of contagious symptoms at least 24 hours before returning to school or provide a doctor’s note indicating child’s wellness and not in danger of contaminating others.

Below is a list of symptoms, but not conclusive, that the NJ State Licensing regulations (for more detail see regulation # 10:122-7.1(a),(b),(c) and (d)) recognize as symptoms which may warrant exclusion:

- Severe pain or discomfort, acute vomiting, acute diarrhea
- Elevated oral temperature of 101.5 or greater or axillary temperature of 100.5 or greater
- Behavioral or visual physical changes: lethargy that is more than expected; yellow eyes or jaundiced skin; red eyes with discharge; infected, untreated skin patches; difficult rapid breathing or severe coughing; skin rashes in conjunction with fever or behavior changes; weeping or bleeding skin lesions that have not been treated by a health care provider; sores with drooling or stiff neck; signs of head lice or symptoms of other common childhood illnesses.

**Head Lice** is not a communicable illness but in a child care setting where children are in close proximity, and sleeping on the mats near other children, the chances of lice jumping from person to person is a greater probability than in other types of settings. Although lice are a nuisance and not an illness, the remedy requires the use of chemicals which families may not want to undergo multiple times. For that reason, **UNOW has declared itself a nit free environment. Children who contract head lice should not return to UNOW until they are free of nits.** If there is an incident of head lice; information will be distributed to families, notifying them of the incident and the necessary steps to rid the child and the environment of lice.

**NOTIFICATION OF EXPOSURE TO CONTAGIONS**: Classroom families will receive a health alert notice any time their child may have been exposed to a communicable illness while attending UNOW. The health alert notice will include the name of diagnosed illness along with possible symptoms and remedies. The names of children with the diagnosed illness will remain confidential. If it is an illness that affects the entire wing or school, a health alert notice will come through the UNOW family list-serve. Otherwise expect notices from the classroom teacher or wing program coordinators.
G.2.h Medication Administration Policy & Procedures

PURPOSE: This policy was written to encourage communication between the parent, the child's health care provider and the child care provider to assure maximum safety in the giving of medication to the child who requires medication to be provided during the time the child is in child care.

INTENT: Assuring the health and safety of all children in our Center is a team effort by the child care provider, family, and health care provider. This is particularly true when medication is necessary to the child's participation in child care. Therefore, an understanding of each of our responsibilities, policies and procedures concerning medication administration is critical to meeting that goal.

GUIDING PRINCIPLES and PROCEDURES:

1. Whenever possible, it is best that medication be given at home. Dosing of medication can frequently be done so that the child receives medication prior to going to child care, and again when returning home and/or at bedtime. The parent/guardian is encouraged to discuss this possibility with the child’s health care provider.

2. The first dose of any medication should always be given at home and with sufficient time before the child returns to child care to observe the child’s response to the medication given. When a child is ill due to a communicable disease that requires medication as treatment, the health care provider may require that the child be on a particular medication for 24 hours before returning to child care. This is for the protection of the child who is ill as well as the other children in child care.

3. Both prescribed medication and over-the-counter medication will only be given when ordered by the child’s health care provider and with written consent of the child’s parent/legal guardian. A “Permission to Give Medication in Child Care” form are available at the UNOW main office and will hereafter be referred to as Permission Form. All information on the Permission Form must be completed before the medication can be given. Copies of this form can be duplicated or requested from the child care provider.

4. “As needed” medications may be given only when the child’s health care provider completes a Permission Form that lists specific reasons and times when such medication can be given.

5. Medications given in the Center will be administered by a staff member designated by the Center Director and will have been informed of the child’s health needs related to the medication and will have had training in the safe administration of medication.

6. Any prescription or over-the-counter medication brought to the child care center must be accompanied by the instructions of a health care professional, be specific to the child who is to receive the medication, in its original container, have a child-resistant safety cap, and be labeled with the appropriate information as follows:
   - Prescription medication must have the original pharmacist label that includes the pharmacists phone number, the child’s full name, name of the health care provider...
prescribing the medication, name and expiration date of the medication, the date it was prescribed or updated, and dosage, route, frequency, and any special instructions for its administration and/or storage. It is suggested that the parent/guardian ask the pharmacist to provide the medication in two containers, one for home and one for use in child care.

✓ Over-the-counter (OTC) medication must have the child’s full name on the container, and the manufacturer’s original label with dosage, route, frequency, and any special instructions for administration and storage, and expiration date must be clearly visible.

7. Examples of over-the-counter medications that may be given with instructions from the health care provider include:
   ✓ Antihistamines
   ✓ Decongestants
   ✓ Non-aspirin fever reducers/pain relievers
   ✓ Cough suppressants
   ✓ Topical ointments, such as diaper cream or sunscreen

8. All medications will be stored:
   ✓ Inaccessible to children
   ✓ Separate from staff or household medications
   ✓ Under proper temperature control
   ✓ A small lock box will be used in the refrigerator to hold medications requiring refrigeration.

9. For the child who receives a particular medication on a long-term daily basis, the staff will advise the parent/guardian one week prior to the medication needing to be refilled so that needed doses of medication are not missed.

10. Unused or expired medication will be returned to the parent/guardian when it is no longer needed or be able to be used by the child.

11. Records of all medication given to a child are completed in ink and are signed by the staff designated to give the medication. These records are maintained in the Center. Samples of the forms used are attached to this policy and include:
   ✓ Permission to Give Medication in Child Care
   ✓ Universal Child Health Record
   ✓ Emergency Contact Sheet
   ✓ Medication Administration Log
   ✓ Medication Incident/Error Report

12. Information exchange between the parent/guardian and child care provider about medication that a child is receiving should be shared when the child is brought to and pick-up from the center. Parents/guardians should share with the staff any problems, observations, or suggestions that they may have in giving medication to their child at home, and likewise with the staff from the center to the parent/guardian.
13. Confidentiality related to medications and their administration will be safeguarded by the Center Director and staff. Parents/guardians may request to see/review their child’s medication records maintained at the Center at any time.

14. Parent/guardian will sign all necessary medication related forms that require their signature, and particularly in the case of the emergency contact form, will update the information as necessary to safeguard the health and safety of their child.

15. Parent/guardian will authorize the Director or Director Designee to contact the pharmacist or health care provider for more information about the medication the child is receiving, and will also authorize the health care provider to speak with the Director or Director’s designee in the event that a situation arises that requires immediate attention to the child’s health and safety particularly is the parent/guardian cannot be reached.

16. Parent/guardian will read and have an opportunity to discuss the content of this policy with the Director or Director’s designee. The parent signature on this policy is an indication that the parent accepts the guidelines and procedures listed in this policy, and will follow them to safeguard the health and safety of their child. Parent/guardian will receive a copy of the signed policy including single copies of the records referenced in this policy.

17. The Medication Administration in Child Care Policy will be reviewed annually by the following:
   - Child Care Director
   - Licensing Consultant
   - Child Care Health Consultant
   - Parent/guardian

REFERENCES: Information for the Medication Administration in Child Care Policy was derived from the current Manual of Requirements for Child Care Centers in New Jersey and Caring For Our Children—The National Health and Safety Performance Standards for Out-of-Home Child Care Programs, second edition.

G.2.h Permission to Administer Topical Ointment/Lotion
Parental authorization must be provided for staff to apply over-the-counter topical ointments, topical teething ointment or gel, insect repellents, lotions, creams, and powders, such as sunscreen, diapering creams and baby lotion. Topical Authorization forms are available upon request.

Item must be provided in its original container, will only be administered based on directions for use and age recommendations on container, and labeled clearly with the child’s name. Staff will keep items out of reach of children when not in use.
G.2.i Medical Special Care Plans and Allergies

Children with ongoing medical or physical conditions, such as diabetes, feeding tubes, asthma and nebulizers, food or environmental allergies, seizures etc., must provide a medical special care plan that is signed by a licensed medical doctor. All medications required must follow our medication policy. Teacher may need training in procedures. If a child requires an epi-pen; there must be two prescribed epi pens on site at all times. Epi-pens are kept in first aid bags and travels with the child in locations while in care. Teacher will monitor medication and notify families before they have expired. All medical special care plans must be updated at least annually.
H. STATE REGULATIONS AND NAEYC STANDARDS

H.1 New Jersey Child Care License and Required Regulations

UNOW Day Nursery is required to be licensed through the State of New Jersey and the Office of Licensing in the Department of Children and Families and is governed by these regulations. A copy of our State License is posted on the bulletin at the main lobby entrance. Hard copies of the regulations may be found at the UNOW reception area, director’s office or associate director’s office and is available to families upon request. The regulations may also be viewed at: [www.nj.gov/dcf/providers/licensing/laws/CCmanual.pdf](http://www.nj.gov/dcf/providers/licensing/laws/CCmanual.pdf). If you suspect our center may be in violation of licensing requirements you are entitled to report them to the Office of Licensing (877) - 667-9845. UNOW must renew their State license every three years and will receive unannounced annual reviews. You are entitled to review the OOL’s Complaint Summary report, as well as any letters of enforcement or other actions taken against the center during the current licensing period. Reports may be found online at: [http://data.nj.gov/childcareexplorer](http://data.nj.gov/childcareexplorer)

H.2 National Association for the Education of Young Children (NAEYC), 10 Program Standards

UNOW is also accredited by The National Association of the Education of Young Children (NAEYC). UNOW adheres to their 10 areas of standards set for quality. The standards can be found on the NAEYC website: [www.naeyc.org/our-work/families/10naeyc-program-standards](http://www.naeyc.org/our-work/families/10naeyc-program-standards)

Standard 1: Relationships
UNOW promotes positive relationships among all children and adults. It encourages each child’s sense of individual worth and belonging as part of a community and fosters each child’s ability to contribute as a responsible member.

Standard 2: Curriculum
UNOW implements a curriculum that is consistent with its goals for children and promotes learning and development in each of the following areas: social, emotional, physical, language, and cognitive.

Standard 3: Teaching
UNOW uses developmentally, culturally, and linguistically appropriate and effective teaching approaches that enhance each child’s learning and development in the context of the curriculum goals.

Standard 4: Assessment of Child Progress
UNOW is informed by ongoing systematic, formal, and informal assessment approaches to provide information on children’s learning and development. These assessments occur within the context of reciprocal communications with families and with sensitivity to the cultural contexts in which children develop.

Standard 5: Health
UNOW promotes the nutrition and health of children and protects children and staff from illness and injury. Children must be healthy and safe in order to learn and grow. Programs must be healthy and safe to support children’s healthy development.
Standard 6: Staff Competencies, Preparation, and Support
UNOW employs and supports a teaching staff with the education qualifications, knowledge, and professional commitment necessary to promote children’s learning and development and to support families’ diverse needs and interests.

Standard 7: Families
UNOW establishes and maintains collaborative relationships with each child’s family to foster children’s development in all settings. These relationships are sensitive to family composition, language, and culture. To support children’s optimal learning and development, programs need to establish relationships with families based on mutual trust and respect, involve families in their children’s educational growth, and encourage families to fully participate in the program.

Standard 8: Community Relationships
UNOW establishes relationships with and uses the resources of children’s communities to support the achievement of program goals. Relationships with agencies and institutions in the community can help a program achieve its goals and connect families with resources that support children’s healthy development and learning.

Standard 9: Physical Environment
UNOW has a safe and healthful environment that provides appropriate and well maintained indoor and outdoor physical environments. The environment includes facilities, equipment, and materials to facilitate child and staff learning and development.

Standard 10: Leadership and Management
UNOW effectively implements policies, procedures, and systems that support stable staff and strong personnel, and fiscal, and program management so all children, families, and staff have high-quality experiences.