FAMILY HANDBOOK

cape cod CHILDREN'S PLACE

2026 Edition



cape cod children's place
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capecodchildrensplace.org

Welcome

Dear Families,
Welcome to Cape Cod Children's Place! Our goal is to provide a nurturing, safe, and engaging learning environment for every child.

The purpose of this handbook is to outline our policies and philosophy. We strive to work closely with families in a partnership that will support learning between home and school. Daily communication and a sense of trust between families and teachers are vital ingredients to our early learning center.

We are excited to be a part of your child's early education!

Our Mission

We support families and community partners to increase their resilience, strengths, and skills so children can thrive.

Our Vision

A Cape Cod community where all families are valued, nurtured, and supported to achieve their full potential.

Cape Cod Children's Place
LINES OF AUTHORITY

Cape Cod Children's Place identifies the Massachusetts Department of Early Education & Care (EEC) as the early learning center's licensing authority. Families may contact EEC for information regarding regulatory compliance history.
1 Washington Street, Suite 20, Taunton, MA 02780 508-828-5025

Our Teams

Administration

Erin Sullivan — Executive Director

Cindy Horgan — Director of Family Support Services
Sophie Rezendes — Director of Early Learning Center
Kathy Branton — Director of Finance
Christina Russell — Director of FIRST Steps Together Program
Emily Brazil — Finance Assistant
Dolly Cheney — Digital Operations Specialist
Will Ayudatis — Development Specialist
Sabrina Tomkinson — Administrative Assistant

Board of Directors

Officers
Sarah Nitsch — President
Dustin Ambrose — Treasurer
Carol Counihan — Secretary

Board Members
Kim Mead-Walters
Pam Sears
Kelly Band

Family Support

Adam Schwamb- Family Recovery Support Specialist - FIRST Steps Together
Erin Pierce - Family Recovery Support Specialist - FIRST Steps Together
Philip Cash - Family Recovery Support Specialist - FIRST Steps Together
Chy Cooke - Family Center Support Specialist
Samantha Brintnall - FIRST Program Support Specialist
Jessica Mongeau - FIRST Family Recovery Support Specialist
Jody Babineau - Administrative Assistant - FIRST Steps Together
Amy Whiddon - Family Recovery Services Admin Assistant
Charlotte Fyfe - Provincetown Family Resource - Family Support Specialist
Liz Dempsey - Groups Coordinator
Carol Viegas Moreira - Bilingual Family Support Specialist
Kathe Medwin - ParentChild+ Early Learning Specialist
Luanna Brito - ParentChild+ Early Learning Specialist
Ekaterina Grishenkova - ParentChild+ Early Learning Specialist
Karen Murdoch- ParentChild+ Early Learning Specialist
Alison Burns - CCCP Wellspring Project
Kathe Medwin - CCCP Wellspring Project
Lucy Chrobak - CCCP Wellspring Project
Joanna Stevens - CCCP Wellspring Project
Lucy Gilmore - CFCE Coordinator
Sue Gubbins - CFCE Coordinator
Kelly Morrison - CFCE Coordinator

Early Learning Teaching Team

Arelis Cruz-Aleman- Teacher
Holly Carlo - Teacher
Monica Botto - Teacher
Brittany Aittaniemi - Teacher
Oana Andris - Teacher
Karina Negron Miranda – Teacher
Alyssa DeMoraes – Teacher
Karie Miller - Teacher
Audrey Barclay – Teacher
Robin Huibregtse – Teacher
Sara Ethier – Teacher
Karen Vaillancourt - Substitute Teacher
Avery Kinnane – Teacher
Beth Wicke-Schultz – Teacher

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OUR HISTORY

The planning for Cape Cod Children's Place (CCCP) started in April 1990 to establish a center to serve families and children in the Lower and Outer Cape towns of Brewster, Chatham, Eastham, Harwich, Orleans, Provincetown, Truro and Wellfleet. In November 1992, a state grant was awarded for $396,050 to be managed through the Town of Eastham for the construction of Cape Cod Children's Place. In subsequent years CCCP continued to receive various grants from the State of Massachusetts and regional and local organizations.
We opened our doors in September 1995 to our first preschoolers as a formally incorporated non-profit agency and under the direction of our first Board of Directors. The toddler classroom began shortly thereafter, and later we added an infant classroom.

EARLY EDUCATION PHILOSOPHY

"We find these joys to be self-evident: That all children are created whole, endowed with innate intelligence, with dignity and wonder, worthy of respect. The embodiment of life, liberty, and happiness, children are original blessings, here to learn their own song. Every child is entitled to love, to dream, and belong to a loving village. And to pursue a life of purpose." ~ Raffi, 'A Covenant for Honoring Children'

The Early Learning Center (ELC) at CCCP has adopted the four goals of the National Association for the Education of Young Children (NAEYC) Anti-Bias Education for Young Children & Ourselves. These four goals provide a framework for our pedagogical choices. Our curricula, classroom environments, language and literacy choices, as well as our interactions with our students and families will be intentionally planned with these four goals in mind. Enrolling at the ELC is a commitment to recognize these four goals are a part of your child's early education experience with us.

1. Each child will demonstrate self-awareness, confidence, family pride, and positive social identities.
2. Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections.
3. Each child will increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.
4. Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and discriminatory practices.

By adopting an anti-bias education philosophy, everyone benefits. Social inequities and biases undermine healthy development in all children.

- Anti-bias education activities pay attention to the reality in children's lives.
- Anti-bias education is developmentally appropriate.
- Anti-bias learning does not happen in one lesson or one day.
- Anti-bias education avoids the pitfall of a "tourist" curriculum.
- Anti-bias education rests on strong relationships among teachers and families.
- Anti-bias education calls on teachers to know themselves and broaden their understanding of their students' worlds and the world around them.

Derman-Sparks, L. & Olsen Edwards, J. (2010). Anti-bias education for young children and ourselves. National Association for the Education of Young Children.

Children's literature is chosen intentionally to reflect our students, enrolled families, and our larger world community. We seek out authors and illustrators who are part of the community in which they write. Children's literature is a wonderful and developmentally appropriate way to encourage and build skills in self-awareness, confidence, family pride, positive social identities, human diversity, accurate language for human differences; how to recognize and have language to describe unfairness, and understand that unfairness hurts, and support empowerment and the skills to act. Children's literature titles which are used throughout each of our classrooms include (but are not limited to):

The Different Dragon, by Jennifer Bryan, illustrated by Danamarie Hosler
Heather Has Two Mommies, by Lesléa Newman, illustrated by Laura Cornell
The Proudest Blue: A Story of Hijab and Family, by Ibtihaj Muhammad and S.K. Ali, illustrated by Hatem Aly
My Princess Boy: A Mom's Story about a Young Boy Who Loves to Dress Up, by Cheryl Kilodavis, illustrated by Suzanne DeSimone
Let's Talk About Race, by Julius Lester, illustrated by Karen Barbour
I Am Every Good Thing, by Derrick Barnes & Gordon C. James
I Am Jazz, by Jessica Herthel & Jazz Jennings, illustrated by Shelagh McNicholas
Change Sings: A Children's Anthem, by Amanda Gorman, illustrated by Loren Long
Eyes that Kiss in the Corners, by Joanna Ho, illustrated by Dung Ho
She Persisted: 13 American Women Who Changed the World, by Chelsea Clinton, illustrated by Alexandra Boiger
Fry Bread: A Native American Family Story, by Kevin Noble Maillard, illustrated by Juana Martinez-Neal

CCCP CODE OF ETHICS

The CCCP Code of Ethics has been modeled and adopted after the Family Development Credential (FDC) Program, a program administered in Massachusetts by the Children's Trust and NAEYC.

To fulfill our work responsibilities, we must establish and maintain relationships that support productive work and meet professional needs. All employees, including subcontracted employees, volunteers, and members of the Board of Directors, are expected to work together as a team to support each other and the mission of CCCP. We also have a responsibility to the community to provide programs that meet its needs and to cooperate and advocate with agencies and professions that share responsibility for families. We define our community as anyone residing or doing business in the towns within which we live and operate.

Standards of ethical behavior in early childhood education are based on commitment to the following core values that are deeply rooted in the history of the field of early childhood education. We have made a commitment to:

- Appreciate childhood as a unique and valuable stage of the human life cycle
- Base our work on knowledge of how children develop and learn
- Appreciate and support the bond between the child and family
- Recognize that children are best understood and supported in the context of family, culture,* community, and society
- Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague)
- Respect diversity in children, families, and colleagues
- Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect
- Keep principles above personalities in all interactions.
- Maintain confidentiality regarding information about those with whom we work and network.
- Help families build strengths and competencies through healthy choices and natural consequences.
- Keep clear boundaries between job-related responsibilities and personal relationships with families and staff.
- Treat people the way we wish to be treated.
- Maintain safe, healthy, nurturing and mutually respectful relationships based on trust.
- Support family empowerment by helping families to build strengths and competencies through healthy interdependence and by promoting self-esteem.
- Acknowledge our responsibility in all situations.

*The term culture includes ethnicity, racial identity, economic level, family structure, language, and religious and political beliefs, which profoundly influence each child's development and relationship to the world.

PART II – General Policies

NON-DISCRIMINATION POLICY

In providing services to children, families, and employees, CCCP does not discriminate on the basis of race, religion, cultural heritage, political beliefs, national origin, marital status, disability, sexual preference; or a child's toilet- training status.

ENROLLMENT POLICY

The ELC operates year-round. For a list of holidays, professional development days, and other closings, please refer to page 12 of the Family Handbook, as well as the annual school calendar, distributed in June.

The hours of operation of the ELC are 7:30 a.m. to 4:00 p.m., Monday through Friday.

ENROLLMENT PROCESS & WAITING LIST

Children must be enrolled for a consistent number of days per week, with a two-day minimum. A Welcome Meeting will be scheduled before your child's first day of school. This meeting is a chance for families and teachers to sit down and get to know each other. After the Welcome Meeting, an average of two visit days will be scheduled. These are opportunities for your child to visit their classroom with a parent/guardian and to become comfortable at our school. Once a child is enrolled, families are offered an Ages & Stages Questionnaire, which is a reliable screening tool used to provide a snapshot of a child's development at that time. This tool can give families and teachers a clear picture of a child's individual needs upon enrollment. Families can discuss results with the Director and Lead Teacher.

To enroll within the ELC:

- Contact ELC to schedule an appointment with the Director of The Early Learning Center to tour the early learning center.
- If, after touring the ELC, you decide that CCCP is the right fit for your family, your child will either be enrolled in the appropriate classroom - or placed on our waiting list, pending enrollment space.
- Children are taken off the waiting list in the order of inquiry. Enrollment preference is given to currently enrolled students, siblings of currently enrolled students, and children of CCCP staff members.
- Enrollment space is offered when it is available. If you are not able to accept the space at the time it is offered, enrollment space will not be held open until a future date.
- Once your child has been enrolled, you will receive an email with your Acceptance Letter, Family Handbook, and the Tuition Agreement Form.

- Complete the Tuition Agreement Form along with your $100 non-refundable application fee and your $200 non-refundable deposit to secure your child's enrollment within two weeks of receipt of Acceptance Letter. This deposit will be put towards the first month of tuition.
- After receipt of your application fee, deposit, and Tuition Agreement, you will receive written confirmation of your schedule and start date.
- The Enrollment Packet, Health Forms, and School Calendar will be mailed to you. The Enrollment Packet and Health Forms are due back before the first day of school.
- A Welcome Meeting and two visit days will then be scheduled with you, your child's classroom teacher and Director of The Early Learning Center.
- Physical Exams expire annually. All immunizations and proof of lead test (12 months old and older) must be up to date in order to begin school and for enrollment to continue.
- All tuition installments are due by the first of each month.

VACCINE POLICY

For the health and safety everyone, the ELC encourages that all children follow the recommended vaccination schedule set forth by the DPH. If your child has a medical or religious exemption from immunizations, please discuss this with the Director of Early Learning prior to enrollment.

TUITION PAYMENTS

Tuition is calculated on a yearly basis (July 1-June 30) then divided into 12 equal payments. Families receive tuition statements in the middle of each month for the following month. Tuition payments are due the last day of the month for the following month's tuition, and must be current. Please contact the Executive Director if you have any questions about tuition payments. Alternative payment schedules can be arranged. Extra time or late fees, when applicable, should be paid at the time of attendance or will be added to the next bill.
To calculate our tuition rates, we count the actual number of days our ELC is open during the year, plus paid holidays decreed by the state, plus professional development days; we multiply that number by the rate for the specific age group; and we divide that total amount by the number of months in the year. Therefore, tuition rates are the same each month, regardless of the number of days the child is in school that month.
Failure to pay tuition will result in an issuance of a two-week notice of termination for nonpayment unless an alternative payment schedule has been arranged with the Executive Director.

TUITION DISCOUNTS

A family tuition discount will be given to families with 2 or more children attending a minimum of six hours per day, three full days or more per child per week. There will be a 15% discount in the amount of the first child's tuition. If the first child receives a town subsidy (e.g., Wellfleet PreK), the family may apply this discounted amount to the second child's tuition bill.

LATE DISMISSAL POLICY

Please call the early learning center if you are going to be late to pick up your child. This call reassures your child and teachers that you are on your way. Remember teachers have commitments outside of the ELC. Please show them courtesy and respect by arriving to pick up your child on time.
In rare and unusual circumstances when a child is not picked up by 3:30pm (or 12:30pm for half day, or 4:30pm for afterschool) and you have not contacted the ELC, the Eastham Police Department will be called. The following procedure will be followed:

- The Executive Director or Director of The Early Learning Center will notify the Eastham Police Department that we have been unable to reach you or an emergency contact. CCCP will follow guidance from the police at that time.
- Late fee charges will apply to this situation.
- Custodial Parents: the parent/guardian responsible for picking up the child at the end of the day will be the one charged to pay the late fee.

LATE FEES

- A late fee of $1.00 per minute will be charged after the child's scheduled end of the day.
- A 5-minute grace period will be given for the first late time only. If this occurs on a consistent basis, you will be asked to withdraw your child from the program.
- In situations of shared custody, the parent/guardian who is scheduled to pick up on any given day is responsible for paying the late fee.

NOTE: LATENESS IS JUDGED BASED ON ANY DIGITAL CLOCK TIME.

FINANCIAL INFORMATION RELEASE POLICY

We will release financial information only to the parent/guardian who is responsible for paying the child's tuition. The information may be released with the written authorization of the parent/guardian responsible for these payments. We will release court-requested information when appropriate documentation is received.

SCHEDULE CHANGES & WITHDRAWAL

After your child's enrollment is completed there will be a $20 schedule change fee for each subsequent schedule change. Any changes to a child's enrollment schedule made by a family must be submitted by the 15th of the month, to take effect, the following month (e.g., schedule change submitted by June 15 will take effect July 1). Families wishing to add days/hours to a child's schedule will be accommodated if space is available. Short-term schedule changes will not be accommodated. Once a child's schedule changes, there is no guarantee the child's previous schedule can be resumed. We understand the "once in a while" need for an extended day or extra day. If there is enrollment space available, we are happy to do this. Payment for that extra time is due at the time of attendance or will be added to the monthly billing.
Any schedule changes need to be approved by the Director of The Early Learning Center.
Two weeks' written notice must be given to the Director of The Early Learning Center in order to withdraw a child from the program. Families will still be held responsible for the entire last month of tuition.

RETURNED CHECKS

There will be a $30 charge for checks returned due to insufficient funds.

CUSTODY ARRANGEMENTS

Legally we cannot stop a parent/guardian from picking up their child unless we have a copy of the court-ordered custody arrangements and/or restraint orders on file.

SCHOOL CLOSINGS

Our school calendar highlights the following closings:

- July - Independence Day
- September - Labor Day, Professional Development week, building maintenance
- October – Indigenous Peoples' Day
- November - Veterans Day
- November – Thanksgiving Break
- December - Winter Break
- January - New Year's Day
- January - Martin Luther King Jr. Day
- February - Presidents Day, Professional Development Days
- April – Spring Break
- May - Memorial Day
- June - Juneteenth
- Other professional development days/vacation days as necessary with advance notice to families.

TEACHERS' MEETINGS & OTHER CLOSINGS

The ELC will close at 12:00pm the first Friday of each month for Teachers' Meeting and other professional development requirements unless rescheduled because of school vacations.

The ELC will close for inclement weather or delayed openings as called by the Nauset School District. Announcements of closings and/or delayed openings are made on local FM radio stations (WXTK 95.1, WQRC 99.9, and WCOD 106.1). However, we reserve the right to make a different inclement weather decision than the Nauset School District. If the ELC has a delayed opening, school will begin at 9:30 a.m.

No refunds will be made due to illness, holidays, inclement weather, professional development days, or other legitimate conditions, such as maintenance repairs, beyond the control of CCCP.

COMMUNICATION

Open and honest communication is encouraged on a daily basis. Teachers are always open to questions and/or concerns of our families and students. Our first priority during school hours is the children. Families may call to request a conference to discuss any issue of particular concern. Although we discourage calls to teachers during the scheduled day, families are encouraged to call at any time to inquire about their child's day. If the call is an emergency, the teacher will be able to take a call at that moment. If needed, the teacher will return a call by day's end when they have time to talk to you on the telephone.

Every family has access to a communication system through the app Procare. Please use this app to let the teachers or Director of The Early Learning Center know if there are any changes in your child's schedule, home and/or environment, sleep habits or anything else that may affect your child's behavior or activity level at school. Your child's well-being is very important to the classroom teacher. Changes in routine may affect your child and the teachers need this information to ensure your child receives the nurturing support s/he may need. The teacher will also communicate with families about any changes in behaviors they may observe in school. We encourage you to talk to teachers about any issues you may have; we are here to support you as well as the children.

We do not tolerate the harassment or discrimination of employees or non-employees, including families, children, vendors, or employees of subcontractors. Any form of harassment or discrimination should be immediately reported to the Director of The Early Learning Center. Leadership will take prompt, appropriate remedial action. The school will protect confidentiality of those reporting suspected harassment or discrimination to the extent possible consistent with our investigation.

Children's enrollment and health records are kept confidential. The Director of The Early Learning Center and child's teachers have access to these records on an as needed basis. Parents or legal guardians have the right to access their child's school record at any time. There shall be no more than a two business day delay from the time of the request. Upon written request, parents can have their child's record transferred to a third party. The transfer request will be kept as record at CCCP.
CCCP has an answering machine that is on when the center is closed and during early weekday mornings (before 7:30 a.m.). Please use the machine for any messages (e.g., child's absences, early pick-up, questions, etc.). The messages are checked each morning when the center is open.

GRIEVANCE PROCEDURE:

1. **Family-Teacher**: When a parent or guardian has a child issue/concern that they feel needs to be addressed, the first step is communication with the classroom teacher. The parent/guardian should make an appointment to meet with the teacher and work toward a mutually acceptable resolution.
2. **Family/Teacher-Director**: If the teacher and parent are unable to come to a mutually acceptable resolution a meeting will be scheduled with the Director of The Early Learning Center. The Director will listen to each person's position and will help to sort out the challenge that needs to be addressed.
3. **Executive Director**: If parties are unable to solve the issue at hand, a meeting will be scheduled with the Executive Director, who will make the final decision taking into consideration both family & teacher perspectives. The policies of CCCP will be the guiding factor in the decision.

DISMISSAL/TRANSPORTATION

Anyone dismissing a child from school needs to have written authorization to do so by the parent/guardian. All persons dismissing children should have a photo ID at hand. Families or authorized persons to dismiss, should always enter the school from the main entrance.
The ELC does NOT provide transportation to and from school.

PARKING LOT

School Zone speed must be 7 mph or less. At any given time, there may be a young child or adult in the parking lot so please drive slowly.

DO NOT leave your car running in the parking lot while dropping off or picking up a child or leave children in the car unattended. **Please do not park in the handicapped parking spaces unless you have a handicapped sticker. All children must be held by the hand while in the parking lot.**

PART III – Early Childhood Education

We strive to offer high-quality early childhood education for our youngest learners.

High-quality early education builds a sense of connection between children and teachers. Teachers engage in a give-and-take with children throughout the day; responding to children's questions and requests, engaging in conversation with children; placing themselves at children's eye level; listening and providing support. Warm and responsive relationships are fostered between teachers and children through emotional engagement and predictable attitude; providing a sense of inclusion for every child. Our long-term plans for curricula are created with flexibility in mind in order to meet the needs or interests of children, to stay child-focused and authentic. Classroom daily schedules are consistent, predictable, and offer many opportunities for children to grow. Family engagement is also vital to our classroom communities. Teachers partner with families to develop educational goals for their children.

We believe relationships matter. Our philosophy is to "build children from the inside out".

Research tells us that children benefit from consistent, warm, and responsive relationships with the adults in their lives. These relationships support healthy brain development and help to buffer stress and adversity. With this theory in mind, we design our early learning setting to support strong relationships between teachers and students, and between students.

Our classroom assignments are created with continuity of care in place. Children stay with the same set of teachers not only throughout the duration of the classroom experience, but throughout each day as well. Our youngest students in our early care classrooms, infants and toddlers, will engage with their teachers and peers for about two years. Our preschool students are assigned to their classrooms for one to two years, and finally our Pre-K students typically spend the full year before kindergarten in this class. Ages within each classroom also overlap to provide powerful peer to peer modeling and learning.

Materials, literature, and learning objectives are intentional to provide opportunities for teachers to cultivate social and emotional competencies. Teachers model strategies for calming down, problem solving, flexibility, social interaction, and frustration tolerance. Children are given opportunities throughout each school day to practice these strategies with support and independently.

The classrooms at the ELC follow a school-wide curriculum developed by our teaching team. We believe that scaffolding students' learning year to year will guide our students to dive deeper into concepts and understanding. Each classroom focuses themes surrounding the four units of learning: How We Live, Where We Live, How Things Work, and How Things Grow. As children transition between each classroom, their learning picks up where it left off; teachers are constantly communicating and tailoring the curriculum to meet the individual needs of our students. It is necessary to take the whole child into account when planning a developmentally appropriate curriculum that will nurture the children's growth and development. All aspects of a young child's day are considered curriculum. Children at this age gain an immense amount of information through self-care, music, art, movement, language and interaction with those around them. With this in mind, our daily routine encompasses all these topics for their continued growth.

We believe that childhood is a time of immense learning and development.

Each day children experience their world and begin to make sense of their place within it. Rich learning opportunities are offered as new skills and competencies do not develop in a singular way, rather they are developing in partnership. For example, our oldest Pre-K students are offered a strong nature-based experience, with hikes within the woods and down to the National Seashore, as well as incorporating mindfulness activities into their daily routine. Teamwork is a big theme and often problem-solving and engineering skills are being fostered as they determine how to build their next tree fort. The preschool classroom is full of movement, song, and art exploration. These students practice executive function skills as they attend to a story or play with one another in the sandbox. Within our youngest classrooms, our infant and toddler students are practicing self-regulation skills as they learn to play near and with other children. Along with developing academic skills, or writing, counting, colors, or vocabulary, children are also strengthening their flexible thinking, adaptive skills, creativity, and ability to persist through frustration. In doing so, our students have built a foundation of learning that will support them throughout their lives.
Each classroom also incorporates "loose parts". Loose parts are materials and objects that have no fixed purpose. They can be explored in many ways which offers possibilities for children to use their imagination. Loose parts appeal to the senses. They are often available in a variety of colors (scarves, ribbons, etc.), textures (seashells, tree cookies, rope), shapes and sizes (baskets, containers, boxes, colanders). Offering loose parts in a safe and supervised environment fosters children's creativity and sense of wonder. When exploring loose parts, children become scientists; they test out new ideas and theories. Often, loose parts play leads to amazing collaboration between children, which supports their social-emotional and language development. In the classroom, these materials support independence, creativity, experimenting, cooperating and multisensory hands-on experiences.

Loose parts provide opportunities for children to express their ideas; because there is no fixed outcome the opportunities are endless. A child may choose to stack tree cookies and make tall towers, collect tree cookies in a basket, or arrange them on the ground to create a path. Children apply their imagination to these simple materials and the results are amazing.
The ELC combines daily observation, work samples, and COR Advantage assessment to adapt instruction for each child's individual needs. Progress Reports are sent home every three months for infants and children identified with a Learning Disability; toddlers and preschool age children have progress reports sent home three times a year. During these intervals, parents have the opportunity for a Family/Teacher conference.

ARRIVAL

To help keep our school community safe, the building is locked at all times. Anyone entering the buildng needs to do so through the main entrance, where persons can be allowed to enter through the locked door and checked-in with the front desk. Any unfamiliar person will be asked to show ID before entering further into the building.

Make sure that your child arrives on time for the day. At times it can be difficult for a child to enter a classroom with children already involved in scheduled activities. **We ask that children arrive to school no later than 8:30 a.m.** We encourage you to establish an arrival routine, not only so that your child is able to rely on the stability of this routine, but it will also allow for you to spend time with your child in the classroom or converse with your child's teacher. Of course mornings can be busy for families, so we encourage the same during dismissal time.
You must sign your child in and out on a daily basis. The sign-in and-out sheets are at the sign-out table in your child's classroom.

DISMISSAL

Children will only be released to those adults designated on the release form. Families must keep this release form current. If there is a last-minute change or short period in which someone other than those listed will be picking up your child, you must write a note to the teachers, indicating the name of the person dismissing your child. If a person arrives who is unknown to school personnel, identification will be checked along with authorization to dismiss.In the interest of your child's safety, please keep your child under your supervision at arrival and dismissal. No child will be allowed to enter or leave the building alone. **You must hold your child's hand in the parking lot.** If you have more than one child with you and need help, please ask a teacher for help. Please do not leave your car running during arrival or dismissal or leave a child in the car.

ATTENDANCE

Make sure that your child arrives on time. If your child will be absent, please call us; we are concerned when a child does not arrive at the scheduled time.

TRANSITION PLAN

Our focus is on the healthy development of each child. When we allow children to develop at the rates aligning with their individual development, we support the whole child. A child that is given the opportunity to develop at their own rate becomes a child that is confident and ready to learn. Often as parents/guardians we become concerned that we may miss a window of opportunity and our children will not meet their full potential. That philosophy often pushes children faster than they are ready to go in hopes of making them "smarter", but experience tells us that when we push children before they have mastered each developmental stage, we foster an anxious child rather than a confident child. Transitions will begin when a child is developmentally ready and when there is enrollment space in the next classroom. Typically this will occur either in September, January, or June.

When a child is ready to move to the next classroom, we will plan a transition meeting with the family, the teacher from the next classroom, and the Director of The Early Learning Center. At this meeting we will develop together a transition plan that best supports the child.The typical time frame will allow two weeks for the process of transition, but what is best for the child will be considered first.

We consider families to be the first and most important teachers of their children. Your insights into your children's growth and development are a valuable part of this process. We encourage you to schedule a meeting with the Director of The Early Learning Cener to discuss successes as well as concerns.

Teacher to Student Ratios

Each classroom consists of a Lead Teacher, Teacher, and/or Teaching Assistant.
·Sea Babies (Infant)
The teacher-student ratio is 1:3 or 2:5. The age range in this classroom is 8 weeks – 18 months.
·Sea Stars (Toddler)
The teacher-student ratio is 1:4 or 2:6. The age range in this classroom is 15 months – 3 years old.
·Lobsters (Preschool)
The teacher-student ratio is 2:8. The age range for this classroom is 2.9-4.10 years old.
·Sea Horses (Pre-K)
·The teacher-student ratio is 2:8. The age range for this classroom is 4 – 5.11 years old, or until the child enters kindergarten.

In addition to our teachers, the ELC also provides opportunities for students from area high schools and Cape Cod Community College to work on their student observations and internships and participate in the classrooms as part of their own early education class curriculum.

INFANT SCHEDULE

Each infant has their own individual schedule. **It is important that families write down their child's schedule for teachers so that it may be followed as closely as possible.** Be sure to communicate with teachers regularly since we realize you know your child best. We respect and value your observations and input. Our goal while caring for your child is to develop a partnership to give you and your child the best experience possible. If you are nursing your infant and would like to do so before arrival/dismissal or during the day, please let us know so we can provide you with a space in which is comfortable to you to do so.

Sudden Infant Death Syndrome (SIDS) is a topic that early childhood teachers are aware of and trained to take the necessary steps to help prevent. The following guidance is given to help teachers and parents in preventing SIDS:

·Place infants on their backs for sleeping, unless the child's healthcare professional orders otherwise in writing.
·Nap infants in an individual crib, portacrib, playpen, or bassinet.
·Ensure that cribs have firm, properly fitted mattresses, clean coverings, and do not contain any potential head entrapment areas.
·Ensure that slats on cribs are no more than $2^{3/8}$ inches apart.
·Ensure that cribs, portacribs, playpens, or bassinets used for sleeping infants under the age of 12 months do not contain pillows, comforters, stuffed animals or other soft, padded material.
·For warmth, dress infants in footed pajamas.
·Sides of cribs will always be secured and locked.
·Many opportunities for short supervised periods of tummy time will be provided throughout the day.



INFANT CURRICULUM

It is important to involve infants in the things that concern them. Attachments develop gradually so interactions between the teachers and our youngest children are biologically respectful, responsive and developmentally appropriate. Responsive interaction between teacher and infant is an important focus of care. Including the infant, talking them through whatever process is taking place, from feeding to diaper changes, respects the child's emotional/physical presence and helps develop trust and attachment with the teachers that is necessary for emotional growth. These opportunities for quality one-to-one interactions are important for each infant and are encouraged. Infants are in our teachers' supervision by sight and sound at all times.

The classrooms at the ELC follow a school-wide curriculum developed by our teaching team. We believe that scaffolding students' learning year to year will guide our students to dive deeper into concepts and understanding. As children transition between each classroom, their learning picks up where it left off; teachers are constantly communicating and tailoring the curriculum to meet the individual needs of our students. It is necessary to take the whole child into account when planning a developmentally appropriate curriculum that will nurture the children's growth and development. All aspects of an infant's day are considered curriculum. Children at this age gain an immense amount of information through self-care, music, art, movement, language and interaction with those around them. With this in mind, our daily routine encompasses all these topics for their continued growth.



Teachers will log all of food/breast milk/formula consumed and share with families daily. Families should send breast milk bags and all bottles with the child's full name and if breast milk, the date the milk was expressed written down. Teachers will discard any unfinished and unrefrigerated formula or breast milk after one hour.

TODDLER CURRICULUM

Our early care classrooms focus on fostering the development of our youngest students through supportive environments which meet their needs through developmentally appropriate activities and interactions. This includes having caring and responsive teachers, creating play spaces which stimulate large and small muscle movement as well as encouraging early language development and self-care. Teachers partner with families in order to ensure our youngest students receive the best experience we can provide.

Toddlers are unique individuals and they develop as a result of their daily experiences and interactions with adults and children in their lives. As teachers, it is our responsibility to facilitate learning in a safe and nurturing environment. Children need age-appropriate experiences, challenges and guidance to help them develop self-confidence, self-esteem and social awareness. Toddlers are developing an awareness of themselves, others and their environment; they are gaining self-confidence, self-esteem and are asserting their independence during this early developmental period. Toddlers are in our teachers' supervision by sight and sound at all times.



The classrooms follow a school-wide curriculum developed by our teaching team. We believe that scaffolding students' learning year to year will lead our students to dive deeper into concepts and understanding. As children transition between each classroom, their learning picks up where it left off; teachers are constantly communicating and tailoring the curriculum to meet the individual needs of our students. It is necessary to take the whole child into account when planning a developmentally appropriate curriculum that will nurture the children's growth and development. All aspects of a toddler's day are considered curriculum. Children at this age gain an immense amount of information through self-care, music, art, movement, language and interaction with those around them. With this in mind, our daily routine encompasses all these topics for their continued growth. Toddlers need an opportunity to make choices and to say "no"; this gives the children a feeling of independence and also gives them opportunities to become problem-solvers. However, the safety of the child and those around them always takes precedence.

LIST OF ITEMS NEEDED FOR INFANTS & TODDLERS

Families enrolling their child in the Sea Babies and Sea Star classrooms should make sure the following items are always available at school for their child's use: Be sure to label items with your child's name.

- Crib sheet (pack 'n' play size) for infants
- Blanket for toddlers
- Package of diapers; we change diapers at least every 2 hours or as needed, including after nap.
- Box of baby wipes
- At least three sets of extra clothes, labeled.
- Sunscreen and hat (both with names - sunscreen cannot be shared)
- Lunchbox with an ice pack, daily lunch including drinks or bottles
- Sippy cups – 1 per drink (at least three sippy cups per day) for toddlers

Be sure to label everything that comes to school!

PACIFIERS

We discourage the use of pacifiers for toddlers. When a toddler begins school they may need a pacifier to help transition into a new setting and experience. This can be a stressful situation and the pacifier may help your child self-comfort, temporarily. After the initial transition period is over and your child has adjusted to their environment, the teachers will have your child put the pacifier in their cubby until rest or it is time to go home.





BOTTLES

The Massachusetts WIC Program/Nutrition Education Task Force provides the following information:
Once your child is over one year, they need to eat a variety of table foods and drink milk to grow. Often children will not eat table foods because they are full from drinking large amounts of milk from a bottle. If your child is full from drinking milk, they will miss nutrients provided by other foods.

Weaning your child from the bottle - Early use of a cup is recommended for all children. You can take the following steps to help your child transition to a sippy cup:

- Begin by letting your child take small sips of milk, water or juice from a cup.
- Slowly cut the number of bottles and increase the number of cups your child takes each day.
- Often the morning and evening bottles are the hardest to give up. You may want to start weaning with the daytime bottles.
- Help your child when he/she is learning to use the cup.

Your child may want the bottle for comfort, not for hunger. To help your child feel more secure, read them a story, offer hugs, a favorite toy or blanket.
Please remember these are recommendations. Always check with your child's pediatrician before introducing solid foods and cow milk, and make decisions which feel most aligned with your family's values and culture.

SNACK & LUNCH

Families are expected to send snack and lunch for their child. It should include water or milk and nutritional foods appropriate for the age of the child. Refer to nutrition examples at the end of the handbook. Please send hot lunches in a thermos. The classroom teachers will send home any lunch that has not been finished by your child or a note, so you know what they have eaten. Please send the lunch in a lunch box, with an ice pack inside, separate from the diaper bag for reasons of sanitation and convenience. **Your child's name should be on all items sent to school (bottles, food, cups, clothing, diaper bags, blankets, etc.).**

PEANUT/TREE NUT-FREE SCHOOL POLICY

We care for children who have severe allergies to peanuts/tree nuts. These allergies are life-threatening and require strict avoidance of this food. We are asking for your help to provide each and every student with a safe school environment. Alternative suggestions: sunflower seed butter, soy butter, rice cakes, fruit/vegetables, pasta dishes, cheese and crackers, yogurt. Please let us know if your child has an allergy to nuts or has any other dietary restrictions.

PRESCHOOL & PRE-K CURRICULUM

Our youngest preschool classroom includes students aged 2.9 years through 4.10 years old. This developmental age range is intentional as we feel our older students are able to guide and lead younger peers. We find this can create higher self-esteem and independence in our students. The preschool classroom is structured, yet it remains play- focused. Our teachers develop and introduce materials and activities which invite children to play and explore, while being introduced to academic concepts. Students also begin Second Step Curriculum, developed by the Committee for Children. This research-based curriculum teaches the concepts of skills for learning, empathy, emotion management, friendship skills and problem solving. During the spring, the Second Step Child Protection Unit is also introduced. This portion of the curriculum teachers children personal safety (safety rules around guns, fire, riding in cars), touching safety (safe, unsafe or unwanted touches, rules about touching private parts), and assertiveness (practicing asking a grown-up for help, being assertive in unsafe situations).

Our older preschool, Pre-K, includes students 4 years old through 5.11 years old. This developmental age range is intentional due to the kindergarten age cut-off. During this school year, our students focus on preparing for kindergarten. This process begins early in the school year – the first half of the year is spent creating a classroom culture and establishing a community of "ready learners". By January, the heart of learning begins to include emergent reading skills, writing, mathematical concepts, and independence. Students continue the Second Step Curriculum to practice social skills, and at the end of the summer, teachers include a portion of the Second Step Curriculum which focuses on the transition to kindergarten.

CCCP follows a school-wide curriculum developed by our teaching team. We believe that scaffolding students' learning year to year will lead our students to dive deeper into concepts and understanding. As children transition between each classroom, their learning picks up where it left off; teachers are constantly communicating and tailoring the curriculum to meet the individual needs of our students. Children will be supervised by sight and sound at all times.

REST

CCCP will provide a mat for toddler and preschool children staying for rest, but a blanket should be sent to school for your child in these age groups. The blanket will remain in school for the week. Infants eat and rest per their individual schedules. If you need to pick up your child during rest, **please remember to do so quietly. Please call ahead so the teacher can prepare your child for pick up.**
All resting items will be sent home at the end of each week to be washed.

CLOTHING & TOYS:

Outdoor play is a daily part of our schedule. Except with the most severe weather conditions, our students will be exploring outside every day. Please send your child to school dressed for outdoor play (hats, boots, mittens, etc.). **Please do not send your child to school in party shoes or flip flops.** These shoes can lead to accidents indoors and on the playground equipment. Children should wear play shoes with closed toes or sneakers. Although we provide smocks for art activities, children should come to school in play clothes, and should not be expected to stay clean.

We have a limited supply of extra clothes to offer to your child in case of an accident. Please be sure to send multiple pairs of extra clothing, appropriate to the season. **Please do not send toys to school with your child**. Children at this age have difficulty sharing and this can cause unnecessary conflict among the children. These items can also be lost or broken. If for some unforeseen reason your child comes to school with a toy it will be put in your child's cubby until the end of the day.

TOILET LEARNING PLAN

Toilet learning is encouraged when the child is physically and emotionally ready. We ask that families begin the toilet learning at home and we will continue the routine as often as possible while your child is in school.

There are cultural variations on the procedures and timing of toilet learning and these differences will be taken into consideration. There should be close communication between school and home. Most experts recommend the self-mastery approach when the child is ready to participate willingly in the process of toilet learning.
The purpose of toilet learning is to help children gain control of their bodily functions. When a child is ready, the process of toilet learning can become a sign of great success and provide a sense of achievement for the child.

Families decide when the child is ready to begin toilet learning and should discuss progress and plans with their child's teachers. They need to develop a plan together for school that will be consistent and manageable. Different approaches are confusing and may be upsetting to the child. Whenever possible the goal is to try to respond to the child's individual patterns. Toilet learning is usually neither fast nor consistent. Sometimes it takes several years to complete. Children need our understanding and patience during this process. Be aware that pull-ups help begin the process of toilet training but the transition to underpants is necessary. Continued use of pull-ups complicates the process of toileting by keeping children warm & dry so that they do not have the external stimulus of feeling uncomfortable because their pants are wet. If you have any questions please speak with your child's teachers.

TOILET LEARNING HYGIENE

Soiled clothes will be put in a sealed plastic bag or container for parents to take home at the end of the day. The Department of Early Education and Care regulations do not allow us to clean clothing before it is sent home.

Families and teachers help teach children how to wash their hands and that washing their hands will stop spreading germs that might make them sick. Make sure they wash their hands correctly, using friction, running water and soap. Teachers and children are expected to wash hands after toileting and diaper changes.

HELPFUL HINTS FOR TOILET LEARNING

- The best technique for toilet learning is to wait until the child is ready and take the cues directly from the child's own pattern.
- Choose clothing that is easy to remove in a hurry. Avoid tight straps or lots of buttons. Velcro fasteners are especially easy.
- Use equipment necessary to make the child feel secure. Always explain the equipment and your expectations for its use. In some cases, it may be best if you flush the toilet after the child leaves the room; the noise or disappearance of the waste may frighten some children. Others may enjoy the sound and action.
- Suggest regularly that the child use the toilet. Common times are after meals, before and after naptime, and before trips. Be sure that you don't expect a child to go only on your schedule. Especially in the beginning, children often need or want to use the toilet frequently.
- Do not ask the child to sit on the toilet for more than 5 minutes. Never insist that the child sit there until "the job is done."
- Always give the child lots of praise and encouragement for success. Never punish the child for failures.



LUNCH

Families are expected to send snack and lunch for their child. It should include water or milk, and nutritional foods appropriate for the age of the child. Refer to nutrition examples at the end of the handbook. Please send hot lunches in a thermos. The classroom teachers will send home any lunch that has not been finished by your child. Please send the lunch in a lunch box, with an ice pack inside. During the preschool years, we encourage our students to independently set up their lunches. This may include opening their own containers and making choices regarding what to eat first. Please keep this in mind when packing their lunch – help us help your child be successful!

NOTE: Teachers encourage eating healthy foods first before snack items.

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SEPARATION ANXIETY

It is not unusual for families and/or children to experience feelings of anxiety or distress when leaving a child in a new environment, especially the first time. We understand the pain and fear of separation. We also know that the more positive you are about the separation and classroom, the quicker your child will adjust and the easier the transition and participation in the activities will be.

Separation strategies to try:

- Talk to your child's teacher before school begins about any separation concerns.
- Get up early enough so that there will be time for cuddling and breakfast before leaving for school.
- Develop a routine of talking about the day ahead and going to school (you are preparing yourself and your child for the separation); always add that you will be back.
- Develop a routine at school for separation. For example, you can help take your child's coat off and let them hang it up, help them put their lunchbox on the shelf, sign your child in, and then give a hug before saying "Goodbye", and then depart.
- GO; don't prolong the departure; it makes it so much harder for both you and your child.
- In order to support children as "ready learners", it is important to respect the class schedule. This will help to build their confidence in class routines. **Arrival begins at 7:30am and the school day begins at 8:00 a.m.**
- Families are always welcome in the classroom, however please respect the needs of your child when dealing with separation anxiety.

Call the school anytime to check on your child and ask how their day is going.



FAMILY INVOLVEMENT

Family involvement is an integral part of your child's early childhood education experience. CCCP is an organization for children and families; we need your participation and support not only in the classroom but also with other aspects within the CCCP organization. Families are welcome in the classroom any time. We would love to have you come and join us for even a small part of our day.

- Join us for snack or lunch
- Participate in an activity
- Read a story
- Join us for morning meeting
- Share your work skills or artistic talents
- Attend social evenings
- Bake for events/activities
- Volunteer at fundraisers or classroom events
- Fold CCCP newsletters for mailing
- Become a Board Member
- And many more…

Volunteering helps to make a connection between home, school and the community. Family participation enriches our organization and is a very important connection between you and your child's education. Your child, as well as the other children, will truly benefit from your participation and we hope you can take part in whatever way works best for you. All volunteers participate in appropriate orientation, supervision, training, and undergo a Background Record Check including Sex Offender Registry and fingerprinting.

If you have ideas for activities, fundraisers, or enrichment please talk to the Director of The Early Learning Center. CCCP's newsletter is published bi-monthly with information on important dates, upcoming events, and activities. It is also available on line on our website.

There is a Family Bulletin Board inside each classroom. It will give you information that will help you engage your child in conversation about the school day.

EARLY CHILDHOOD GUIDANCE

Teachers provide guidance in a positive and consistent way based on the understanding of the individual needs and development of the children by:

- Encouraging self control and using positive child guidance techniques such as recognizing and reinforcing children's appropriate behaviors, having reasonable and positive expectations, setting clear and consistent limits, and redirecting.
- Helping children learn social, communication, and emotional regulation skills they can use in place of challenging behaviors.
- Using environmental modifications, activity modifications, adult or peer support, and other teaching strategies to encourage appropriate behavior and prevent challenging behaviors.
- Intervening quickly when children are physically aggressive with one another and helping them develop more prosocial strategies for resolving conflict.
- Explaining rules and procedures and the reasons for them to children, allowing children to participate in the establishment of program rules, policies and procedures.
- Discussing behavior management techniques among teachers and families to promote consistency.

We believe careful planning and preparation may avoid many classroom management challenges. Part of our school curricula involves learning problem-solving skills to use during child-to-child conflicts. Teachers point out natural or logical consequences and arrange discussion among the children as well as with supervising adults. Teachers anticipate challenges, offer a variety of activities in the classroom, and give gentle reminders.

BEHAVIOR MANAGEMENT

Behavior expectations are consistent throughout the classrooms. We acknowledge there are varieties of factors that may influence a child's behavior.Our first step is preventive.Behavior management strategies at the ELC foster positive learning experiences and self-esteem. These include:

- Positive reinforcement
- Re-direction during situations when needed.
- Distracting a child to a positive model.
- Injecting humor when appropriate.
- ·Offering age-appropriate choices for children.
- ·Offering encouragement when suitable.

- Ignoring provocation or inappropriate behavior in certain situations.
- Providing renewal time for children.

Teachers will define classroom rules and expectations, clarify messages, and follow through for consistency with behavior management.If a child displays consistent challenging behavior, teachers will work hard to determine the function or “why” of this behavior. To do this, teachers will collect information from observations and family interviews to inform the best intervention strategy. A Family/Teacher conference will most likely be necessary in order for school and home to work as a team to address the challenges the child is having and to support the child at school. At this time, the school may request permission for consultation from outside professionals or refer the family to an outside professional. It is important to note that we do not expect disciplinary follow-through at home unless otherwise requested by the teacher.

Strictly prohibited are:

- Corporal punishment, spanking, abusive language, ridicule, cruel or severe punishment such as humiliation, verbal or physical abuse, abusive treatment including any type of physical hitting inflicted in any manner upon the body, shaking, threats, or derogatory remarks; depriving children of outdoor time, meals or snacks.
- Force feeding or otherwise making a child eat against his/her will, or in any way using food as a consequence.
- Disciplining a child for soiling, wetting or not using the toilet.
- Forcing a child to remain in soiled clothing or to remain on the toilet or using any other unusual excessive practice for toileting or frightening treatment of any kind is against our philosophy of early childhood education.

SUSPENSION/TERMINATION

Termination or suspension of a child in our early learning center only comes as a last resort. Teachers expect families to work with their children on any behavior challenges. The following procedure will be followed when an ongoing unsafe behavior continues:

1. The Executive Director and Director of The Early Learning Center will hold a conference with the family and the child’s teachers when consistent unsafe behavior that affects the safety and well-being of the children or teachers of the program occurs. Consistent aggressive behavior towards teachers or peers is also cause for a conference. An individual positive behavior plan for school and home will be developed at this time.
2. If the unsafe behavior continues, despite the above steps and it is affecting the safety and well-being of the child and/or children and teachers, the behavior plan will be revised, with a recommendation for outside referral services.

3. Suspension and termination are always the last resort; we work diligently to support all of our students and families with resources and referrals, in and out of our programs, in order to help children and families through difficult developmental times of their lives. We will do the best to prepare children for suspension or termination, when necessary, and provide appropriate closure with their class. We will assist the family in finding alternatives for evaluation, diagnostic/therapeutic services.
4. Biting in itself is not a cause for suspension or termination.
5. The Director of The Early Learning Center, in conjunction with the Executive Director and teachers, will review all procedures and incidents. A recommendation for termination may be made at this time.
6. Failure to pay tuition is cause for termination of enrollment.

CCCP strives to provide a positive learning environment for each child by offering warm, nurturing teachers and hands-on, meaningful curricula. If it becomes necessary for the child to leave the ELC, the child will be told in a manner mutually agreed to by the Director of The Early Learning Center and the family as the method best suited to the child's understanding; the child's positive self-concept is our priority. This decision will be given to the child's family in writing.
Following the termination, the Director of The Early Learning Center will offer support to the family by identifying other resources that may better support the child.

TERMINATION DUE TO FAMILY MISCONDUCT

At CCCP, we are committed to providing a safe, respectful, and nurturing environment for our students, teachers, and administrators. To ensure this, we have established the following policies regarding the potential termination of a family's enrollment due to inappropriate conduct or non-compliance with recommended services from family members.

1. Respectful and Harassment-Free Workplace

Our teachers and administrators deserve to work in a workplace free of harassment, intimidation, and any form of disrespect. We expect all families to treat our staff with courtesy and respect at all times. Harassment, aggressive behavior, or any actions that undermine the professional environment of our preschool will not be tolerated. This includes, but is not limited to:

- Verbal abuse or threats
- Physical intimidation or assault
- Discriminatory remarks or actions
- Inappropriate communication, including electronic communications.

If a family member engages in any of the above behaviors, we will take immediate action which may include meetings with the family. If the behavior continues, termination of the child's enrollment at our preschool.

2. Child Behavioral Issues and Refusal of Recommended Services

At CCCP we are dedicated to the well-being and development of every child in our care. When a child exhibits behavioral issues that require intervention beyond what can be managed within our preschool, we will recommend appropriate services or referrals to support the child's development. These services might include, but are not limited to, speech therapy, behavioral therapy, or psychological evaluations.

We expect families to take these recommendations seriously and to engage with the suggested services in a timely manner. If a family refuses to seek or comply with recommended services, and the child's behavior continues to disrupt the learning environment or poses a risk to themselves or others, we reserve the right to terminate the child's enrollment. Our priority is to ensure a safe and conducive learning environment for all children and staff members.

BITING POLICY

Biting is a common and developmentally appropriate behavior in toddler classrooms, and we understand it can be distressing for families. Our teachers prioritize safety and work to help children manage their frustrations and develop self-control. Biting in and of itself is not a reason for suspension or termination from the program. We focus on understanding the reasons behind biting rather than imposing consequences. Children are taught to assertively communicate, e.g., "Stop, that hurts." We support children in taking responsibility for their personal space.

When Biting Occurs:

- Immediate attention and first aid are given to the bitten child (ice, soap, and water).
- Comfort and care are provided to the bitten child.
- We teach the biting child empathy and alternative behaviors.
- We assess and modify the environment to prevent future biting.

Families are informed the same day by phone or at pick-up. An injury report is completed and signed by a teacher, the Director, and the family. The name of the biting child remains confidential to protect both children. Families should not directly confront any child or family member and rather, communicate through the teacher.

Confidentiality is essential to our professionalism and helps build trust with all families. We request families honor this policy to foster supportive relationships.

ILLNESS

Please make other arrangements if your child is sick and respect our decision if we feel your child is too sick to be at school. We are sympathetic to the difficulties of taking time off so discretion will be used. Families will be notified if another child attending the center has been diagnosed with a communicable illness. If a child has a rash or sores, a doctor's note will be requested to explain diagnosis upon returning to school.

The symptoms of illness for possible exclusion shall include, but are not limited to any of the following:

- Mouth sores, unless a health care provider determines the condition is non-infectious.
- Rash with or without fever or behavior change, until a health care provider determines that these symptoms do not indicate a communicable disease.
- Purulent conjunctivitis (defined as pink or red conjunctiva with white or yellow eye discharge) until 24 hours after treatment has been initiated
- Scabies, head lice, or other infestation, until 24 hours after treatment has been initiated.

Routine Exclusion Criteria Applicable to All Signs and Symptoms:

- Unable to participate (child must be able to comfortably participate in all the day's activities).
- Care would compromise the staff's ability to care for other children.
- A physician's note may be required prior to your child returning to school.
- Child meets other exclusion criteria (Determined by the National Health and Safety Performance Standards). Available upon request.

Please refer to the list below for additional illnesses and symptoms of common childhood maladies, use Symptom or Illness this guide to determine if/when your child can return to school.

Illness/Symptoms	Exclusion Period
Fever (registering at or above 100 degrees axillary)	Child must be fever free for at least 24 hours without fever-reducing medication and routine exclusion criteria are resolved.
Influenza	Child must be fever free for at least 48 hours without fever-reducing medication and routine exclusion criteria are resolved.
Diarrhea (Not yet toilet trained: two episodes. Toilet trained: one or more accidents)	Until stool is of a consistent nature and routine exclusion criteria are resolved.
Vomiting	24 hours without vomiting and when routine exclusion criteria are resolved.
Pink eye /Conjunctivitis /Earaches /Ear infections	24 hours after antibiotic treatment has begun, and when routine exclusion criteria are resolved.
Strep throat/Scarlet fever	Fever is gone, 12 hours after antibiotic treatment has begun, and when routine exclusion criteria are resolved.
Diaper rash	If open or oozing outside the diaper area - until routine exclusion criteria resolved.
Stomachache / Abdominal Pain (Severe pain hinders child's ability to participate)	When routine exclusion criteria are resolved.
Bronchitis/Bronchiolitis/RSV/ Covid/Croup (Barking cough)	Child must be fever free for at least 24 hours without fever-reducing medication and routine exclusion criteria are resolved.
Pertussis	5 days after antibiotic treatment and until routine exclusion criteria are resolved.
Coxsackie Virus (Hand, Foot & Mouth Syndrome)	Fever free for 24 hours, blisters flat and dry, mouth sores healed, and until routine exclusion criteria are resolved.
Mouth Sores (with drooling) (Coxsackie, Herpes, Canker, Thrush)	Until health department or physician states non-infectious and routine-exclusion criteria are resolved.
Thrush	When routine exclusion criteria are resolved.
Molluscum Contagiosum	Fever free for 24 hours, no uncovered open/oozing areas, and until routine exclusion criteria are resolved.
Fifths Disease/Roseola (usually in children under 24 months	Fever free for 24 hours and until routine exclusion criteria are resolved.
Imetigo	24 hours after treatment has begun and lesions must be covered or dry.
Lice/Sabies	24 hours after treatment and elimination of live louse.
Ringworm	24 hours after treatment begins.

If your child is diagnosed with a contagious illness that requires an antibiotic they have never taken, he/she must be on the medication for 24 hours before they can return to school. This is necessary since a child may have an allergic reaction to the medication within the first 24 hours. Please notify the center of any diagnosed contagious illness, we are required to confidentially notify other parents.

In the case of your child becoming more seriously ill and if for some unforeseen reason we are unable to reach you or your emergency contact person we will:

1. Call the child's physician
2. Call 911 and take the child to the Cape Cod Hospital Emergency Room if necessary

INJURIES

Injuries at the program are put into three categories:

1. Those that need nothing more than a Band-Aid.
2. Non-Emergency: Those that require an ice pack (bumps, collision, and lumps). If your child needs an ice pack for an extended time, you will be notified by a teacher when you pick up your child. A teacher will complete an injury form for the family and keep one on file. This form is a reference for you in case something further develops after you pick up your child.
3. Emergency: those that require emergency treatment.In the event of an emergency requiring more than simple first aid treatment, the teacher will first:
   a. Call 911, then
   b. Call family and if needed, emergency contact listed. A member of the teaching team will remain with your child until the family or a listed emergency contact arrives. If your child needs to be transported to the hospital, a member of the teaching team will stay with your child until you/or a listed emergency contact arrives. Please understand that we will not wait for you to come to the school if transportation to the hospital is needed.

Every child has on file an emergency medical release signed by the family, giving consent to seek medical treatment for their child in the event of an emergency.

In the event of an emergency while away from the center, the same procedure will be followed. First aid supplies will travel with the teacher as well as the emergency information.

MEDICATION

No medication will be administered to a child without written permission from the parent/guardian. A prescription must be attached to the medication that is to be given to a child. If it is a non-prescription medication, authorization from the doctor must accompany the authorization of the parent. The ELC will not administer the first dose of any medication to a child, except under emergency circumstances and with family consent.

1. Medication will only be given by teachers who have completed the EEC medication administration training.
2. Non-prescription (Tylenol, lotions, cough syrups)
    a. Need written permission from parent/guardian and doctor that is valid for one year.
    b. Will only be given in extreme cases when a temperature is very high before the parent/guardian arrives for the child.
    c. Will not be given so that the child may finish out the day in the program.
3. Prescription:
    a. Needs written permission from parent/guardian, completed and signed medication authorization form.
    b. Needs written permission from physician (or prescription on the original medication container).
    c. Medication must be in its original prescription container with the dosage and child's name on it.
    d. Non-prescription medications, topical or oral, must be provided by the parent.
    e. Unused medication will be returned to the parent.

Medication may not be transported to and from school in your child's lunch box or backpack. Medication must be given to a teacher and the appropriate form filled out by the parent/guardian. Medication will be stored out of the reach of children, unless otherwise specified in a child's Individual Health Care Plan. Medications found in the U.S. DEA schedules II-V must be kept in a secured and locked place at all times.

INDIVIDUAL HEALTH CARE PLAN

Families are expected to notify the Director of The Early Learning Center regarding any allergy or chronic health condition at time of enrollment. Teachers are made aware of any allergies or chronic health conditions children have and have these listed in their classroom so that adjustments may be made for the child's safety.
In conjunction with their child's pediatrician or prescribing doctor, families are required to create an Individual Health Care Plan which will address the needs of the child's chronic condition and/or allergy. This will include training teachers in the implementation of their child's individual health care plan and emergency medication. These plans must be updated annually or if the child's condition changes. The ELC is required to follow the Individual Health Care Plan until supporting documentation is submitted to the Director of The Early Learning Center with the listed change.

Infants under the age of 12 months will be placed on their backs to sleep, unless the child's healthcare professional orders otherwise in writing. Please see information about Sudden Infant Death Syndrome (SIDS) on page 19.

PEANUT & TREE NUT-FREE SCHOOL POLICY

We care for children who have severe allergies to peanuts and tree nuts. These allergies are life-threatening and require strict avoidance of this food. We are asking for your help to provide each and every student with a safe school environment. Alternative suggestions: sunflower seed butter, soy butter, rice cakes, fruit/vegetables, pasta dishes, cheese and crackers, yogurt. Please let us know if your child has an allergy to nuts or has any other special dietary restrictions.

CHILD NEGLECT AND ABUSE

According to the laws of the Commonwealth of Massachusetts, early childhood teachers are included in the group of professionals mandated by law to report any known or suspected instances of child abuse and/or neglect. CCCP shall protect children from abuse and neglect while in the school's care and custody. It is our school policy that there will always be two adults present in the building to support the safety of children in our care. The center shall develop and follow written procedures for the reporting of any suspected incidents of child abuse and neglect. The procedures shall include:

1. All teachers shall report suspected child abuse and neglect to the Director of The Early Learning Center.

1. The Director of The Early Learning Center shall report any child neglect/abuse to the Department of Children and Families, pursuant to a 51A Massachusetts General Law defining childcare providers as mandated child abuse/neglect reporters.
2. The Director of The Early Learning Center shall notify the Department of Early Education and Care (EEC) after filing a 51A alleging neglect/abuse of a child.

The ELC shall cooperate in all investigations of abuse and/or neglect. Cooperation includes identifying families of children currently or previously enrolled at the ELC; providing consent for disclosure to EEC of information and allowing the EEC to disclose information to any person and/or agency the EEC may specify as necessary to the prompt investigations of allegations and the protection of children. Failure to cooperate may be ground for suspension, revocation or refusal to issue or renew the center's license. CCCP maintains written procedures for handling any suspected incident of child abuse or neglect.

CCCP completes a criminal background check and sex offender clearance for each new employee before an offer of employment is confirmed. Background checks are completed for the program's Licensee, Reviewers, employees, volunteers and interns at each license renewal or at least every three years, or any time the program receives information that may indicate that a new CORI or DCF Background Record Check review is appropriate (for example, notification that a staff member has been arrested or has been named as a person responsible for abuse or neglect of a child).

Teachers will be under constant supervision until all background checks have been completed.

ALCOHOL AND DRUG POLICY

We are responsible for the safety of your children while they are attending our ELC. If an authorized individual showing noticeable signs of intoxication or substance abuse, arrives at school to pick up a child, the ELC will refuse to release your child to that individual's custody. The ELC will inform this person they may call to arrange alternative transportation for the child. If the individual insists upon driving the child, the ELC will immediately contact the Eastham Police to secure safe intervention and transportation for the child.

If you have any questions regarding this policy, please feel free to contact the Executive Director.

The Eastham Police will be notified regarding any emergency affecting our center.

MISSING CHILD ACTION PLAN

In the event that a child goes missing, here is how we will respond:

Notifications: The first person to notice that a child is missing will notify any co-teachers(s) (if applicable) and notify Director and / or any administrators on site immediately.

Authority Notification: If the child is not found within 5 minutes, the Program Director will immediately contact local authorities. We will also inform the child's parents or guardians, other family members, and all staff members.

Search Coordination: Until first responders arrive, the Program Director or the most senior staff member on site will coordinate the search, involving all available staff. Specific roles will be assigned to ensure a thorough and efficient search.

Search Areas: The last place the child was seen will be the first area to be searched. High-risk areas such as playgrounds, parking lots, swimming pools, and nearby bodies of water will be our next focus.

First Responders Coordination: Once first responders arrive, they will take over the search coordination.

Program Impact: For the duration of the search, staff will be assigned to supervise and keep other children calm and safe in a designated area, ensuring that ratios are maintained.

FIRE DRILLS & SAFETY DRILLS

Fire drills and safety drills are conducted on a rotating schedule monthly and practiced regularly with the children.

EMERGENCY EVACUATION AND TRANSPORTATION

In the event that the teachers and children need to be evacuated from the ELC a call will be made to Eastham Rescue and Police Departments (911) informing them of the current situation. Families or the emergency contact will be contacted and told where they may pick up their children.

In the event that the parent/guardian is not contacted, they should call the Eastham Police Department at 508-255-2324.

If an emergency occurs during operational hours:

- Do not drive to the school unless it is safe to do so and you have been directed by the Executive Director/ Director of The Early Learning Center to pick up your child.
- It may be difficult to get through to the school via telephone because of damage to phone/cell equipment. School personnel will contact families as soon as possible.
- Tune to news media for emergency instructions.

In times of emergency, information about the status of the school is communicated through a variety of media. CCCP requests that families do not call their child's school in times of emergency as it is important to keep phone lines free for emergency communications. Circumstances may prevent families from picking up their children or may require that children be picked up at a location other than CCCP.

The safety of children and staff is our first priority. Our second priority is the reunification of families with their children.

IN CASE OF POWER OUTAGE - LOSS OF HEAT OR WATER

School will be closed if there is loss of power, heat or water. School cancellation will be announced on our website: capecodchildrensplace.org, our family communication app (Procare), and on the radio stations (The Q 99.9,Cape Country 104,Ocean 104.7 & WCOD 106.1) **if the loss is before 7:30 a.m.**

If there is a loss during the day and it is determined that the power, heat or water will be off for more than one hour, children attending school that day will need to be picked up at school as soon as possible.

If teachers are unable to contact the parent/guardian, and the parent/guardian arrives after the school is closed, they should contact the Eastham Police Department for information regarding where to pick up their child.

SPECIAL EDUCATION & REFERRAL SERVICES PLAN

If you have any concerns regarding your child's health (mental, dental, vision or hearing), development, or behavior, our staff will be happy to assist you in finding assistance and referrals as mandated under Chapter 766 of the State Education Regulation. You can speak to the Director of The Early Learning Center for information regarding how to request a special education screening from your neighborhood school or Early Intervention.

Should a teacher observe a potential behavioral or educational need for additional services for your child, they will record these observations and inform the Director of The Early Learning Center of the concerns. A team meeting shall take place with the teachers, Director, and family to discuss concerns. We will share observations and ask for your input and feedback. If appropriate, we would then take the next step in referring your child for a screening or observation by a specialist in the field of concern, i.e. speech, language, hearing vision and/or mental health.

Should the observation and need for services be significant, the Director of The Early Learning Center will ask to meet with you to consider possible resources, alternative placements or actions to support your child's needs.

EARLY INTERVENTION/SPECIAL EDUCATION

Kennedy-Donovan Center Early Intervention: 508.418.5540; 30 Ansel Hallet Road West Yarmouth, MA 02673

Chatham Integrated Preschool at Monomoy Regional School District – Call 508-945-5135 and request a screening for your child of preschool age, 2.9-5 years (Chatham residents).

Nauset Integrated Preschool - Call 508-255-2903, and request a screening for your child of preschool age, 2.9-5 years (Brewster, Eastham, Orleans & Wellfleet residents).

Provincetown Preschool – Call 508-487-5205 and request a screening for your child of preschool age, 2.9-5 years – (Provincetown residents).

Truro Preschool – Call 508-487-1558 and request a screening for your child of preschool age, 2.9-5 years (Truro residents).

HEALTH CARE

Outer Cape Health Services, Route 6, Wellfleet, MA; 508-349-3131; a non-profit community health center serving the Outer Cape. Services include primary and emergency care, podiatry, full lab and x-ray.

Fontaine Medical Center, 525 Long Pond Drive, Harwich, MA; 508-432-3322: a non-profit Medical Center for minor emergency care.

Mobile Dental Hygiene Services, 508-827-6725 smiles@mobiledentalhygiene.com; Proudly accepts MassHealth. Offers dental cleanings, oral health screenings, oral cancer exams, oral health instruction/education, denture care, fluoride treatments,, sealants, periodontal evaluation/cleaning, nutritional counseling, referral to dentist/specialist.

FIRST Steps Together at Cape Cod Children's Place: 774-722-3305.; We serve both moms and dads with either current or past opioid and/or stimulant use. Our home visiting program can provide flexible, community based and virtual services. We match parents and expecting parents with a family recovery support specialist who is a person in recovery with specialized training in evidence-based parenting and recovery interventions. In addition, we have clinicians who are available to provide services.

What makes FIRST Steps Together unique is the blended focus on parenting and recovery. We offer:

Recovery and parenting groups in person or virtually, referrals for physical and mental health care and substance use treatment, connections to community-based services, help accessing support for basic needs, help with coordinating other services parents are already receiving.

COMMUNITY FAMILY SUPPORT

Helping Our Women is a resource center for women with chronic and life-threatening disabling illness. Serving Provincetown to Eastham. Call 508-487-4357

Parent Information Network PIN is a parent information and support program designed by parents and professionals to help families of children and young adults ages 5 – 25 with serious emotional, behavioral, and/or mental health challenges. Call 508-947-8779 for more info. www.pin.bamsi.org

Department of Transitional Assistance The DTA mission is to assist low-income individuals and families to meet their basic needs; increase their incomes, and improve their overall quality of life. 508-862-6600

Immigration Resource Center Immigration Resource Center provides free and confidential legal counsel about all immigration issues, including immigration options; work visas; green cards; public benefits; immigration lawyers; and much more. Call 508-771-1727 x140 for further information

CACCI / Child Care Network Child Care Network offers a state subsidy program for Child Care vouchers and other services. Call to speak with a voucher counselor. Call CACCI 508-778-9470 x 203 or 888-540-2430 to schedule an appointment

SOCIAL/EMOTIONAL

Child & Family Services of Cape Cod, 466 Main Street (Route 28) Harwich Port, MA 02646; 1 (800) 576-9444. **Mid-Cape**: 109 Iyannough Road, Hyannis, MA 02601; 508-778-1839; provides counseling, therapeutic services, adoption and foster care consultations.

Children's Cove, Barnstable, MA; 508-375-0410; Provides services for child victims of sexual abuse and family members.

NUTRITION

Community Nutrition & Food Safety: Cape Cod Cooperative Extension 508-362-2511

WIC (Infants and Children) is a nutrition program that provides nutrition and health education, healthy food and other services free of charge to Massachusetts families who qualify. **To apply for WIC, contact: Outer Cape WIC Program**, Lower Cape Outreach Council, 19 Brewster Cross Rd, Orleans, MA 02653, (508) 240-0853

Healthy Foods Program Free recipes, food samples and a bag of fruits and vegetables are available through a program offered by the Lower Cape Outreach Council. 19 Brewster Cross Road, Orleans. 508.240.0694 lcoc@lcoutreach.org

LOOKING FOR A SERVICE YOU DON'T SEE LISTED HERE?
Try using either of these search engines to locate specific services in your preferred location:

https://www.findhelp.org/
https://www.211.org/