CHILD, Inc. Family Handbook

2026-2027

1 CONTENTS

2 CHILD, Inc.. 4
3 LOCATIONS 4
4 HOURS OF OPERATION 4
5 FACILITY ACCESS 5
6 LICENSING AND ACCREDITATIONS 5
7 MISSION 6
8 PHILOSOPHY 6
9 NON-DISCRIMINATION POLICY 7
10 CONFIDENTIALITY 7
11 FAMILY SERVICES 7
12 FAMILY ENGAGEMENT 8
13 GOVERNANCE 8
14 CULTURAL COMPETENCE 9
15 CURRICULUM 9
16 SCREENING and ASSESSMENT 10
17 SUPPORT SERVICES FOR CHILDREN WITH DISABILITIES 12
18 MENTAL HEALTH SERVICES 12
19 POSITIVE GUIDANCE 13
20 REST/QUIET TIME 14
21 TRANSITIONS 14
22 WHAT TO PROVIDE 15
23 PARENT-TEACHER CONFERENCES 15
24 ONGOING COMMUNICATION 16
25 ATTENDANCE 16
26 UNPLANNED CLOSINGS 17
27 EMERGENCY CONTACT INFORMATION 17
28 RELEASE OF CHILDREN 17
29 ARRIVAL and DEPARTURE 18
30 LATE PICK-UP POLICY 19
31 PARKING LOT SAFETY 20
32 TUITION PAYMENTS 20
33 HEALTH AND WELLNESS 20
34 FOOD SERVICE POLICY 25

35 EMERGENCY PREPAREDNESS PROCEDURES 26
36 FAMILY HANDBOOK SIGNATURE PAGE 27

2 CHILD, INC.

Community Help and Involvement in Low- income Decisions, from herein referred to as CHILD, Inc., was incorporated in 1977. We are a private non-profit agency that provides comprehensive child development and family support services for low to moderate income families residing in Kent County, Rhode Island. CHILD, Inc. is a Federal grantee for Head Start and Early Head Start services. Head Start programs provide high-quality, prenatal services and standards-based early education and care that support children's school readiness and promote family well-being. In addition to federal funding, CHILD, Inc. receives funding from the state of Rhode Island to supplement our Head Start funding. CHILD, Inc. is a grant-funded provider of the Rhode Island State Pre-K program, administered by the Rhode Island Department of Education (RIDE) and a contracted provider of the Rhode Island Child Care Assistance Program (CCAP), administered by the Rhode Island Department of Human Services (DHS).

3 LOCATIONS

CHILD, Inc. – Cady Street
23 Cady Street
Coventry, Rhode Island 02816
Phone: (401) 823-3228
Fax: (401) 826-8920

CHILD, Inc. – Centerville Road
Russell Bramley Early Learning Center
849 Centerville Road
Warwick, Rhode Island 02886
Phone: (401) 823-3777
Fax: (401) 823-5908

CHILD, Inc. – Draper Avenue
Lynda Dickinson Early Learning Center
160 Draper Avenue
Warwick, Rhode Island 02889
Phone: (401) 732-5200
Fax: (401) 737-2302

4 HOURS OF OPERATION

CHILD, Inc. is open Monday through Friday from 7 a.m. to 5:30 p.m.

CHILD, Inc. is closed for the following holidays:

New Year's Day
Martin Luther King, Jr. Day
President's Day
Memorial Day
Juneteenth
4th of July
Labor Day
Victory Day
Indigenous Peoples Day
Veteran's Day
Thanksgiving Day
Day after Thanksgiving
Christmas Eve
Christmas

Possible closures for Professional Development Days to be announced for some programs.

If the holiday falls on a weekend day, CHILD, Inc. may close during the week.

5 FACILITY ACCESS

CHILD, Inc. maintains an Open Invitation policy whereas centers are open to parents to visit, observe, and volunteer in their child's classroom or other components of the program whenever the program is in operation. With parental permission, other family members may visit and volunteer. At any time, staff may request proof of valid photo identification of any person(s) in the center.

CHILD, Inc. doors remain locked during all hours of program operations. A 24/7 video surveillance electronic security system is installed at each center. Building access is restricted to those with an activated key fob or those who properly identify themselves with picture identification which can be verified. Each key fob has a unique identification number and is programmed for a specific center for specific days and times. Key fob usage is tracked in a secure digital file. If a key fob is reported lost or stolen it will be immediately deactivated. If a key fob is not returned upon a family's completion of the program the key fob will be deactivated.

6 LICENSING AND ACCREDITATIONS

CHILD, Inc. centers are licensed by the Rhode Island Department of Human Services. A copy of the licensing rules is available for review in the office and on the web: Child Care Center and School Age Program Regulations for Licensure - Rhode Island Department of State (ri.gov)

CHILD, Inc. obtains approval under the Rhode Island Department of Education's (RIDE) Rhode Island Start Early System (RISES) program standards, the highest bar in Rhode Island's quality continuum for early care and education.

CHILD, Inc. maintains accreditation by the National Association for the Education of Young Children (NAEYC).

> The National Association for the Education of Young Children (NAEYC) promotes high-quality early learning for all children, birth through age 8, by connecting practice, policy, and research. We advance a diverse, dynamic early childhood profession and support all who care for, educate, and work on behalf of young children.

CHILD, Inc. participates in BrightStars.

> BrightStars is Rhode Island's Tiered Quality Rating and Improvement System (TQRIS). A TQRIS is a method used in almost all states in the U.S. to assess, improve, and communicate the level of quality in early care, education and school-age settings. Through the star rating system, BrightStars helps early-learning, education and school-

age programs that care for children learn about best practices and apply them to the care children receive.

7 MISSION

CHILD, Inc.'s mission is to provide high quality early care and education and comprehensive services to at-risk children from pre-birth to pre-kindergarten and their families built on evidence-based practices.

CHILD, Inc.'s mission is to promote school readiness and deliver comprehensive services to meet the emotional, social, health, nutritional and psychological needs of children while simultaneously supporting their families in improving their lives.

8 PHILOSOPHY

We believe that children are able to learn and grow when they feel safe and cared for, have strong relationships with nurturing adults, and are appropriately challenged. We believe the foundation for supporting and enhancing young children's physical, social, emotional, and intellectual development is rooted in play. We embrace the notion that children learn by doing not just watching.

Children, through their own experiences, past and present, begin to organize and understand concepts. Children need to develop problem solving and decision-making skills, and learn how to get along with others. They need to develop self-control and independence, and feel valued and accepted by the people who are most important to them. CHILD, Inc. recognizes that a healthy self-concept is critical for learning to take place. Our commitment is to bring about a greater degree of social competence in the children enrolled in our programs. The goal is the overall presence of physical and emotional wellbeing which supports the development of skills, knowledge, and attitudes necessary for success in school and for later learning and life.

CHILD, Inc. acknowledges that children grow and develop at very different rates. We also realize that children learn in very different ways. We embrace each child's learning style(s), recognizing that a child's successful responsiveness to the curriculum is dependent on ability to understand, interest level, attention span, and frustration level. Additionally, we recognize the importance of understanding each child's temperament, realizing that it influences both the choices a child makes as well as the child's basic response to given situations.

CHILD, Inc. believes that strong children come from strong families and communities. We recognize the importance of the collaboration of all individuals involved in the life of a child to ensure successful participation in the program. All children are welcomed into the program and treated as individuals. We affirm that family is the most critical aspect of a child's life and celebrate the fact that all children and families are unique. We believe it is through experiences

in family life that children begin to develop attitudes regarding the acceptance and respect of other people as individuals. CHILD, Inc. recognizes parents as their child's primary teachers. Most importantly, understanding that the values and expectations of the family powerfully influence development, we respect the ethnic and cultural background of each child and guide curriculum decisions accordingly. We support a close parent-teacher partnership to ensure the curriculum addresses the needs of each individual child and that learning and growth will be supported both at home and at school.

9 NON-DISCRIMINATION POLICY

In providing services to children and families, CHILD, Inc. does not discriminate on the basis of race, color, religion, sex, age, national origin, disability, sexual orientation, or gender identity.

10 CONFIDENTIALITY

Confidentiality is a top priority for CHILD, Inc. Personal information of families and staff will not be shared for any reason without prior written consent of the individual. When discussing a child's activities and friends in the classroom, only first names will be used.

CHILD, Inc. maintains confidential individual files for children and families on-site at all times. Parents/guardians may access their file at any time during the program hours of operation. Specific Releases of Information may be requested/obtained during the course of a child's enrollment or throughout the year to best support the needs of children and families.

11 FAMILY SERVICES

Family Services support is an important part of Head Start, Early Head Start and our RI PreK programs. Family Advocates assist in enrolling children to the program and sometimes are the first interaction a family has with someone from CHILD Inc. Families are offered opportunities to meet regularly for Home Visits with Family Advocates. Family Advocates will complete a Needs Assessment with parents to determine if they would benefit from any referrals to resources in the community. In addition, Family Advocates meet with parents not only about how they can help families, but also about how the program may have assisted them. Partnerships are formed with families while recognizing that not all families need additional support, all families are encouraged to participate in building relationships around their child's school experience.

12 FAMILY ENGAGEMENT

CHILD, Inc. believes that parents are the primary educators of their children, and that the home is the primary learning environment. We believe that in order to facilitate healthy growth and development and success in young children family engagement in all aspects of the program is critical. At CHILD, Inc. the process of partnership building with parents begins with CHILD, Inc.'s initial contact with a family and is a continuous process during the time a child is enrolled.

We are all individually unique. This means that when we create families, they are also unique. Families can be different in structure, size, ethnicity, religion and many more aspects. There is no one type of family that is better than another. The most important thing in a family is that there is a good relationship among its members, that they have communication, affection, respect, care, and responsibilities. CHILD, Inc. respects and values all family structures and welcomes full participation in our programming.

Using correct names and pronouns shows respect, acceptance and support to all. If you or a family member has a preference on how they would like to be addressed please be sure to inform our staff as it is a priority at CHILD, Inc that all participating families feel welcome and valued.

CHILD, Inc. families are afforded a multitude of opportunities for involvement in all aspects of the agency including below:

Family Services host Family Engagement opportunities that encourage parents to become involved in their child's center with other parents. These include center committee meetings specific to their child's school, as well as to learn about various topics of interest at bi-monthly parent focused workshops. While these differ from the child involved workshops, these provide ways for parents to learn about a topic of interest, in addition to being with other parents without their child(ren). These meetings will be held at different times to meet the varying needs of families enrolled.

13 GOVERNANCE

CHILD, Inc. offers additional opportunities for parents to become in involved in decision making. Parents can seek election from their child's center to the Policy Council. The Policy Council is made up of current and past parents who meet monthly to make program decisions including hiring of staff and approving budgets. Parents also are elected as Parent Reps to the Board of Directors and meet every other month. Stipends are provided to parents for their participation and to cover their child care/transportation costs for attending meetings.

14 CULTURAL COMPETENCE

CHILD, Inc. is committed to respecting each child's and family's culture and diverse needs. We recognize that culture influences every aspect of a child's development and is reflected in childrearing beliefs and practices. We believe it is important to support and preserve the child's home language usage, faith and beliefs, and cultural traditions. We recognize that children can and will acquire the use of English even when their home language is used and respected.

CHILD, Inc. carries out this philosophy of cultural competence in the following ways:

Families are treated with respect and sensitivity from our first meeting.

Families' financial limitations are respected when planning for activities that could potentially result in additional costs, through the acceptance of DHS payments, and clear understanding of payment expectations from the time of enrollment.

We attempt to learn accurate information about each family, their culture, faith and beliefs, and cultural traditions (we encourage each family, if they feel comfortable, to share this information with us at the time of enrollment). This information is part of the child's daily plan as it relates to meals and snacks, holiday recognition, etc.

Families are encouraged to be actively involved in what their child is doing in our program through family "homework", dress up days and volunteer opportunities.

Families are asked to inform us of the best way for them to receive communication (i.e. verbal, written, text, email, etc.)

Families where English is their second language are encouraged and assisted in becoming knowledgeable about the cognitive value for children of knowing more than one language and providing them with strategies to support, maintain, and preserve their home language. CHILD, Inc. will continue to acquire training annually to further our knowledge of culture, language, and diversity.

15 CURRICULUM

CHILD, Inc. believes a high-quality curriculum must be based on theories, research, and current trends of best practices in child development, early learning, and teacher effectiveness. CHILD, Inc. uses The Creative Curriculum for our center-based program options and Frog Street's Love and Learn Curriculum, for our home-based program option. These curricula include lessons and activities specific to the following learning domains: Social/Emotional, Language, Literacy, Cognition, Math, Science, Social Studies, Creative Arts and Physical Health and Motor Development. We embrace that a well-articulated curriculum, drawn on research, supports programs in establishing policies and practices to assist teachers in identifying important

concepts and skills across a broad range of developmental domains and content areas as well as effective methods for fostering children's learning and development.

CHILD, Inc. recognizes that young children need many opportunities to make choices and thus direct their own learning. Children, through their own experiences, not solely adult direction, begin to organize and understand concepts. Our curriculum provides a balance between child-centered, teacher directed, individual and group, quiet and noisy, indoor and outdoor experiences.

CHILD, Inc. enrolls children and families from widely diverse backgrounds whose cultural traditions of celebration are just as widely diverse. Although we acknowledge and respect the richness of family traditions, holidays are generally not celebrated in the classroom unless they are equally relevant to each child in the group. Teachers are, however, expected to regularly plan activities as part of their Social Studies curriculum, activities during which children will gain awareness of and respect for similarities and differences in people and their traditions.

OUTDOOR PLAY

Outdoor play is an opportunity for children to run, jump, climb and use their bodies in ways that would otherwise be unsafe in an indoor classroom. Part of each day is spent outdoors, except in extreme weather conditions. Children should play outdoors when the conditions do not pose any concerns to health and safety such as a significant risk of frostbite or heat-related illness. On days where an Air Quality Alert has been issued by NOAA and the US Environmental Protection Agency outdoor activity is limited between the hours of 10:00 am and 4:00 pm.

Please dress your child accordingly. Appropriate and safe footwear is required for outdoor play.

During the cold weather please make sure your child has boots, (that slip on and off easily), a warm coat, snow pants, a hat, and mittens for snow play.

16 SCREENING AND ASSESSMENT

Screening and assessment provide valuable information about each child's interests, strengths, and needs. Screening gives a snapshot of whether the child's development is on track.
Screening provides an opportunity for young children and their families to access a wide variety of services and early childhood programs and promotes and supports parents' understanding of their child's health, development, and learning.

SCREENING

INFANTS AND TODDLERS

Developmental Screen

ASQ - The Ages & Stages Questionnaire

A parent/staff completed tool that screens communication, gross motor, fine motor, problem solving, and personal-social skills; and identifies potential need for further evaluation.

Behavioral Screen

ASQ: SE-The Ages & Stages Questionnaire: Social-Emotional

A parent/staff completed tool that screens social and emotional competencies, identifies behaviors of concern, and identifies potential need for further evaluation.

PRESCHOOL

Developmental Screen

ESI-R - The Early Screening Inventory-Revised

Public School Child Outreach staff conduct the ESI-R. This tool screens visual motor/adaptive, language, cognition, and gross motor skills; and identifies potential need for further evaluation.

Speech and Language Screen

PLS4/PLS5 - Preschool Language Scale

A comprehensive developmental language assessment with items that range from pre-verbal, interaction-based skills to emerging language to early literacy.

Behavioral Screen

ASQ: SE - The Ages & Stages Questionnaire: Social-Emotional

A parent/staff completed tool that screens social and emotional competencies, identifies behaviors of concern, and identifies potential need for further evaluation.

ASSESSMENT

Assessment is an ongoing process that includes observation and provides information about development over time. Systematic, ongoing child assessment provides information on children's development and learning. It helps inform curriculum planning, teaching, and individualized learning opportunities for each child.

CHILD, Inc. uses Teaching Strategies GOLD, a play-based, reliable and valid assessment tool. CHILD, Inc. staff regularly collects and reflects on child assessment data to determine what children know, understand and are able to do. They also use this information to design appropriate individual instruction and support referrals for further evaluation of development and learning when concerns exist. Parents should meet directly with teachers for additional information on screening and assessment tools and additional information.

17 SUPPORT SERVICES FOR CHILDREN WITH DISABILITIES

When it appears that a child's pace of development is different than most other children of the same age, staff will discuss their concerns and possible recommendations for further in-depth evaluation with parents as it may be determined that the child, the family, and/or the staff would benefit from additional support/services.

CHILD, Inc. has a highly qualified on-staff Education Managers that will work with teachers and families through the referral process and will remain available for ongoing support as needed.

For children birth-3 years old Early Intervention Programs determine if a child has a special need and provide any services that may be necessary free of charge. Early Intervention (EI) is provided by multiple agencies in communities throughout the state of Rhode Island. Families can choose EI providers who serve the city/town in which they live. See the Education Manager for assistance in locating a provider.

For children 3-5 years old the special education department of the local public-school system of each community determines if a special need exists and provides any services that may be necessary free of charge.

CHILD, Inc. works in full partnership with the community to ensure that appropriate services are provided to support the continued and successful participation of all children within the program. If a child qualifies for early intervention or special education the Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) are supported within the child's individual plan and documented in weekly curriculum lesson planning.

CHILD, Inc. firmly believes that a child with special needs is first and foremost a child. We are committed to including all children within our classrooms whenever their needs can be addressed appropriately and successfully.

18 MENTAL HEALTH SERVICES

CHILD, Inc. recognizes that children with behavioral and social emotional needs may need intervention. Licensed Clinical Social Workers can provide individual play therapy to children enrolled under the Project First Steps Program.

Children with more serious disruptive behavioral needs or developmental and medical needs in class, may be eligible to participate in the Kid's Connect Program, which offers opportunity for increased supports in class for their success. This program provides therapeutic child care, increased child to staff ratio and support/consultation from a Licensed Clinical Social Worker.

19 POSITIVE GUIDANCE

CHILD, Inc. acknowledges that positive discipline is a method of teaching children self-control thus building responsibility, self-esteem and social competence. The key to positive discipline is teaching children what behavior is acceptable and what behavior is not acceptable. It does not include the use of punishment. Positive discipline focuses on teaching and reinforcing desirable behavior and promoting the development of internal controls. Punishment interferes with the development of internal controls by teaching children that it is someone else's responsibility to control their behavior, and therefore they are not responsible for their own actions.

CHILD, Inc. acknowledges that all guidance techniques meet both the letter and the spirit of all federal and state civil rights laws.

CHILD, Inc. embraces the principles of Conscious Discipline. Conscious Discipline is an evidence-based, trauma-informed approach and a leader in social-emotional learning and classroom management best practices. Staff attend professional development and seek on-going trainings to remain current in the Conscious Discipline philosophy and practices. These trainings incorporate a sense of belonging through a unified school-family approach to learning.

Staff shall care for and educate children in positive emotional environments that are respectful and supportive.

Staff shall never use punishment as a guidance technique at CHILD, Inc.

Staff shall never participate in practices (words, tone, or actions) that are harsh, disrespectful, sarcastic, degrading, intimidating, exploitative, coercive, emotionally damaging, physically harmful, dangerous, or discriminatory to children.

Staff shall never use:

Isolation (Time Out) as a consequence.

Outdoor play as reward or consequence.

Food as reward or consequence.

Staff shall never require children to sleep.

Staff shall never require children to say they are sorry.

Staff shall never engage in any guidance practice that is unlawful.

20 REST/QUIET TIME

Young children need to develop healthy sleep habits for optimal development. Staff establishes a relaxed and calming environment conducive to rest/sleep. There is no forced sleep or wakefulness. Staff will be responsible for providing and engaging in alternative quiet activities with non-sleeping children.

We welcome comfort items such as a favorite stuffed animal or small blanket if it helps children feel more at ease during the day. These items need to be small enough to fit within each child's individual cubby space and should be kept there unless needed at "difficult" times. Specific questions should be addressed with the teacher. *(Other items and toys should remain at home)*

Infants:

Infants sleep in a safe sleep environment consistent with the American Academy of Pediatrics Safe Sleep Guidelines.

Infants (up to 12 months or older if unable to roll independently) are placed on their back for sleeping.

There is no positioning or restraining devices of any type, including swaddles.

Clothing designed for safe sleep, including sleep sacks, is permitted.

No items are placed in the crib with an infant except for a pacifier.

A pacifier clip is not permitted for use in a crib.

Children cannot sleep in a car safety seat, bean bag chair, bouncy seat, infant seat, swing, jumping chair, highchair, or in comparable equipment/furniture. If an infant arrives at the facility asleep in a car safety seat, or falls asleep in comparable equipment, the infant will be immediately removed from the car seat or comparable equipment and placed in a safe sleep environment.

Modifications to an infant's safe sleep environment, regarding positioning, are not permitted unless the infant's physician, physician's assistant or nurse practitioner has completed a signed waiver indicating that the child requires an alternate sleeping arrangement.

21 TRANSITIONS

When it is time for a child to move to a new classroom, parents will be given notice and informed of the transition plan to gradually acclimate the child to the new classroom. CHILD, Inc. encourages the parent to be an active participant in the decision to move a child into a new classroom. The classroom teacher will discuss the decision to move any child to a new classroom prior to any transition. Transition decisions are made on the developmental needs of the child and the availability in the program. The sending and receiving teachers collaborate to develop a

plan for the transition allowing time for each child to become acquainted with the new environment, materials, routines and schedule, staff and peers. It is the goal of CHILD, Inc. to ensure smooth transition between classrooms.

CHILD, Inc. makes every reasonable attempt to prepare for and complete transitions within the program that have been planned with families. However; there may be emerging situations or unforeseen change to enrollment, staffing, or program operations, when transition plans may need to be altered to ensure compliance with State regulation, as well as to ensure a best practice experience for children. Staff will directly inform the parent of any change in transition plans.

22 WHAT TO PROVIDE

Clothing: Children should be dressed appropriately for both indoor and outdoor activities. All children occasionally get their clothes wet and have toileting accidents. Whenever this occurs, it is best to change the child into an extra set of clothing provided by the family. Each child should have a complete set of extra clothing to be kept at the center. All clothing items should be clearly labeled with the child's name. We cannot be responsible for lost articles. Your child's teacher will request that you bring a complete change of clothing, including underwear and socks, to be kept at school and replenished as needed. Please be sure to clearly label all items of clothing. Let the teacher know whenever your child's clothing or other items cannot be located. Please be sure that there is always a set of size and seasonally appropriate clothing available for your child on site.

Toys: Toys from home are not permitted unless it has been requested by the teacher. Please realize that if a child brings in a toy from home the adult dropping off will be asked to take the toy home with them.

Rest Items: CHILD, Inc. allows one travel size pillow, crib sheet and small blanket for rest periods. We ask that all items brought to CHILD, Inc. from home be placed in your child's cubby shortly after arrival by parent. Please clearly label all belongings brought from home. All items must be taken home on Fridays for laundering. Infant/Toddler items are laundered as needed and at a minimum weekly on-site by staff due to the specific needs of this age group.

23 PARENT-TEACHER CONFERENCES

Parent-teacher conferences will be held three times per year, as well as each time your child transitions classrooms. A minimum of two conferences are conducted as part of a home-visit. The goal of the home visits is to gain insight into your child's development both in the center setting as well as the home setting. During these visits, your child's development and any goals you may have for your child will be discussed. Parents are encouraged to request conferences whenever they feel it necessary.

24 ONGOING COMMUNICATION

CHILD, Inc. recognizes that it is not possible to rely on a single method of communication that will reach all homes and families. There are many opportunities for ongoing communication between families and staff to occur. Some of these opportunities include daily sheets, face-to-face contact at arrival and departure, phone calls, written notes, two-way communication notebook, email, web-based communication apps, family information bulletin boards, classroom and agency newsletters. Family's needs and schedules will be accommodated to facilitate effective communication.

CHILD, Inc. understands that situations may arise in which families may have concerns regarding their child, program operations, and, in some cases, differences between professional values and practices and family values and practices. Families are encouraged to raise these concerns directly with the person(s) involved so mutually satisfying solutions can be found. When appropriate, program staff will plan to have meetings occur in a family's preferred language.

If the concern is not resolved, the building's Education Manager should be contacted and will be made available to assist parents and staff.

25 ATTENDANCE

Regular attendance is strongly encouraged for the benefit of the child as well as the classroom as a whole. If your child will be absent, please call the center as early as possible so your child's teacher may make accommodations.

If you know your child will be absent for an extended period of time (more than 3 days), the center should be notified in writing of the date the absence begins and the expected date your child will return.

If you know your child will be late for school, please notify the center as soon as possible. While punctuality will promote learning, arriving late to school can also be very disruptive for the child, the teacher, and the other students in the class. A student who is 10 minutes late every day will miss 30 hours of instruction during the year, definitely, a significant loss in the teachable moments that you can't get back.

If you are struggling to maintain punctual arrival please seek support from your child's teacher. We may be able to provide additional resources.

26 UNPLANNED CLOSINGS

We will monitor the weather and local news stations to determine when it is appropriate to close the centers early or cancel care for the following day. All of these announcements are made via the RI Broadcasters Association (RIBA) and will be announced on local news and radio stations.

CHILD, Inc. also utilizes a text alert program called Textline. Families can sign up for text alerts by texting "enroll" to 833-853-5200. Follow the prompts to agree to the terms and conditions and respond with the correct number for your building.

Agency announcements may not follow the local school district announcements.

If RIBA and text alert announces CHILD, Inc. closure or delay this pertains to **ALL** classrooms at the location.

In the event that the agency must close early parents or emergency contacts will be notified so that arrangements for pick up from the center can be made. Children should be picked up in a reasonable amount of time to ensure all parents, children, and staff can travel safely home.

27 EMERGENCY CONTACT INFORMATION

It is important that parents complete and update, as needed, an Emergency Contact and Treatment Form. This form contains contact information for both the parents/guardians as well as the individuals authorized to pick up the child in the event of illness or emergency. In addition, the form allows CHILD, Inc. staff members to seek emergency medical care from authorized health care providers in the event of serious injury. It is the responsibility of the parent to complete this form and to make corrections and updates to this information whenever necessary.

28 RELEASE OF CHILDREN

All parents must fill out an Emergency Form stating who has permission to pick up their child from the center. Children will only be released to those specific adults, 18 years and older, whose names and pertinent information appear on the Emergency Contact and Treatment Form. Anyone that is unfamiliar to staff member(s) releasing the child will be asked to present valid photo identification.

In an emergency, if someone other than the authorized adults will need to pick up a child, staff must be notified by the parent and the preauthorized four-digit PIN CODE must be verified prior to approval of this change to pick-up procedure. PINs are established at enrollment and must be kept confidential. If a family feels this code has been compromised it should be updated, in person, with family services staff.

If an individual attempting to pick up a child from the program appears impaired or under the influence of drugs or alcohol CHILD, Inc. will not release the child and another individual on the list will be called to pick up the child. If there is any concern for the safety of the child, the staff reserves the right to deny a person's request to pick-up a child.

29 ARRIVAL AND DEPARTURE

We ask that you set a realistic schedule for your child's attendance, allowing for commuting delays, last minute work assignments, etc. We expect that your child will be dropped off no earlier than, and picked up no later than, the times confirmed for your enrollment.

Arrival/departure times are determined at enrollment and many not be amended without proper advanced approval as the agency schedules staff to meet licensing and safety ratios based on approved hours of attendance. Requests for temporary amendments to scheduled hours of attendance will be considered on an individual basis and provided only when required ratios can be met and the safety of all children is ensured.

ARRIVAL:

In order to uphold the integrity of the children's daily schedule, we request that all children be dropped off at the agreed-upon arrival time.

Upon arrival parents are expected to:

Accompany their child into the classroom

Assist them in placing items in their assigned cubby

Accompany children to the bathroom to ensure that hands are washed, aiding as needed.

Check in with staff, sharing any pertinent observations about their children's health or developmental needs on this day

Share any information about the child's previous night/morning that may impact his/her mood or temperament this day

Complete all areas of sign-in sheet accurately

Check mail-box/cubby for notices

Check Family Information Board for upcoming events and important information.

Children cannot be dropped off unless there is a staff member in the classroom to accept them.

Entry fobs are available through family services and will only activate the lock mechanism 5 minutes prior to scheduled opening.

DEPARTURE:

It is imperative that children are picked up by their scheduled pick up time. We suggest planning to arrive just prior to your scheduled pick up time so that you will have ample time to speak with your child's teachers, gather your child's belongings and depart from the center in a timely manner. Your child's classroom teacher may be available at pickup time for short questions. For longer discussions or particular concerns please schedule an appointment. Parents are expected to assume full responsibility of their child once they enter the classroom/outdoor play area.

At departure parents are expected to:

Assist their child with gathering belongings from assigned cubby
Complete all areas of sign-out sheet accurately
Check mailbox for notices
Check Family Information Board for upcoming events and important information.

Be sure to say goodbye to your child's teachers so they know you are leaving. Once you have reunited with your child and are departing, CHILD, Inc. is no longer responsible for your child.

Remain in close proximity to your child while exiting the building. For safety reasons, please do not let your child run ahead of you inside or outside of the building. Please do not allow your child to open the doors and/or outdoor gates. We teach our children that opening the doors is the responsibility of the adult. We ask that you reinforce this as you leave the building.

Your child has waited all day and is excited to see you. Please put away your cell phone and give your full attention to your child.

CHILD, Inc. closes at 5:30 pm. Staff is not scheduled after 5:30 pm. CHILD, Inc. adheres to a strict pick-up policy. All children are expected to be picked up at or prior to 5:30 pm.

30 LATE PICK-UP POLICY

While we understand that emergencies arise and that traffic can be challenging the expectation is all children will be picked up on time. Staff has obligations that are scheduled after their shift that they anticipate being able to keep. If parents do not arrive to pick up their child from the program within 15 minutes past the scheduled pick up time, staff members will first try to contact the parents using all phone numbers provided on the Emergency Contact form. If parents are unable to be reached, staff members will call all emergency contact persons. If staff members are unable to reach any emergency contact persons, a CHILD, Inc. Administrator will be notified and staff will then notify the Department of Human Services and/or the local Police Department.

31 PARKING LOT SAFETY

Everyone is urged to use extreme caution when walking and driving though our parking lots.

No vehicles are permitted to idle or park in the school bus or fire zone at any time. This includes Rideshare vehicles (e.g., Uber, Lyft).

Handicap parking spots are reserved for individuals with valid handicap placards. If you are parked in a designated handicap space without a visible placard, you will be asked to move your vehicle.

All vehicles must be turned off when parked in our parking lots.

No young children may be left unattended in a car or in our parking lots (RIGL § 31-22-22.1) If witnessed by or brought to the attention of CHILD, Inc. staff possible action may be taken including call to local police department and or the Department of Children, Youth and Families

No smoking or vaping allowed near the building, playgrounds, or parking lot grassy areas.

PLEASE NOTE: To avoid distraction and ensure the safety and supervision of the children the use of cell phones and other personal electronic devices is strongly discouraged on CHILD, Inc. property. This includes parking lots and buildings.

32 TUITION PAYMENTS

Families that are responsible for a tuition payment for program services are responsible for completing and updating the Authorization for Direct Payment via ACH form. Payment of fees will be through automatic withdrawal from checking account on Friday of every week prior to services rendered. Families are responsible for ensuring availability of funds by Friday at 12:00 a.m. Any fees associated with insufficient funds will be the responsibility of the account holder. Please contact the business office with any questions or to update the Authorization for Direct Payment via ACH form. (401) 732-5200 or via email at accountspayable@childincri.org

33 HEALTH AND WELLNESS

Health is the foundation of school readiness. To help children thrive, CHILD, Inc. staff assist parents to ensure that children are up to date on immunizations and their state's Early and Periodic Screening, Diagnosis, and Treatment (EPSDT) schedule, learn healthy habits, and can access the care they need. Our program also promotes the physical and social and emotional well-being of families and staff.

Prior to starting in our program, it is required that CHILD, Inc. receives documentation of the following for EVERY child based on RI EPSDT schedule:

Current physical examination by the child's primary care provider
Record of child's immunizations
Lead screening
Hemoglobin screen
Dental Exam information

HEALTH SCREENINGS

Optimal hearing, vision and growth trajectory are an essential part of a child's ability to achieve school readiness. Health staff will obtain or perform, with parental permission, growth assessments, hearing and vision screenings. All screenings are non-invasive, developmentally, appropriate and conducted by qualified individuals.

DAILY HEALTH CHECK

One of the best indicators of how a child feels is how he/she looks and acts. A brief daily health check is performed by receiving staff upon arrival to ensure the health and wellness of all children. Most children with mild illnesses can safely attend and participate in the early care and education program. If signs of illness are detected that require the child to be excluded he/she may return once recovered or treated according to policy.

HAND WASHING

Frequent hand washing with soap and warm, running water is the most effective way to reduce and prevent the spread of illnesses commonly found in child care such as the flu, diarrhea, and pink eye. CHILD, Inc. staff practice and role model good hand hygiene with children, throughout the day. Examples of these times include; before and after meals, after using the bathroom or wiping their nose, coming in from outdoors or whenever visibly dirty. Handwashing posters are hung in bathrooms as visual cues for children. Parents are encouraged to assist their child in the hand washing process upon arrival.

ORAL HEALTH

CHILD, Inc. promotes good oral hygiene practices by ensuring that all children with teeth are assisted in brushing their teeth with fluoridated toothpaste once daily.

SPECIAL HEALTH CARE NEEDS

An Individual Health Plan will be on file for any child with special health care needs (seizures, Asthma, chronic medical condition). A copy of the Individual Health Plan is kept in the classroom emergency binder. All staff working in the classroom familiarize themselves with this plan, should an emergency arise. Staff will receive training regarding a child's specific health care needs. Emergency Care Plan Lists are posted in classrooms so staff are aware of children's individual health needs.

DOCUMENTS OF ALLERGIES

An Allergy Action Plan is required for any child diagnosed with a food allergy. Special Diet Lists are created documenting these children and the foods they are allergic to. Special Diet Lists are posted in a visible location in the classroom as well as in site kitchens. All staff working in the classroom of a child with allergies must review the Allergy Action Plan to ensure understanding of emergency procedures should the child have an allergic reaction. All allergic reactions must be documented with a Health Incident Form.

MEDICATION ADMINISTRATION

For the safety of the children enrolled in our program, medication administration will be limited to situations where an arrangement to give medicine outside child care hours cannot be made. This policy is intended to ensure safe administration of medication to children with chronic conditions, mild illness or special health needs for whom a plan has been made with the nurse or Health Manager.

Should your child need medication under these circumstances please be advised of the following:

CHILD, Inc. staff will not administer any prescription or non- prescription medication without a completed signed Medication Authorization Form. Over the counter topical ointments such as diaper cream requires a Parent Permission for Over the Counter Topical Medications Form. Forms can be obtained from your child's family advocate or site nurse.

Prescription medication must be in its original child-resistant container with prescription label attached with directions for administration. The order for medication to be given "as needed" must include specific directions for administration, including minimum time between doses, maximum number of doses and instructions for when to give the medication.

Non-prescription medication must be provided in its original container with specific physician instruction or doctor's order. All non-prescription and over the counter medications must be in the original container and labeled with child's name.

Over the counter topical ointments, creams or powders must be in their original container and do NOT require a doctor's note. An Over the Counter Medication label will be completed and affixed to tube/ tub/ container.

Medication administration will take place in the classroom setting by a trained staff member. All medications are kept in a locked box out of the reach of children yet easily accessible to staff.

INSECT REPELLENT AND SUNSCREEN

Insect Repellent: DEET containing insect repellent supplied by CHILD, Inc. may be applied to exposed skin, with written parental consent, once per day to all children over the age of two months spending time outdoors. Parents may apply their own brand of insect repellent to their child's exposed skin prior to arriving at the center.

Sunscreen: During those times of the year when sunscreen is recommended, parents are asked to put on the first application of sunscreen of the day prior to bringing their child to school. Staff will, with written parental permission, re-apply sunscreen to all children over the age of six months prior to going outside in the afternoon. Sunscreen may only be applied to children under the age of six months with physician's instructions in addition to parental consent. While outside, children under the age of six months will be kept out of direct sunlight (in shaded areas). Parents may provide an alternative brand of sunscreen for their child's use.

EXCLUSION FROM CARE DUE TO ILLNESS

Our priority at CHILD, Inc. is providing a healthy, safe learning environment for all children. A child will be sent home as soon as possible if any of the following is experienced: an illness prevents the child from participating comfortably in activities; an illness results in a greater need for care than the staff can reasonably provide without compromising the health or safety of other children in the classroom; or a child is experiencing any of the following conditions:

Fever of 100.4° (by any route) or greater, until 24 hours fever-free without fever-reducing medication

Signs/symptoms of severe illness, including: lethargy, uncontrolled coughing, inexplicable irritability or persistent crying, difficulty breathing, and/or wheezing,

Diarrhea (not associated with diet changes or medications) that is not contained in the diaper or for toilet trained children causes accidents. Children may return when the stool is contained in the diaper, or when toilet-trained children no longer are having accidents. For some infectious diarrheal illnesses, or when blood is present in the stool, exclusion is needed until additional guidelines have been met.

Vomiting (2 or more times in 24 hours) the child can return after vomiting has been resolved for 12 hours or until a health care provider determines the cause for vomiting is not contagious and the child is not in danger of dehydration.

Persistent abdominal pain (continues more than 2 hours) or intermittent pain associated with fever or other signs/symptoms of illness.

Mouth sores with drooling, unless a health care provider determines the sores are not contagious.

Rash with fever or behavior change, until a physician determines that these symptoms do not indicate a communicable disease.

Scabies, Head lice and ringworm, no immediate exclusion and can return after treatment has been completed.

Impetigo, until 24 hours after treatment has been initiated.

Strep throat, until 24 hours after initial antibiotic treatment and cessation of fever.

Hand Foot and Mouth, only with fever or drooling with mouth sores present.

Other reportable communicable diseases such as Pertussis, Chickenpox, Mumps, Hepatitis A, Measles, Rubella, Tuberculosis, require appropriate exclusion as specified by the RI Department of Health and a written statement from child's medical provider stating when child can safely return to care.

A child who becomes ill while at CHILD, Inc. will be isolated in their classroom in order to limit exposure of other children to communicable diseases. For this reason, we ask families to make every effort to pick up a sick child as soon as possible.

Please contact your child's building via phone whenever your child is ill.

NOTICE OF EXPOSURE & REPORTING

If your child is exposed to a communicable disease, a notice will be posted in your child's classroom. If your child becomes ill or is diagnosed with a communicable disease, please notify a member of the health team immediately.

CRITERIA FOR RETURN TO SCHOOL AFTER ILLNESS, INJURY OR SURGERY

For the health and safety of all children enrolled, documentation from a health care provider is needed to return to care for the following:

When diagnosed with a communicable disease or injury requiring restrictions.

After a surgical procedure (must include return date with any restrictions or additional care needed).

After an ER visit (must include return to care date with any restrictions or additional care needed).

This documentation is necessary so we can inform other families of their child's possible exposure to illnesses or ensure staff are better able to care for a child after a surgical procedure or ER visit.

INJURIES AND ACCIDENTS

All young children, by nature, can be easily distracted, impulsive, clumsy and have a lot of energy, therefore; it is not uncommon that minor injuries will occur in the classroom and during outdoor play. When an injury is sustained the staff member caring for the child is responsible for performing first aid and completing a Report of Injury Form. If the injury was witnessed by another staff member the report may be completed by that staff member. These forms provide

a description of what happened to the child, a description of what was done to care for the child, by whom, and the method of notification made to the parent.

In the case of minor injuries that do not require the child to be excluded for the remainder of the day's program, the parent will be asked to sign the form at departure that day. (If the parent is not the person picking up, a copy of the form will be sent home for the parent to review.) Parent/guardian must sign the original when child returns.

In the case of an injury requiring further medical attention the parent or an emergency contact will be immediately notified. In emergency situations when time is of the essence, transportation to the hospital will be provided by ambulance.

REPORTING ABUSE AND NEGLECT

CHILD, Inc.'s first priority is ensuring the safety and well-being of children and families. We fully comply with all federal and state regulations regarding the reporting of suspected abuse or neglect of children.

All persons who have reasonable cause to know or suspect that any child has been abused or neglected are required by law (RIGL §40-11-3) to report this information to the Rhode Island Department of Children, Youth and Families within 24 hours. The transfer of information is made via a telephone call to the DCYF Hotline at 1-800-RI CHILD (1-800-742-4453).

34 FOOD SERVICE POLICY

CHILD, Inc. provides all children with daily nutritious breakfast, lunch and snack. These provisions are based on the requirements and guidelines of the USDA's Child and Adult Care Food Program (CACFP). Participation in this program includes a commercially prepared infant formula and baby food for all infants. Menus are posted on our website and in our classrooms. Parents can request a printed copy of the menu. Menus are subject to change based on unforeseen circumstances.

Meals are prepared on site, to ensure a more diverse menu. Meals are served family style and classroom staff sit to share a meal with the children while creating pleasant conversation in a relaxed social atmosphere. A variety of fresh foods and multicultural dishes are served to enhance the child's mealtime experience while exposing them to different foods. Modification to individual child diets due to a food allergy requires documentation from a physician. These modifications will be posted in the classroom using the first name and last initial of the child.

NOTE: In an effort to eliminate the possibility of any life-threatening allergic reactions or food-borne illnesses to children, families, staff:

> NO outside food or beverages (other than infant formula, breast milk, or pediatrician prescribed dietary supplement) are allowed.

All new foods must be tried at home first since a child could have an allergic reaction to foods they have not had before.

Please inform your child's teachers on the food introduction form of any new foods your infant has tried.

NO foods or beverages containing peanuts or tree nuts are served.

35 EMERGENCY PREPAREDNESS PROCEDURES

Although we hope to never experience a crisis at one of our facilities, we recognize the importance of being prepared to maintain the safety of our children, families and staff. We have developed comprehensive emergency response plans in the event of an actual emergency.

Our emergency response plan includes procedures to:

Prepare for and conduct practice drills for a variety of possible emergency situations,

Respond to an actual emergency, and

Support our children, families and staff following an emergency.

While we cannot account for all situations, these plans were developed to prioritize the safety of our children, families and staff. These drills prepare staff and children for events including: severe weather, missing child, bomb threat, intruder and environmental concerns. These plans include systems to notify parents and communicate alternate pick-up procedures if necessary. Here are some specific ways you can help keep everyone safe:

Update your contact information and designated emergency pick-up list with family service staff if changes have occurred.

Be aware of the people who are entering the building with you.

Refrain from opening the door or holding the door for anyone that is not with you.

Talk with your children about the importance of our safety drills.

If you see something that causes concern say something to one of our staff.

While the specific details won't be disclosed, we are happy to share the plans and answer any questions or receive any concerns you may have about facility safety and emergency preparedness.

36 FAMILY HANDBOOK SIGNATURE PAGE

After reading the Family Handbook, please sign the appropriate lines below and return the form to your child's teacher.

We, the parent(s)/guardians of _____
have read and understand the contents of the CHILD, Inc. Family Handbook.

We agree to follow and the policies outlined in Family Handbook.

We understand that the school reserves the right to amend policies and procedures when necessary, and that we will abide by changes. Any changes made to the Handbook will be distributed by CHILD, Inc.

The Family Handbook is not an enrollment contract.

Parent/Guardian (print name)	Signature	Date
Parent/Guardian (print name)	Signature	Date