North Idaho College

Children’s Center

2015-2016

Parent Handbook

Table of Contents
North Idaho College is committed to its policy of nondiscrimination on the basis of race, color, religion, national origin, gender, age, disability, pregnancy, sexual orientation, or status as a Vietnam-era veteran. This policy applies to education programs, services, and facilities, and includes, but is not limited to, admissions, employment, and access to programs and services.

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

1. mail: U.S. Department of Agriculture Office of the Assistant Secretary for Civil Rights 1400 Independence Avenue, SW Washington, D.C. 20250-9410;

2. fax: (202) 690-7442; or

3. email: program.intake@usda.gov.

USDA Child Nutrition Programs recognize the following protected classes: race, color, national origin, sex, age, and disability.
Welcome to the North Idaho College Children’s Center! We look forward to partnering with you this year and providing a quality program for you and your child. This handbook will answer many of your questions about the operations of the Children’s Center, its policies and procedures. The NIC Children’s Center welcomes children of all abilities and is committed to partnering with families to ensure each child’s success. Interpretive services are available upon request.

Philosophy
The Children’s Center’s educational philosophy is inspired by the schools of Reggio Emilia. The ‘Reggio’ vision of the child as a competent learner has produced a strong child-directed curriculum model. The curriculum has purposeful progression, but not scope and sequence. Teachers follow the children's interests and this drives the curriculum. The Reggio approach has a strong belief that children learn through interaction with others, including parents, staff and peers in a friendly learning environment.

As educators of young children, one of the most important questions we can ask ourselves is…

“What is our image of the child?”

The Children’s Center resoundingly answers that question from a competency based viewpoint.

“The child is capable, curious, competent, constantly constructing theories, and is a powerful researcher.”

Therefore as a facilitator of learning, the role of the adult is to:

* Assist in organizing theories, provide resources, and guide the child further in their thinking.  
  *Help provide focus and moving from uncertainty to risk. 

As educators we must also ask ourselves…

“How do young children learn best?”

Children learn best by:

* Constructing theories about the world, people, and they need time to hypothesize, explore, test, revisit and revise those theories. 

* Exposure in a social context whereby children interact with peers, disagree, work towards a common goal and share perspectives and experiences. 

* Experiencing materials that are rich with the possibilities of transformation. 

* Being given opportunities to express their knowledge through a variety of languages: the spoken word, paint, clay, wire, music, dance, and many more.
“What children learn does not follow as an automatic result from what is taught. Rather, it is in large part due to the children’s own doing as a consequence of their activities and our resources.”
Loris Malaguzzi, The Hundred Languages of Children

NORTH IDAHO COLLEGE MISSION
North Idaho College meets the diverse educational needs of students, employers, and the northern Idaho communities it serves through a commitment to student success, educational excellence, community engagement, and lifelong learning.

CHILDREN’S CENTER MISSION
The NIC Children’s Center is a nationally accredited lab school providing educational excellence in early childhood education while supporting and promoting post-secondary student success.

VISION
The NIC Children’s Center is committed to providing a family-centered early childhood program that views every child as capable and competent. The center will provide a nurturing, supportive, and respectful environment that links home and school, that is rich with opportunities to develop social competence, and that encourages every child to pursue intellectual growth and creativity through their interests and experiences.

CENTER ADMINISTRATION AND FUNDING
The Children’s Center is under and administrated by the Vice President of Student Services. The program is funded with revenue produced from child care tuition, some appropriated College funds, and the Federal USDA Child Care Food Program.

NAEYC ACCREDITATION
The Children’s Center has been accredited through the National Association of Early Childhood Programs since September 2000. Accreditation involves a comprehensive process of internal self-study and an external professional review to verify compliance with the Academy’s Criteria for High Quality Early Childhood Programs. A high quality childhood program provides a safe and nurturing environment while promoting the physical, social, emotional, and intellectual development of young children.

FAMILY PARTNERSHIPS
You are your child’s first and foremost teacher, and as such we strongly encourage families, teachers, and staff to establish a friendly and open line of communication. The exchange of ideas between families and teachers is essential and enhances the work we all do with your children. We rely on your expertise as the person who knows your child best to maintain a quality program. We put forth a strong effort to maintain
dialogue among teachers, administrators and families in the development of our essential partnership together. This happens in a variety of ways:

**Home Visits**
A unique component of the Children’s Center is developing a home and school partnership. Teacher home visits are an important connection when building and fostering strong teacher/family/child relationships. It provides and reinforces that healthy home and school link which is vital in ensuring consistency in early care. All home visits generally occur before the fall semester actually begins, so a teacher may observe the child in their natural setting to gain insight on important family cultures, rituals, routines, habits and preferences of both the child and their family. During home visits, teachers will also discuss the initial Ages and Stages Questionnaire (developmental screener), discuss any developmental concerns and provide information about the classroom routines, what to expect, and what to bring.

**Daily Communication**
*Conversations* between staff and families during drop off and pick up times are an essential time to share information.

For our infants and toddlers we use *Daily Sheets* that provide and exchange information between you and teachers about your child’s regular happenings, such as diapering, eating and sleeping. These forms are located by the sign in sheets and you are asked to fill out the top section of the form and then turn it into your child’s teacher upon arrival to the classroom. The teacher will fill out the rest of the form during the day and will be available for you when you pick up your child.

For preschool aged children, these forms are available for you as well upon request, but are not regularly completed by the teacher unless requested.

**Classroom Bulletin/White Boards**
Each classroom has a white board and bulletin located in the entry way. This is where you will find daily reminders and a copy of the curriculum plans. Additional classroom information may also be posted here, such as classroom illnesses or field trip information.

**Family Pockets**
By each classroom, families have a pocket labeled with their name that paper information is provided in. You will get *newsletters, articles, invitations* and messages from your child or other families in these pockets. *Please check these pockets daily as they contain dated information!*

**Family Bulletin/Resources**
The family bulletin board is located in the entry area of the Center. It provides a wide variety of information and is updated daily to maintain current information. This bulletin contains information about illnesses
going around, public policies, meeting agendas, curriculum provocations and reflections, family resources, etc.

Conferences
Family/teacher or Director conferences are welcomed and encouraged to discuss your child’s progress and to mutually share information and insights on your child's needs. The Center holds a minimum of three conferences per year: an initial conference is held at the conclusion of the first month of school to set goals and check in; the last two conferences are scheduled at the conclusion of each semester to review and update goals and share your child’s development and growth. Your participation is strongly encouraged!

Visitation
We believe the family to be the foundation of any children’s program, therefore we welcome and encourage you to come by at any time to spend time with your child in the program. We welcome and encourage parents to volunteer in all areas of the program, and if you have special talents or interests that you could share with the children please let your child’s teacher know! We welcome your ideas, input, wisdom and time!

Newsletters
A center-wide newsletter is emailed at the beginning of each month. These newsletters have pieces from each classroom as well as programmatic information, educational articles, and a calendar of events.

Email/Phone Calls/Texts/Facebook
With technology growing, we regularly utilize as many avenues of communication as possible! Teachers regularly email and text families updates. Facebook is used to share program information, but also to share the amazing investigations of the children. A release to include your child’s picture (we don’t use names) is included in the registration packet. Families are welcome to post updates and photos on our Facebook site as well, but are asked to only post pictures of their child unless prior permission has been given.

Children’s Center Advisory Committee
The NIC Children’s Center Advisory Committee serves as a consultative board, making recommendations and providing information to the Director of the Children’s Center. The objective of this Committee is to support the NIC Children’s Center mission and vision by developing a supporting task or project that supports:

- **Fostering Family Engagement:**
  Meaningful engagement of families is essential for enhancing a children’s learning and family well-being and supports school readiness.

- **Promoting Staff Retention, Professional Growth, and Overall Wellness:**
Continuity helps children create a good self-concept and enhances a child’s ability to form healthy relationships with others.

- **Encouraging Community Partnerships:**
  Community partnerships are central to the Children’s Center philosophy and the NIC mission.

- **Identifying Potential Financial Supports:**
  Financial support is essential to maintaining a quality early childhood program and lab school.

- **Participating in Program Assessment and Planning:**
  Multiple and diverse perspectives provide the opportunity for continuous improvement and growth.

- **Supporting the Instructional Value for NIC Students:**
  The lab school serves an essential function for the early childhood community of North Idaho by providing a model of best practice and a quality instructional program.

**MEMBERS**
The NIC Children’s Center has established an Advisory Committee consisting of parents, students, faculty, NIC staff and community members.

- Child development faculty member
- ASNIC member
- Children’s Center teacher
- NIC Foundation Board member
- Community Partner
- Infant classroom family member
- Toddler classroom family member
- Twos classroom family member
- Threes classroom family member
- Four and Fives classroom family member
- Officers
  - Parent Chair
  - Parent Co-Chair
  - Secretary
  - Treasurer
- All parents and legal guardians are considered members at large on the Advisory Committee.
Family Participation Opportunities
All families are encouraged to lead and participate in the program whenever possible, either through the tasks and projects organized by the Advisory Committee or through independent tasks and projects. Opportunities include, but are never limited to:

Volunteering in the classroom
Participating in fun school outings and field trips
Assisting in project or curriculum planning
Attending family socials/workshops
Helping with outdoor or building projects
Fundraising
Program review/planning.

Family Socials and Workshops
An all-family Social/Workshop will be held at least once a semester at the Children’s Center. We welcome and encourage participation in these socials and workshops to connect with other families and staff, and to strengthen the home and school connection for you and your child.

In addition to all-family functions, each classroom hosts parent meetings at least twice per semester in which topics are chosen based on children’s/families’ interests or needs. The classroom parent meetings take many different forms, from round table discussions, social opportunities, to educational workshops.
FAMILY POLICIES AND PROCEDURES

Admission
The Children’s Center admits children from 6 weeks through preschool without regard to race, culture, sex, religion, national origin, ancestry, or disability. A parent or legal guardian must either be enrolled or employed by the NIC’s admission deadline for children to be eligible to enroll in the program. If your child has an identified special need, you will need to meet with the program Director to review your child’s care requirements. The NIC Children’s Center does not discriminate on the basis of special needs. The program accepts children with special needs as long as a safe, supportive environment can be provided for the child.

Inclusion
The NIC Children’s Center welcomes children of all abilities and is committed to partnering with families to ensure each child’s success. If your child has a special need, you will need to complete a “Special Care Plan” in conjunction with your child’s health care provider(s). The program will attempt to accommodate children with special needs consistent with the requirements of the Americans with Disability Act. If the program is unable to accommodate the child’s needs as defined by the child’s health care provider(s) or the Individual Family Service Plan (IFSP)/Individual Education Plan (IEP) without posing an undue burden as defined by federal law. The program Director will work with the parent or legal guardian to find a suitable environment for the child.

If a child or family receives services with any other agency, including, but not limited to the Infant Toddler Program or the Developmental Preschool, the teaching staff at the Children’s Center ask that families allow them to fully partner with them and the other professional/s by attending goal meetings and implementing services into the child’s daily program at the Children’s Center.

Enrollment Requirements
A completed registration packet is required to be fully completed prior to the first day of school, or before the child can attend school. Failure to fully complete the packet or provide required documentation may result in cancellation of your child’s slot. The required registration process includes:

1) Registration forms - contains all contact information, emergency release forms, authorization for medical treatment, child’s schedule, custody arrangements with signature, verifies review and adherence to all policies and procedures listed in this handbook.
2) Child health assessment form and copy of immunizations - please refer to the health policies listed below for details
3) Special Health Diagnosis Form and Release of Information Form (if applicable)
4) Copy of custody arrangements or any other pertinent legal documents (if applicable)
5) Verified student schedule - used to verify student status for eligibility and discounted student rate
6) CACFP Income Eligibility Form (to be completed within first 30 days)
7) Infant Feeding Notification Form (if applicable)

Home visit and orientation packets also include information on free developmental screeners and community resources. Additional information on the program’s curriculum and philosophy are also included.
Schedules and Schedule Changes
In order to support strong relationships, maintain consistency and continuity for children, **families must maintain their child’s enrollment status for the duration of the school year** (fall and spring semesters). **Infant enrollment status must be maintained through the toddler classroom due to no increase in group size.** If families wish to change their status mid-year, and space is available, families may be allowed to change their schedule. However, if space is not available, families must maintain their current status until the space becomes available or withdraw from the program.

Because school schedules change within the first couple weeks of each semester, we will allow **time changes** in the child’s schedule **ONLY for the first two weeks of the semester** (i.e. from 7:00 am to 6:45 a.m.).

**Drop Off Time Limitations**
In order to provide an adequate and supportive transition to your child at drop off, we ask that you **refrain from dropping off during meal times or nap**. These are very difficult times for your child to say goodbye to you and enter into the group, while it is very difficult for the teacher to give your child the individual attention and assistance they may need to say goodbye while also managing the group. Additional staff is not available to provide one on one care for your child if they are dropped off during group nap time.

**Withdraw from the Program**
The Children’s Center requires a two week notice when families wish to withdraw from the program. We will **ONLY accept full withdrawal from the program with written notice** (i.e. verbal notice to a teacher is not permissible). To provide notice, please complete the withdraw form at the front desk and submit it to either the Sr. Administrative Assistant or Director. A final bill will be produced as noted in the Payment and Fees section of this handbook. Families will continue to be billed until notification of withdrawal is received.

**School Closures**
We are sometimes required to close school due to weather conditions. Please stay tuned to your local news channels for these closures. If North Idaho College is closed, the Children’s Center will also be closed.

You will be notified directly by a Children’s Center staff member if the center has unscheduled closures.

**Child Abuse**
Idaho State Code, Section 16-1619 requires all child care personnel to report any indication of child abuse. We are obligated by law to inform the Child Protection Offices of the Department of Health and Welfare within twenty four hours of any conditions or circumstances which would reasonably result in physical injury to a child. Persons who act upon reasonable cause in reporting child abuse are protected from any liability by Idaho Code, Section 16-1620.

**If a report is made to Child Protection Services, the Center staff is prohibited from discussing any ongoing investigation.**
What to Bring and Not Bring

We will provide a cubby for your child to store personal belongings, art work, etc. We ask that you bring the following items to be stored in your child’s cubby at all times:

- Diapers, wipes and ointments (if applicable) NOTE: Each child will have 5 diapers put away at the beginning of each semester in the event they run out. Your child’s teacher will inform you in sufficient time, via notes on daily forms or sign-in sheets, when more diapers will be needed (the 5 will be held for spares and only used if necessary).
- A complete change of clothes marked with your child’s name. This includes pants, shirt, underwear and socks. Please change this set of clothes according to the season.
- Even if your child is not a napper, all children should bring a small blanket and a “snuggly” item such as a favorite bear that often helps quiet time/naptime become more secure and comfortable.

We will provide your child with learning materials and toys. We ask that families keep any special personal items that could be lost or damaged at home. A small, special item from home can help with your child’s transition to school, but please note that these items could potentially get lost or damaged. Please limit this transition item to one small item. Children can keep their special items safe in their cubby or on the teacher’s desk if needed. Children are responsible for the care and safety of these items, not the teaching staff. You and your child assume all responsibility for the return and safety of any personal toy item. The center will not replace any item that becomes lost or broken.

Please leave all gum, candy and extra snack at home as well, as these present choking hazards or safety hazards to those children with severe food allergies.

Pedestrian Safety

When entering and exiting our building please make sure you take the following steps to ensure you and your child’s safety:

- Children should NEVER be left alone in the car—even older siblings. Please contact center staff if you need assistance dropping off or picking up—we’re happy to help
- Always turn off your vehicle’s engine
- Always hold your child’s hand when walking through the parking lot
- Use the sidewalks to enter the building, not the parking lot
- Walk your child all the way to their classroom—make contact with the teacher before leaving
- Children need to remain with an adult at all times and have an adult with them before opening doors
- Remember to use car seat safety guidelines as indicated on the informational card provided at the home visit by the American Academy of Pediatrics, Idaho Chapter.

Idaho’s Child Restraint Law
Idaho Code 49-672
Idaho’s Child Passenger Safety Law will require that all children 6 years of age or younger be properly restrained in an appropriate child safety restraint. This is a primary law, the fine is $79.00.


**Key Card System and Security**

Please help maintain safety of every child by not holding the door open to any persons when you are coming and going. Only designated Children’s Center staff will authorize access to individuals who do not have a key card, even if they are a familiar face.

Please keep in mind that in difference scenarios, such as in custody cases, some familiar faces may not be allowed access to their child. Only designated Children’s Center staff would know this information.

Please do NOT share key card with individuals, including those dropping off or picking up your child. Key cards will be distributed to family members who drop off or pick up more than two times per week.

If you misplace or lose your card it is IMPERATIVE that you tell an administrative staff person. This helps to ensure that unauthorized people do not have access into our building. The administrative staff will temporarily disable your key card while you have 1 week to locate it. If it is not located within the week, you will be required to purchase a new card.

All families are required to have a key card. Please remember that every time a staff member has to come open the door, it takes them away from their work or classroom. Out of respect to Children’s Center staff, please be considerate and remember to bring your card with you and locate or replace it promptly.

**Arrival and Pick Up**

For safety reasons **children must be supervised at all times.** Please make sure your children stay with you, not running ahead. Children should **never** go through the big double doors without a parent, coming or going.
The person responsible for bringing and picking up your child must sign the child into and out of the Center each day on the classroom sign-in sheet, located in the entry of each classroom. Only an authorized adult may sign a child in and out. It is vital that children are signed in and out, as this is how head counts are checked against and is also used for our meal program audits.

After sign-in, the child should be taken directly to his/her teacher so staff is aware your child has arrived. Each child must be properly signed in by an authorized adult and physically under the supervision of staff before the Center can assume responsibility for the child’s activities while on the premises.

When picking up your child, please check in with your child’s teacher so they are fully aware that the child has left for the day. Please remember that children must be supervised at all times and need to stay with you through the building and into the parking lot.

If you want someone else to pick up your child, you MUST complete the Pick-Up Authorization Form in the front lobby. Advise the person picking up your child to stop at the front desk to show acceptable identification (i.e. driver’s license). Without your prior consent and proper identification, we will not release your child. Parents are responsible for advising others who deliver or pick up your child of the sign-in/out procedures.

If your child is receiving services that require they utilize the school district buses, the program Director is responsible for ensuring that:

- a written schedule is in place for drop off and pick up times,
- staff members are designated for the drop off and pick up of your child, and
- these details are communicated to all staff, including the transportation department and bus driver.

The designated staff member, usually the child’s teacher, will deliver the child to the bus or pick them up from the bus as the schedule dictates. The bus driver will only release the child to the designated staff member. The designated staff member will sign the child in and out as appropriate on the classroom sign in sheet. If the staff member receiving the child is not the child’s teacher, that staff member is responsible for delivering the child directly to the child’s teacher and verbally check in to ensure that the child’s teacher is aware the child has arrived.

**Cell Phones**

In respect of all the children, families and staff utilizing our program, please refrain from cell phone use beyond the big double doors.

**Absences**

Please call your child’s classroom if your child will be out for the day or will miss regularly scheduled times. This is very important for planning and maintaining the proper ratio of staff to children each day. Since fees are charged for the entire month, no refunds are given for missed days (see the section on Payment and Fees).

**Clothing**
Simple, comfortable, washable “fun worthy” clothing that allows your child to physically engage in a variety of activities should be worn. Since we do many messy learning activities, we suggest your child wear clothes that can get dirty.

**Confidentiality of Records**

For the purpose of confidentiality, the NIC Children’s Center will not share or discuss any information about your child outside of our staff without your written consent. Your child’s information is kept in their locked confidential file and is available for your review upon request. If you do wish to share your child’s information with other professionals, you will be required to sign a release of information. Also, to protect your child’s confidentiality, teachers are required to sign a Confidentiality of Records Agreement.

**Statement of Confidentiality**

Confidentiality is defined as holding-in-confidence any and all information obtained from an employee, child, parent, or family member or contained in the employee, child or family file. This includes but is not limited to, personally identifiable information, disability records, and financial data. ~NIC Personnel Policy

- We ask that you respect the confidentiality rights of both children and adults. What this means is that we ask you to keep personal information about others to yourself. Young children share family information openly . . . through pretend playing or in conversations with other children or adults.

- If you hear something of concern, be sure to talk with a Center Staff Member. Please talk only with them, respecting the privacy rights of our families.

**Grievance Procedures**

At the Children’s Center we value the families as their child’s number one teacher and one who knows their child best, and as such, strive to create partnerships in order to give children quality care. Any grievances that pertain to your child’s classroom should be addressed to the teacher in the classroom, if you feel comfortable to do so. If you are not comfortable, you may always bring concerns to the Director. If your grievance is with the Director or administrative issues, you are encouraged to bring your concerns to the Director. If that is not a feasible choice, the Supervising V.P. for the Children’s Center should be contacted next.
HEALTH AND MEALS

Immunizations

Idaho State law requires that all children be fully immunized. You must provide official documentation of your child’s immunization record or complete an official waiver form prior to the first day of school. Unimmunized children will be excluded during outbreaks of vaccine preventable illness as directed by the state health department. **Children without the documentation will not be permitted to attend the Center until documentation is provided.**

Child Health Assessment

Routine preventative health services are required and you are responsible for keeping your child up to date with well-child checks and immunizations. Parents/Legal Guardians will be asked to provide a copy of their child’s most recent well-child exam or sign a release of information that will allow our administrative staff to obtain verification of well child checks. Referral services will be provided to children who are behind on any services, and families will have 30 days to update their child’s wellness exam.

Special Health Diagnosis/Needs

If your child has a special health need or diagnosis that requires the staff to modify any part of the normal program, a special form must be filled out to place into your child’s file. This form helps to inform the teachers and staff how to handle your child’s special needs, such as restricting diets for food allergies or what to do if your child has a seizure, etc.

This form requires a physician’s signature and incorporates the important information the staff need to take proper care of your child. **This form must be in place before the child can participate in the program.**

In addition to this form, you must also fill out a Release of Information form allowing the physician to complete the form and give information out to the Center.

Emergency medications that are included in the special health plan **MUST** be on-site when the child is present.

If your child has a particular special need that requires specific training on use of equipment, such as EpiPens, breathing treatments, or injections, trainings will be provided by a licensed medical professional. Parents are encouraged to assist with this training so that teaching staff are able to individualize their care as needed to the child.

Sick Policy

To protect the health of your child and others, we ask that you keep your child at home when ill. The following criteria are listed from Preparing for Illness, A Joint Responsibility for Parents and Caregivers. This is the booklet that was written by the Academy of Pediatrics and is what the Center uses to determine if your child needs to be excluded from care.

Your child needs to be excluded from care if:
1) They do not feel well enough to participate comfortably in the usual activities of the program, including outside activities.

2) The staff cannot care for your child without interfering with the care of other children (i.e. infants needing to be held all day)

3) The child poses an increased risk to other children or adults with whom the child will come in contact as defined in Preparing for Illness booklet.

Children with any of the above will not be permitted to remain at the Center.

*Should your child become sick while at the Center, we will contact you immediately. It is crucial that you keep us informed with accurate and up-to-date phone numbers, emergency information, and the location you can be reached at while your child is at the Center. Please remember, we are not staffed or equipped for sick care.*

Exclusion is determined based on the information in the Preparing for Illness and Managing Infectious Diseases in Child Care and Schools booklet. A copy of the information used to exclude your child, if you are called, will be given to you in addition to documentation of the child’s symptoms. **This form indicates when the child can return to care.** In some cases, a doctor’s note may be required.

REMEMBER: CHILDREN WITH A FEVER CANNOT BE IN CARE. PLEASE do NOT treat your child’s fever at home and bring them to school, as fever is the first sign of a contagious illness.

**Notifications of Outbreaks**

If there is a health outbreak at your center, information for what to watch for will be posted on the front double doors. Emails will also be sent out with the same information. If your child is diagnosed with a contagious health condition, please contact the center as soon as possible. We will then notify all the families. We will never disclose which child is affected by a health condition

**Head Lice Policy**

The Children’s Center maintains a “nit-free” policy. Any child contacting head lice will be excluded until the Director or designee determines the child to be “nit-free”.

**Injured Children**

Should your child become injured at school, we will always record the injury and inform you about the incident, the action taken, and follow-up measures. In the event of a serious injury the **EMERGENCY MEDICAL INFORMATION** form, signed as part of the registration process, allows the Center to secure emergency medical treatment for your child should it ever become necessary. We will follow the following emergency procedures:

- If the injury is life-threatening or very serious, such as a head, neck or back injury, EMS will be called immediately, after which you will be contacted.
- If the injury is serious, but not life threatening, such as a broken arm or serious cut, you will be contacted immediately to let you make the decision to either transport them yourself or call an ambulance.
• If you cannot be reached, an ambulance will be called and a familiar adult will accompany your child to the Emergency Room while every effort is made to make contact with you or other listed emergency contacts. *It is vital that we are able to reach you at ANY time*…

**Medication**  
Due to the high-risk for children and staff associated with administration of medication, the Children’s Center staff does not administer medications, prescription or OTC, for any reason other than a special health diagnosis, and only then after proper staff training has been provided by a licensed medical professional.

**Emergencies**  
We make every effort to ensure a safe environment for the children at all times. There is a set of written procedures for emergencies. All staff are required to maintain current pediatric first aid and CPR certification. An emergency evacuation plan is reviewed regularly with staff, and a fire drill is held once a month.

In the event of an emergency that would require evacuation of the building, the children will be evacuated to either another location on campus or off campus based on the situation. In the event of an off-campus evacuation, children will be relocated to one of several predetermined locations to be determined by the exact situation.

**DO NOT ATTEMPT TO PICK UP YOUR CHILD DURING AN EVACUATION!**

Once at the evacuation site families will be able to pick up their child. Teachers will then make contact with families or emergency contacts to pick up any children whose families have not already come.

A more comprehensive evacuation plan is available for review upon request.

**Toilet Training**  
Children are ready to tackle toilet training when the child demonstrates:

- An understanding of the concept of cause and effect;
- An ability to communicate, including sign language;
- The physical ability to remain dry for up to two hours
- An ability to sit on the toilet, to feel/understand the sense of elimination;
- A demonstrated interest in autonomous behavior

Once children demonstrate these skills and interest, teachers and parents/guardians will work together to develop a toilet training plan that supports the child’s developmental stage and their success in group care.

Potty training children should continue to wear protective undergarments (diapers/pull ups) while in the program until they are having accidents **less than twice a day**.

A child will be ready to begin wearing underwear at the Children’s Center once he/she can consistently keep their underwear dry **without reminders** for at **least two hours** at a time.
The child will be put back into protective undergarment (diaper/pull up) if they have had two accidents in one day.

Meals
Family style dining is used during all meals at the Children’s Center. Family style dining means teacher and children sit down together to share and enjoy a meal. Adults play an important role in making mealtime a time of relaxation and enjoyment. We help create the atmosphere that makes meal time a pleasant experience. Families are welcomed and encouraged to participate in meals with their children! Please let our cooks know if you plan to join a meal so that enough food may be prepared.

By eating together, children learn to socialize and share with others. They develop good eating habits and may be exposed to foods not served in their homes. As they take responsibility for serving themselves and making choices, they develop a sense of self-confidence.

As part of the USDA Child Care Food Program (CACFP), the Center provides a nutritious breakfast, lunch and afternoon snack for your child at no additional cost. Meals are served at:

- **Breakfast:** 9:00 a.m.
- **Older Infant/Toddler lunch:** 11:00 a.m.
- **Two’s lunch:** 11:15 a.m.
- **Three’s lunch:** 11:30 a.m.
- **Four/Five’s lunch:** 11:45 a.m.
- **PM snacks:** 3:00 p.m. and 4:30 p.m.

Infants are also included in the CACFP meal program, as the Center provides a “house formula” and different types and amounts of foods according to the age and developmental readiness of your infant and as prescribed by the USDA and Academy of Pediatrics as best practice:

<table>
<thead>
<tr>
<th>Age</th>
<th>Breakfast</th>
<th>Lunch</th>
<th>Snack</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3 months</td>
<td>4-6 fluid ounces iron-fortified formula or breast milk</td>
<td>4-6 fluid ounces iron-fortified formula or breast milk</td>
<td>4-6 fluid ounces iron-fortified formula or breast milk</td>
</tr>
<tr>
<td>4-7 months</td>
<td>4-6 fluid ounces iron-fortified formula or breast milk Optional: 0-3 Tbsp iron-fortified infant cereal</td>
<td>4-6 fluid ounces iron-fortified formula or breast milk Optional: 0-3 Tbsp iron-fortified infant cereal</td>
<td>4-6 fluid ounces iron-fortified formula or breast milk</td>
</tr>
<tr>
<td>8-11 months</td>
<td>6-8 fluid ounces iron-fortified formula or breast milk AND 2-4 Tbsp iron-fortified infant cereal AND 1-4 Tbsp fruit and/or vegetable</td>
<td>6-8 fluid ounces iron-fortified formula or breast milk AND 2-4 Tbsp iron-fortified infant cereal AND/OR 1-4 Tbsp meat, fish, poultry, egg yolk, or cooked dry beans or peas; or ½-2 oz. cheese; or 1-4 oz. (volume) cottage cheese; or 1-4 oz. (weight) cheese food or cheese spread AND 1-4 Tbsp fruit and/or vegetable</td>
<td>2-4 fluid ounces iron-fortified formula or breast milk or 100% fruit juice Optional: ½ slice bread or 0-2 crackers (made from whole grain or enriched flour)</td>
</tr>
</tbody>
</table>

USDA supports and encourages moms to continue breastfeeding when returning to work or school. For formula fed infants, the Center offers Similac Advanced as our “house formula.” Any infant using a
different formula must provide their formula in prepackaged, factory sealed containers (cannot be brought in already open).

The CACFP is open to all eligible children regardless of race, color, age, religion, gender, disability or national origin. To file a complaint of discrimination, write USDA, Director, Office of Adjudication, 1400 Independence Ave, SW, Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800)877-8339; or (800)845-6136 (Spanish). USDA is an equal opportunity provider and employer. This institution is an equal opportunity provider.

Snacks
Afternoon snacks are provided by the CACFP meal program and are comprised of two food components. Some classrooms may offer morning snack between breakfast and lunch.

Often times another late afternoon snack is offered around 4:30. This is usually a very light snack as well, as we know children go home to dinner. However, this snack usually can carry them through for families to get home and settled before the children is too hungry. We rely on family donations for these snacks.

NOTE: classrooms may have children with food allergies, so please check with your child’s teacher to determine the best type of snack donation.

Note: Food brought from home for sharing among the children must be either whole fruits or commercially prepared packaged foods in factory sealed containers.

Animals
Some of the classrooms have small animals. They may include rabbits, rats, gerbils, fish, or guinea pigs. Animals may visit the classroom as well. All animals present at the Center, indoors or outdoors, should be trained/adapted to be with young children, in good health, show no evidence of carrying any disease, fleas or ticks, be fully immunized, and be maintained on an intestinal parasite control program. If your child has allergies or for any reason shouldn't be around animals, please let the teacher know.

Center Pest Control
Whenever possible we use environmentally friendly products. We follow mandatory notification procedures.

Tobacco-Free Guideline
North Idaho College, including Head Start, is committed to maintaining a healthy and safe environment conducive to learning for ALL students, employees, and visitors. The purpose of the tobacco-free college guideline is to reduce harm from second hand smoke, provide an environment that encourages individuals to be tobacco-free and establish a college culture of wellness.

Smoking, tobacco use, and tobacco sales are prohibited on North Idaho College owned, operated, or leased properties including parking lots, walkways, sidewalks, sports venues, and college-owned and private vehicles parked or operated on College property.

For the purposes of this guideline, tobacco is defined as any type of tobacco product including but not
limited to cigarettes, cigars, cigarillos, electronic cigarettes, pipes, hookahs, smokeless or spit tobacco or snuff/snus.

**Dangerous Weapons**

In an effort to provide a safe and positive educational environment, North Idaho College Head Start prohibits the possession or use of weapons at Head Start facilities or Head Start activities.

We follow North Idaho College Dangerous Weapons Policy #7.04.01.

Possession or use of weapons (as defined in the associated procedure*), including firearms, while upon properties owned or controlled by the College or where College activities occur, is prohibited. Exceptions to this weapons policy exist where authorized by state law or where specifically authorized by North Idaho College. Violations of this policy may result in discipline, including, as applicable, student suspension or expulsion, termination of employment or exclusion from the College. Violators may also be subject to prosecution under applicable laws.

*Excerpted from Procedure #7.04.01: Weapon: means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, appears to be or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 1/2 inches in length.

Due to the licensed status of the Children’s Center, additional restrictions are mandated for firearms. Idaho Code, the Idaho Department of Health and Welfare and the City of Coeur d’Alene prohibit the presence of firearms in licensed daycare facilities unless the firearm is in a locked container that is inaccessible to children. Ammunition must be kept in a separate locked container. These rules apply at all times when children are present.
PROGRAM DESCRIPTION

Children Served

The NIC Children’s Center is a dual-function NAEYC Accredited Lab School that provides top-quality child care to children of NIC students, faculty and staff while serving as a learning lab for NIC students. Child care services are available to children of NIC students enrolled in a minimum of 3 NIC credits or children of any NIC faculty and staff. Priority enrollment is always given to students, enrolling faculty and staff children only after the student wait list has been exhausted.

Lab School Responsibilities

As a Lab School, the Children’s Center serves as the primary learning facility for our Child Development students. In addition, we serve as a learning facility in which many other NIC students complete a wide variety of their assignments such as psychology observations, nursing practicals, communication assignments, graphic design projects, and many more.

Child Development students work hands-on with children, requiring them to complete a background check and be supervised by Children’s Center teaching staff. All other students are required to utilize the observation rooms and are restricted from entering the learning spaces with children, with the exception for outdoor observation.

Head Start Partnership

The North Idaho College Children’s Center and the North Idaho College Head Start are committed to a partnership which will provide a strong school-readiness foundation for shared families. The partnership will serve a limited number of Head Start families at the NIC Children’s Center. It is the intent of both programs to provide seamless education services to the children of families of North Idaho College. For more information, please see the Center Director.

Days and Hours

Daily operating hours are from 6:45 a.m. until 5:15 p.m. Monday through Thursday and until 2:45 on Friday. The Center is open during regularly scheduled class days for the fall and spring semester, including finals week and advising/curriculum days. The Center follows the student calendar and is closed on student holidays, such as winter break, spring break and summer.

Staff

The Center’s professional staff are either full-time or part-time employees of North Idaho College. The staff consists of a Director, Sr. Administrative Assistant, 10 primary teachers, 5-7 part time assistants, and 2 part time cooks. Many college students are also employed with work study funding. All staff are required to be licensed through the City of Coeur d’Alene. This licensing requires a full FBI background check, filed fingerprints, TB test and pediatric first aid and CPR.

Continuity of Care
Continuity and consistency are essential components of quality care. Therefore, each child is assigned to a primary caregiver who is primarily responsible for the care and development of your child when at the Center. This teacher is also responsible for daily communication with you and for record keeping, developmental assessments and conferences. Primary teachers are initially assigned based on the child’s schedule (who they would spend the most time with), but are ultimately decided based on the child’s strongest attachment, therefore your child’s primary teacher may change after the initial start of the year if they develop a stronger relationship with the other teacher.

A second way we establish continuity is by making an effort each year to have at least one familiar caregiver stay with your child or move with your child to a new classroom. This individual may not necessarily be your child’s primary teacher. When this is not feasible, rest assured that the teachers, who know your child well, will meet with his or her new teacher to share insights and information to ensure a smooth transition. Children are offered opportunities to engage with their new teachers before the transition, usually with their primary teacher, to become familiar with them. Home visits also help you connect with your child's new teachers to ease the transition.

The third way we provide continuity is moving children in groups from one room to another each year. Educational research has shown that familiar children, as well as familiar adults, provide a sense of stability and familiarity to young children in new circumstances. Usually, but not always, children spend both fall and spring semesters in the same classroom with the same children and teachers. As stated above, when a situation arises in which a child would transition from the class at a different time, a transition plan will be made with you to help ensure a smooth transition.

Curriculum
As a Reggio-inspired program, we believe that children, teachers and parents are partners in learning, and that children have the right and the ability to construct their own learning with the support and participation of teachers and parents. Based on knowledge of children’s development, on the strengths and needs of individual children in our program, and the cultural context of their families and our community, curriculum is developed in a “grass roots” emergent style.

The Project Approach is an approach to curriculum that builds investigations based on children’s observed interests. These investigations are called “projects.” This curricular approach supports and enriches children’s learning through in-depth, short-term (one week) and long-term (throughout school year) project work, in which responding, recording, playing, exploring, hypothesis building and testing and provoking occur. Projects are child-centered, following their interest, returning again and again to add new insights. Throughout a project, teachers help children make decisions about the direction of study, the ways in which the group will research the topic, the representational medium that will demonstrate and showcase the topic.

While the essence of the Center’s curriculum is based on the Project Approach, the backbone of the program is the learning centers. Young children are active hands-on learners, constructing knowledge from their experiences. Play allows them to learn in a way that is most effective for them, gaining new experiences, and coming to new understandings of previous experiences. Our classrooms are learning-
center based with carefully chosen areas available for children to freely explore. We strongly believe children grow and develop best in an atmosphere where they interact with peers, try multiple solutions to problems, are encouraged to explore, and take safe risks. Children choose activities from the learning centers in each classroom that include manipulatives, dramatic play, blocks, literacy, art, sensory, and outdoor areas.

While the same curricular principles hold true for infants and toddlers, their curriculum is more centered on:

- daily routines,
- growing and maintaining family relationships,
- building relationships,
- exploration and play in a safe opportunity filled environment

Our emphasis begins with the development of strong, warm, trusting relationships. The social environment paves the way for the children to get the most out of the physical environment, as well as our routines and activities.

**Goals for Children**
The staff of the NIC Children’s Center believes that the early childhood years are critical for children in:

- Developing a strong and positive sense of self
- Becoming eager and self-directed learners
- Acquiring essential social skills and developing respect for others
- Gathering skills necessary for success in formal schooling

To assist children in meeting these critical needs, the Children’s Center staff strives to:

- Build strong partnerships with families
- Provide problem-solving opportunities for children
- Create an environment with both the freedom to explore and appropriate limits in which to feel secure
- Arrange the environment so children have ample opportunities to interact with each other and practice developing social skills

**Sample Daily Schedule**
While each class is different, the following is a basic schedule. Infants and Toddler’s daily schedule is completely individualized.

6:45-8:45 Opening teacher welcomes children; open centers; quiet activities
8:45-9:00  Transition to breakfast; closing teacher arrives
9:00-9:30  Breakfast
9:30-Lunch*  “Core” classroom time; may include group time, small group work, project work, small snack, outside activities
11:00-12:30*  Lunch*
11:30-2:30  “Quiet Time”; all children from the two’s class up will have quiet/rest time after lunch. Older non-napping children will have some down time, then will get up and work outside the classroom with teaching staff in small groups.
2:30-5:15  Opening teacher leaves; afternoon snack, open centers, outside activities

*Lunch happens in shifts starting at 11:00 for Infants and Toddlers, 11:15 for Twos, 11:30 for Threes and 11:45 for Four/Fives.

Behavior Guidance/Discipline
One of the goals of the Children’s Center program is to assist children in learning to guide their own behavior. The role of the teacher is to help children learn to eventually solve their own problems and to provide children with the tools to do so. Teachers act as mediators, suggestors, resources for ideas, a secure base, and will always ensure each child’s physical and emotional safety. We encourage children to:
Employ problem solving skills such as negotiation and active listening, and to come up with as many creative solutions to a problem as possible.
Use language to express needs and emotions, and to use words to solve differences. Adults help provide key phrases and words for children when the child is unable to do so.
Care for the people and equipment in their environment and enjoy freedom with responsibility.
Safe, reasonable, and age-appropriate limits, together with opportunities for children to practice new social skills, are the cornerstones for gaining self-control and responsibility.
Discipline procedures such as physical punishment will never be used at the Children’s Center.

Discipline vs. Problem Solving

**Discipline**
- Enforcing a set of rules to be obeyed
- Focuses on event and end product-to behave in this situation
- Is an effort to transform another person to be better
- Is adult centered: adult decides what is right or wrong behavior
- Suggests compliance, obedience: focuses on “behave”, “don’t argue”, “know the meaning of the word no.”

**Problem Solving**
- **Definition:** Using the innate ability to solve problems using inner resources
Focuses on process, not specific event-emphasizes problem solving skills
Child is allowed to do what kids do—both virtues and flaws—but with responsibility
Is child centered: builds on natural impulses and relies on growing intellect and reasoning powers
Suggests learning to understand the meaning of the word why: focuses on possibilities, solutions

Problem Solving:
😊...Build self-esteem and self-reliance as the child accomplishes a solution by himself with his own power
😊...Encourages the intellect as the mind “probes and searches for ideas and answers”
😊...Enhances creativity as children learn to explore multiple options to a problem
😊...Allows children to make mistakes, but most importantly, learn from them
😊...Shows the child that the adult believes the child to be lovable and worthwhile by allowing them to follow their own natural impulses
😊...Builds responsibility and self-control as an outgrowth of the child’s own action
😊...Requires time, development, and many experiences!

Challenging Behaviors
When a child in the classroom is demonstrating consistent, serious and challenging behaviors, it is critical that teachers and families work together to implement a behavior plan to ensure the child’s inclusion and success in the classroom environment. Our ultimate goal is for ALL children to be safe and successful and we will take every measure to ensure your child’s success in our program.

If your child is exhibiting a continuous challenging behavior that is disruptive to the learning environment or is unsafe for other children or himself/herself, teachers will first document this behavior on incident reports (you will receive copies of these on the day the incident occurs), then they might arrange a conference with you in order to gather as much information about the situation as possible and share their detailed observations of the child’s behavior. After this conference, another meeting will be scheduled two weeks later in order to create a formalized behavior plan.

During those two weeks, teachers and families will both fill out ASQ and ASQ-SE (formal developmental assessment tools) to screen for possible causes of the behavior. Teachers will also continue to track behavior and will communicate with you daily. It is also possible for the child to be referred for more detailed assessment during this time.

For the second meeting, you and your child’s teachers will create a positive behavior support plan that will include strategies to prevent and replace the challenging behavior, to reinforce appropriate behaviors, to not reinforce the challenging behavior, and to create evaluation criteria for the plan. A review of the developmental screenings will also happen during this meeting, at which time you would receive a referral to an appropriate agency for further assessment if needed*.

Following this meeting, the teachers will begin to implement the new support plan, including meeting with other professionals as appropriate. It is important for all teaching staff that work with your child to be
informed of the exact plan, therefore you will be asked to sign a release of information allowing all program staff access to the information contained in the behavior support plan.

At the specified time, families and teachers will meet again to evaluate the plan and make adjustments as necessary. It is important to understand that all programs are not always a good fit for every child, which should be considered if the challenging behavior continues despite behavior plans.

*Important note:* If the teachers and director indicate that your child needs to be further assessed for his/her behaviors, it is your responsibility to get those services. If you choose not to get your child assessed, it is possible that the Children’s Center will not be able to meet the needs of the child without professional assistance, in which case the family will need to remove the child from the program.

**Assessment of Child Progress, Individual Child Goals and Referral for Diagnostic Assessment**

The NIC Children’s Center uses various types of assessments to support children’s learning, such as observations, rating scales, and individually administered questionnaires. All teaching staff at the Children’s Center have received specialized training and education that prepares them to use these assessment tools and interpret results. Developmental progress is guided by the Teaching Strategies Gold Objectives for Development and Learning.

Children will be screened using an Ages & Stages Questionnaire at the beginning of each semester and upon enrollment. These questionnaires are completed by families and sometimes the child’s primary teacher, and are done in the child’s natural environment (either the home or the child’s familiar classroom) for the purpose of gaining true feedback on the developmental screening.

At the beginning of the year families will be asked to complete a questionnaire while the teachers complete a TS Gold checkpoint assessment. Once these are both completed, the family will be offered the opportunity for a teacher conference to discuss the child’s ongoing development and assist in the process of setting children’s individual goals with guidance from Teaching Strategies Objectives for Development and Learning. Additional teacher conferences are held at the conclusion of each semester to follow up on goals. Goal updates are also done throughout the year as children achieve their goals.

The ASQ, the ASQ-SE and the TS Gold Checkpoints are tools that the children’s center uses for screening, assessing and referral for diagnostic assessment. If the screening and assessment tools raise concerns about the growth or development of your child, your child’s teacher will communicate in a sensitive, supportive and confidential manner their concern, suggestions for next steps, and also provide information about resources for further assessment.

If a child or family receives services with any other agency, including but not limited to the Infant Toddler Program or the Developmental Preschool, the teaching staff at the Children’s Center ask that families allow them to fully partner with them and the other professional/s by attending goal meetings and implementing services into the child’s daily program at the Children’s Center.

As noted above, the program uses Teaching Strategies Gold (TS Gold) as our main form of assessment.
The teachers conduct daily observations of children during play and document their observations using anecdotal records and pictures. These are put into TS Gold where families can see them at any time online, and they are used to inform the formal assessment process of completing “checkpoints” of the child’s growth and development across all domains.

At the end of the year, these observations as well as many work samples and other documentation are collected into what is known as a Journey Book. These books ultimately reflect the developmental progress and learning of the child as well as identify their interests and needs. In addition to assessment, daily observations guide the teachers in planning for daily curriculum and adapting their practices and the environment.

Teachers are responsible for delivering a written report at least twice a year during family/teacher conferences, following completion of a TS Gold Checkpoint and ASQ screening that describe their child’s development and learning. The Children’s Center uses the formalized Checkpoints format and ASQ score sheet and deadlines will be given to teachers throughout the year.
PAYMENT AND FEES

Fee Structure
Daily rates are used to calculate bills for the entire year (fall and spring semesters combined). The yearly total is divided into 9 equal monthly payments. **NOTE: Each month’s bill will be the same, despite the number of days per month.** There are no refunds for absences or emergency center closures.

The Children’s Center offers students with 6+ NIC credits a discounted rate. Any child enrolled to a student with less than 6 NIC credits or faculty or staff are not eligible for this discount. Students, regardless of number of credits, are eligible for “half day” slots. These slots are reserved for students and are not available for faculty or staff children.

In addition to the daily charges, an annual non-refundable $25 registration fee per child is due at the time of enrollment.

Payment of Tuition
Because the Children’s Center relies on child care tuition for support of the program, the timely receipt of parent fees is extremely vital to our ability to provide a quality program and quality care for your child.

Children’s Center Policies and Procedures are:

1) All tuition is payable in advance
   a. A bill will be sent to you via email on the 1st of each month
   b. Payment in FULL must be made ON OR BEFORE THE 10TH OF THE MONTH.
      i. Families with ICCP are **required to pay the first month of child care in full**. Full payments will be required until verification of payment is received from ICCP. Once verification from ICCP is received, families are only responsible for their co-pay amounts.
      ii. For families with **pending ICCP**, the full month’s payment must be made BY THE 10TH to avoid a late fee.
      iii. For families with **verified ICCP**, your full co-pay amount must be paid by the 10th to avoid a late fee.
      iv. **PLEASE NOTE:** If at any time ICCP fails to pay for child care services, the family will become solely responsible for the outstanding balance.
   c. It is the sole responsibility of the family to work with ICCP for child care subsidy, including, but not limited to, obtaining the proper paperwork, submission of paperwork and ongoing communication. The Children’s Center is **not** responsible for any submission of paperwork or follow up communication.
   d. Payments are made at the [Student Accounts](#) window in Lee Kildow Hall. The Children’s Center cannot accept payment at the Center.
   e. A **$20 LATE FEE** will be assessed if payment is not received in full by the 10th.
      i. Please note: due to registration times, any outstanding accounts past the 10th in November, December, April or May will also be placed on hold to prevent future registration. Holds will be removed once payment is made in full.
f. Payment must be made in full by the 15th of the month for your child to remain in care. Your slot will be held until the end of the month, at your expense.  
   i. Outstanding balances past the end of the month will result in dismissal from the program, a hold will be placed on your student account and your outstanding balance will be sent to collections.  
   ii. Balances sent to collections may increase in amount due to collection fees.  

g. Please bring any grievances about billing to the Children’s Center administrative staff.

2) Child care tuition is charged for the child’s scheduled days, regardless of absences due to illness, vacation, emergency closures, etc. Rates are never pro-rated.

3) If withdraw from the program occurs, a final bill will be figured and calculated by the total of days your child was scheduled, including the two weeks from written notification. This total will be subtracted/added from what you have already paid to figure your final total. Please note that due to our billing process, giving a two week notice two weeks prior to the end of the month does not guarantee that you will not have a final bill.

4) Children enrolled in the Head Start portion of our program are subject to all fees and procedures for any time scheduled before 8:30 and after 12:30.  
   a. If a family enrolled in a Head Start slot becomes delinquent in payment for services outside of the Head Start slot (prior to 8:30 and after 12:30), those times are subject to above consequences.  
   b. Head Start children will still be served Monday through Thursday between 8:30 and 12:30 regardless of delinquency of payment for outside child care services.

Idaho Child Care Program (ICCP)
The Idaho Child Care Program (ICCP) provides child care subsidies for qualified families. These subsidies are given to families who are working, looking for work, and attending training or education programs or need preventative services. Parents pay a percentage of the child care cost, based on the number of children in their home and their monthly income. If you are interested in finding out more, call the Idaho Care Line at 2-1-1.

Enrollment Cancellation by the Center
The Children’s Center strives to work with each individual family to make our services meet their needs. However, for various reasons, our program may not be the best fit for every family. The Children’s Center reserves the right to cancel a child’s enrollment at the Center for several reasons, including but not limited to:

- Hostile or aggressive behavior towards any child, staff member or other family member
- No longer meet eligibility requirements (no longer student, faculty or staff)
- Families habitually picking up their child after their scheduled pick up time.
- If your child is not yet ready for a group experience or his/her needs are not being met in the group setting, we may ask you to withdraw your child after all attempts to support your child’s success have been made. We do not believe a child should remain in the program unless he/she can benefit from the experience, and not all programs are a good fit for all children.
• If your child care tuition payments are consistently late, you may be asked to remove your child from the program.
• Failure to provide current immunization records will also be grounds for enrollment cancellation.
• Children and families in Head Start slots will continue to be served during their Head Start hours, but may be subject to the cancellation of extended child care for the same criteria as other families in non-Head Start slots.

**Late Pick-Up Charges**
Late fees will be assessed to all families when their child remains beyond their scheduled hours. If you are late picking up your child a $1 per minute late fee will be assessed and reflected on your next month’s child care bill. It is of utmost importance that your child be picked up on time due to staff/child ratios, teacher schedules and other planned activities throughout the day.

In the event a child or children have not been picked up within a half hour of scheduled pick up time, and further that (1) the parent has not contacted the Center staff as to alternate arrangements and (2) the person, identified by the parent as the emergency contact and authorized person to pick up said child, cannot be reached and/or refuses to pick said child up from the Center, it is the Center’s policy to notify the Child Protection Unit of the Idaho Department of Health and Welfare as the facts involved and to implement that Department’s authority to care for said child or children (Idaho Code Section 16-1601).