

CHRIST *the* KING

EARLY CHILDHOOD CENTER

20 SUMTER AVENUE, ALBANY, NY 12203

518-456-5400 (PHONE & FAX) + ECC@CTKPARISHNY.ORG + WWW.CTKPARISHNY.ORG

EARLY CHILDHOOD CENTER



PARENT HANDBOOK

Effective August 2019

OWNED & OPERATED BY THE CHURCH OF CHRIST THE KING

20 SUMTER AVENUE, ALBANY, NY 12203

518-456-5400

Rev. James T. Fitzmaurice, Pastor

Stacie Boelkins, Director of Early Childhood & School Age Programs

Michael Markham, Business Manager

Licensed by NYS OCFS & a parish program of the RCDA

www.ctkparishny.org



Christ the King Early Childhood Center

Mission statement

Families and faculty work cooperatively to foster a sense of community, providing opportunities for our children's educational experiences, enrichment and purposefully advancing Christ the King's Early Childhood Education Center. Modeling ourselves and our goals in the Catholic tradition, we strive to promote a place of joy and respect for one another, drawing ourselves closer to one another and to the God who loves us.

History

In 2010, after more than six decades of providing a Catholic elementary education for the Guilderland and Westmere communities, the parish members of Christ the King made the difficult decision to close the school due to the ongoing issue of low enrollment. The parish contemplated alternatives to utilize the school building to serve the community in a new capacity, and decided to open a state licensed Early Childhood Center in July of 2010. The center housed 3 classrooms at that time which had carried over from part of the elementary school. Since that time, the center has grown substantially, currently operating ten Early Childhood classrooms, four After-School Program classrooms, and a popular Summer Enrichment Program. We serve children and families in the local community and work toward promoting the health, well-being, and educational goals of each child enrolled in our programs. Additionally, we foster a deeper understanding of the Catholic faith in our students and support children in their relationship with the Father, Son, and Holy Spirit. Our commitment to the community is evident in our service to our students and families and the larger community of the Capital District and beyond. We welcome families of all faith traditions and cultural backgrounds and intentionally plan and implement educational initiatives to encourage each child to grow and develop at their own pace with the support of caring and dedicated professionals.

**CHRIST THE KING EARLY CHILDHOOD CENTER IS AN ACTIVE MEMBER OF THE
CAPITAL DISTRICT CHILDCARE COORDINATING COUNCIL,
NEW YORK ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN,
QUALITY STARS NY,
THE NATIONAL ASSOCIATION FOR THE EDUCATION OF YOUNG CHILDREN, &
THE NEW YORK STATE NETWORK FOR YOUTH SUCCESS**

CORE VALUES & BELIEFS AS DEFINED IN THE NAEYC ETHICAL CODE OF CONDUCT

Our core values are defined in the NAEYC Code of Ethical Conduct and are deeply rooted in the early childhood profession. In addition, we seek to be a high-performing, inclusive organization that is enriched by and continually grows from our commitment to diversity, as embodied by our core beliefs.

We uphold these values and beliefs in all our interactions and initiatives:

Core Values

1. Appreciate childhood as a unique and valuable stage of the human life cycle.

2. Base our work on knowledge of how children develop and learn.
3. Appreciate and support the bond between the child and family.
4. Recognize that children are best understood and supported in the context of family, culture, community, and society.
5. Respect the dignity, worth, and uniqueness of each individual (child, family member, and colleague).
6. Respect diversity in children, families, and colleagues.
7. Recognize that children and adults achieve their full potential in the context of relationships that are based on trust and respect.

Core Beliefs

1. Excellence and Innovation—We are imaginative risk takers willing to challenge assumptions while being accountable to our mission and fiscally responsible.
2. Transparency—We act with openness and clarity.
3. Reflection—We consider multiple sources of evidence and diverse perspectives to review past performance, note progress and successes, and engage in continuous quality improvement.
4. Equity and Opportunity—We advocate for policies, practices, and systems that promote full and inclusive participation. We confront biases that create barriers and limit the potential of children, families, and early childhood professionals.
5. Collaborative Relationships—We share leadership and responsibility in our work with others. We commit time and effort to ensure diverse participation and more effective outcomes. We act with integrity, respect, and trust.

<https://www.naeyc.org/about/mission>



CHRIST THE KING PHILOSOPHY

At Christ the King Early Childhood Center, it is our goal to create a learning community that is engaging, nurturing and in the Catholic Faith.

Our students will learn from each other while showing kindness, support, and building positive character traits.

Engaging, diverse, and interactive classrooms are designed to meet the needs of every child. We strive to foster a rich and carefully constructed thematic curriculum in all of our programs. Nursery, Pre-Kindergarten and quality educational childcare programs will be developmentally appropriate, and encourage children to have the freedom to grow, explore, learn, and be. We recognize and encourage parent's involvement in the educational process, and invite you to visit the classroom, volunteer your talents, and celebrate your child's joys and successes. Teaching staff plan and implement individualized curriculum goals based on each child's abilities and needs. We understand that children learn differently and it is our goal to meet your child where they are to expand his or her knowledge as well as social, cognitive, creative skills, and motor development. All are welcome in this place!

CENTER POLICIES

Our center is dedicated to providing quality childcare services, educational programs, and a loving atmosphere for children. Teaching staff work diligently to implement quality educational experiences while modeling behaviors that help to develop positive character traits in young learners. Every staff person is concerned about the overall welfare of your child. All staff is required to meet the NYS OCFS standards in order to interact with children at the center. Additionally, all staff and volunteers must complete VIRTUS training, sign a Code of Conduct and authorize a background check to be completed per the Roman Catholic Diocese in order to interact with children at the center.

STAFF PROFESSIONAL DEVELOPMENT

Per NYS OCFS Childcare Regulations, all staff members are required to complete professional development to increase their knowledge base and support them in carrying out their duties related to the education, care, health and safety of the children. Initially, staff complete 15 hours of training, including a thorough Orientation. Additionally, one-two annual training days will be scheduled for staff to assist in meeting their professional development goals. The center may be closed for a full or partial day to support the growth of our valued teachers and teacher assistants. Families will be given a two-month advance notice of the scheduled day. Staff are strongly encouraged to attend workshops, trainings, and conferences related to their position. Thank you for your anticipated support of our dedication to providing excellent programs for the children that we serve.



HOURS OF OPERATION

The Early Childhood Center is open from 7:30 AM to 5:30 PM Monday through Friday throughout the year. Nursery and Pre-K programs operate September through June and generally follow the Guilderland Central School District's calendar. **Please be advised that late pick-ups are billed at \$1.00 for each minute increment past closing or scheduled program time.** Due to the long hours the center is open, it is imperative that **should you be late, you call to notify the center as soon as possible.** Holidays have been configured into the overall annual tuition amount. During the school year, the Early Childhood Center will be closed on the following holidays:

Labor Day	New Year's Day
Columbus Day	Martin Luther King Jr. Day
Veterans Day	President's Day
Thanksgiving Day	Holy Thursday
Day after Thanksgiving	Good Friday
Christmas Eve	Memorial Day
Christmas Day	Independence Day
New Year's Eve	Staff Development Days (1-2 dates TBA)

COMMUNICATON & ABSECNCES

It is important that the home and school strive to build and maintain positive communication! Your child's teacher will assist in keeping you informed. Please feel free to contact your child's teacher via e-mail, phone call or note, if you feel the need to discuss an issue. It is particularly important for us to know if you are contemplating a move or change in family patterns. We respect all such information as confidential. Keeping us informed helps us to give your child any extra attention needed during these times. Also, we ask that you please notify the Director and/or your child's teacher if your child will not be attending the program for the day.



SAFETY DURING ARRIVAL AND DISMISSAL

Upon arrival, please accompany your child to the bathroom as they wash their hands before entering their classroom and engaging in play. Children will be dismissed from their classroom or playground. Children will only be released to those authorized adults listed on the "Student Release Designation" form. Any changes or special pick up arrangements must be in writing and discussed with the Director and/or classroom teacher. **NO child will be allowed to leave the**

premises with someone other than the person responsible for the child without written consent of the parent or guardian. Under these circumstances, picture identification will be required to pick the child up. The parking lot speed is 5 MPH. **Please do not leave unattended children in vehicles in the parking lot. Also, please be careful not to park in the front of the building, blocking our entrance and on the side of the building, thereby blocking the fire hydrant.**

FIREARM & DRUG-FREE SCHOOL ZONE

Christ the King Early Childhood Center is a Drug Free Center. Drugs and weapons have no purpose here and they are not allowed onto the premises! Smoking is not permitted on school grounds within 100 feet of the Parish Center.



TUITION & FEE INFORMATION

A non-refundable registration fee is required for each child annually. All payments should be made directly at the Early Childhood Office. Payments may be made via automatic withdrawal from a checking or savings account or deposited in the gray lock box located outside of the EC office. Regretfully, we are not able to make change at the office. All payments are due the by the first of each month. Programs must be paid for in advance. If you wish to make an annual or bi-annual tuition payment, you may do so on September 1st and February 1st of the program year. **Invoices are not automatically generated. It is the family's responsibility to make payments in a timely manner.**

Invoices will be given upon request by the parent or guardian. Arrangement of a "Bill Pay" option at your financial institution may be sent via mail to CTK Early Childhood Center, 20 Sumter Ave., Albany, NY 12203. Please note that tuition is charged for 16 legal holidays (listed previously). A fee of \$35.00 will be charged for returned checks. At the end of the calendar year, you may request for an Annual Tuition Receipt which will be provided for tax purposes.

Please allow a one-week turnaround time for any employer reimbursement form requests.



LATE PAYMENT & LATE PICK UP FEES

A late fee of \$25.00 per week will be applied to tuition accounts that become overdue longer than one week.

Tuition is charged for holidays, children's sick and snow days. Families may not replace days of care due to a child's absence. If there is any problem in making your tuition payment, please speak to the Director immediately to arrange a payment plan.

HOLDING FEES

Families who have a child enrolled in a 12-month program may pay a holding fee of \$150.00 per week to retain their child's slot if they are on vacation for more than a two-week period. Ten month programs must be paid in their entirety.



SCHOOL CLOSINGS

If it should be necessary for the Early Childhood Center to be closed due to inclement weather, notification will be given through the School Closings Network (SCN). The SCN conveys information to the local radio and television stations. If there is a need for an emergency closing during the course of a school day, a staff member will notify you by phone. The SCN will also be informed of any early dismissal due to weather/emergency. For this reason, changes in work/cell

phone numbers and contact pick up information is vital to us. Please keep this information current. Please note that we tend to follow the Guilderland CSD's lead regarding school delays or closings, however, not always. Please be sure to check for updates to initial delays or closings so that you are sure to have the most updated information. You may also opt to sign up for text alerts with any local television stations which will provide you with an updated status for our center.



CHILDREN'S SUPPLIES

We are interested in keeping your child as comfortable as possible. With that in mind, we must have a change of clothing on hand, including socks and underwear. Any soiled clothing will be in a bag and sent home for laundering. Please return a like item of clothing to keep the set complete. If a child has had to use any extra clothing of the programs, it should be laundered and returned as soon as possible, as it might be needed by other children. **Please label all items with the child's name**, including all outdoor clothing. Children are expected to have weather appropriate clothing, including snow pants, boots, hats, and mittens in the winter and a bathing suit and towel in the summer. Open-toe shoes are not permitted. In the Early Childhood childcare programs, children will also need a blanket for naptime, as well as a special cuddly toy to nap with. Blankets should be taken home on Fridays and returned clean on Mondays. Additional supply lists from the teachers may be given at the beginning of the school year.



MATERIALS FEES/ENRICHMENT FEES

ALL programs will be charged an annual materials fee payable to the teacher on the first day of program. These funds are designated for teaching staff to utilize for seasonal and special items that they believe will enrich and enhance your child's learning experiences within their program. Certain programs may also include fees for monthly subscriptions or monthly community programs which the children participate in. Teachers will provide more information in their initial letters to families about what will be required.



PETS & PLANTS AT CTK...Some classrooms may have a pet fish in their classroom. Teachers sometimes use a pet or a plant as a living object component of the program which helps the children to learn about the life of living things and how to take care of plants and pets. Teachers check to make sure that plants are safe to be around the children.

CENTER PROGRAMS

The Early Childhood Center offers several programs designed to promote the overall development of children and to support families in their role as their child's first teachers. Our programs include:



Early Childhood Programs

❖ **Toddler I** (children aged 18-29 months) & **Toddler II** (children aged 30-39 months)

An important focus of our toddler programs is the encouragement of social development and developmentally appropriate learning experiences. Children are encouraged to move from independent play to cooperative play, explore new concepts through sensory experiences, and begin their exposure to the written word. Learning how to express themselves and interacting appropriately with peers is an important part of the toddler programs. Our toddler programs are structured to support and encourage independence. The toddler II program also assists children with toilet training.

• **Nursery School Programs**

These programs are designed for 3 year olds, and encourage socialization and learning experiences in many different content areas. By age three, children have usually achieved a high level of physical coordination and fairly mature speech patterns. They are eager to learn about the world around them, and do so through exploration, sensory experiences and peer interactions. Activities are implemented based on the child's individual's abilities. Teachers design foundational activities based on various subject areas (art/musical creativity, writing/early childhood literature, science and math, dramatic/construction play, religious education, physical education, and social interaction with peers. Children must be toilet trained to enter our nursery school programs as our classrooms are not equipped to change children

• **Pre-Kindergarten Programs**

Our kindergarten readiness programs are designed for 4-year-old children and focus on building the skills that are necessary for your child to the begin their formal education. The curriculum, although primarily thematically based, infuses academic topics into enriching learning experiences. Children gain knowledge in the areas of language development, socialization, art, music, math, science, physical education and religious education. Teachers also obtain information about the children's interest and prepare "studies" which are intended to promote curiosity and increase knowledge of topics across the various curriculum areas. Students also gain the experiences of working and playing with others in our Christ the King community through various planned activities. One of the highlights of the year is our Family Literacy Event in which families showcase a special project they've worked on together focusing on children's literature and related activities.



SCHOOL AGED PROGRAMS

(After school program & Half Day/Full Day program on most district days off)

Our after school programs are a great place for kids to recharge after their day at school. Kids are encouraged to work both independently and in groups to complete the fun activities scheduled daily. Both recreational

and educational in nature, this program provides a fun and interactive place for children 5-12 years of age to spend time when school is not session. Activities reflect the children’s interests and character education is facilitated. Daily program includes a healthy snack, homework time, group games, and creative expression through creative art, literacy, music, science, math, and physical activity components. We also have a Mentoring Program for our 5th & 6th grade friends, which allows them to help plan and implement fun activities with our younger SAP students. The mentoring program has proved to be very popular as well as beneficial in that the children express feeling good about helping others and demonstrating responsible behavior. Transportation to CTK may be arranged with the Guilderland school district. Typically, busses arrive from Guilderland, Westmere, Altamont, Pine Bush, and Lynnwood elementary schools after 2:15 pm.

PROGRAM CURRICULUM

Currently, our early childhood teaching staff utilizes a curriculum framework that follows developmentally appropriate practices (teaching methods which are aligned with the developmental maturation of each child). Through intentional teaching, we strive to gain knowledge about each individual student and their particular learning style, their family/cultural background, the manner in which each child interacts socially as well as the child’s needs, strengths and differences based on their individual development. The basis for planned learning experiences are derived from three primary sources: The Creative Curriculum from Teaching Strategies, the NYS Early Learning Guidelines, and the NYS Education Department Prekindergarten Foundation for the Common Core. Below, please find an excerpt from page 3 of the publication “2016 NYS Early Learning Alignment Crosswalk, which defines the domain areas as:

1. **Physical Well-Being, Health, and Motor Development** – the overall physical condition of a child and how a child moves his/her body.
2. **Social and Emotional Development** – the ability to express and regulate feelings and to develop relationships with others.
3. **Approaches to Learning** – the innate qualities that manifest in observable behaviors that indicate ways children become engaged in social interactions and learning experiences, and how those affect learning and the acquisition of knowledge.
4. **Cognition and General Knowledge** – the ability to acquire knowledge by thinking about, understanding, and interacting with the world.
5. **Language, Communication, and Literacy** – the ability to convey feelings or thoughts by speaking, gesturing, or writing to be clearly understood by others and also to interpret what others are communicating orally, with gestures, or in writing. English Language Development is the development of receptive and expressive English language skills for children who speak a language other than English at home. The learning outcomes of children who are Dual Language Learners are best supported with opportunities to interact and learn in each of their developing languages.

Head Start Early Learning Outcomes Framework, Ages Birth to Five	New York State Early Learning Guidelines (Birth to 5 Years Old)*	New York State Education Department Prekindergarten Foundations for the Common Core (4 Years Old)
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Perceptual, Motor, and Physical Development	Physical Well-Being, Health, and Motor Development	Physical Development & Health
Social & Emotional Development	Social & Emotional Development	Social & Emotional Development
Approaches to Learning	Approaches to Learning	Approaches to Learning
Cognition, Mathematics Development, Scientific Reasoning	Cognition and General Knowledge	Cognition and Knowledge of the World
Language, Communication, and Literacy	Language, Communication, and Literacy	Communication, Language, and Literacy
<i>English Language Learning is embedded throughout all domains</i>		
<p><i>*The NYS Early Learning Guidelines are only presented at the top level. If you would like to read more about each domain, please refer directly to the document: https://www.ccf.ny.gov/files/7813/8177/1285/ELG.pdf</i></p>		

Creative Curriculum Domains also reflect these areas; however, they divide the domains into ten separate areas:

1. Social and Emotional Development
2. Physical Development
3. Language Development
4. Cognitive Development
5. Literacy
6. Mathematics
7. Science and Technology
8. Social Studies
9. The Arts
10. English Language Acquisition

Teachers are encouraged to be creative and flexible in regard to weekly lesson plans. Additionally, staff is further encouraged to gain insight from the children so that planning may reflect their interests as well. Structure, consistency and knowledge of what to expect is a critical piece within Early Childhood programs. Equally important is the ability to allow for flexibility so that the children may follow the track of their own inquisition and curiosity of the concepts that are presented and examined. As a result, the knowledge that each child acquires is a result of thoughtful planning aimed toward the individual as well as the larger group, and successful implementation which results from teaching staff who are well versed in facilitating appropriate environments while maintaining developmentally appropriate expectations of each child’s abilities. Daily classroom schedules are based on the needs of the individual children as well as the overall class.

SPECIALS

As part of your child’s learning experiences at CTK, we include several “specials” in our programs. In most programs, children will have a weekly gym class, library visit, and art & music enrichment. Faith based lessons are implemented with children at every age level. Additionally, field trips are scheduled throughout the year for our friends 3 and older. CTK also partners with local organizations such as the Pine Bush Discovery Center, the Guilderland Public Library, the

Albany Pine Bush Discovery Center and theatre/musical groups or museum programs to bring some wonderful learning opportunities to our students on premises.

CHILDHOOD ASSESSMENT AND EVALUATIONS

Children will be screened within 45 days of attendance utilizing the ASQ (Ages & Stages Questionnaire). If concerns present, assessment may be completed a second time within 1-3 months after carefully planned activities have been implemented based on the individual child's needs. Confidentiality is maintained in the child's main file which is kept in a locked file cabinet in the main office. One of our goals at the center is to plan and implement learning experiences that will benefit your child across the many curriculum areas. We also strive to observe, document, and report our observations and findings to parents and guardians through parent-teacher conferences. Teachers document accomplishments made by children based on Teaching Strategies guidelines. Behavioral concerns will be documented to obtain information about the child's ability to communicate effectively, and utilize negotiation and self-soothing skills when appropriate. A minimum of two conferences are scheduled during the year at which time parents are encouraged to meet to discuss their child's progress. Parents can expect to receive information about their child's academic progress, behavioral characteristics, and see examples of their work. Staff are trained in use of screening tools and work collaboratively to assess each child individually. Families may be asked to work with staff to complete a social-emotional questionnaire about their child. The center's objective is to obtain an unbiased view of each child's development across the following areas:

- ✓ Gross motor skills (large muscle-crawling, walking, jumping)
 - ✓ Fine motor skills (small muscle-hand skills)
 - ✓ Adaptive/Cognitive skills (problem solving, comprehension of concepts)
 - ✓ Speech and Language (speaking and listening)
 - ✓ Personal and Social Skills (self-help/care, play skills, behavior)
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ENGLISH LANGUAGE LEARNERS

As we serve families of many different ethnicities, it is important to ensure a comfortable drop off for the children that we care for. For those who have not yet mastered English, we want to assure the child that they are in a safe and welcoming place. Center staff will inquire about important words and phrases so that communication can be improved as we work with children to increase their English speaking and comprehension skills. Additionally, the staff is encouraged to address the child in their primary language as they greet them each day. Families are asked to share this information on the Parent Questionnaire. ELL take home kits are available to students of the center. These kits provide activities for children and families to do together to promote the acquisition of the English language. They may be loaned out for one week, and must be returned in a timely manner. Parents may request a Literacy Bag from the teacher who in turn will obtain the kit and ask the parent to sign it out. For bags that are not returned or are returned damaged, families will be charged a \$25 fee.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

SCREENING & ASSESSMENT ACCOMODATIONS FOR ENGLISH LANGUAGE LEARNERS

As we honor each individual, we take steps to ensure that screenings and assessments take each child's cultural background, particularly language, into account. Children are entitled to benefit from working with professionals who are able to adequately screen and assess their developmental progress across the curriculum areas. To that end, center staff will seek out professionals who are able to communicate with the child in their native language in an attempt to obtain an accurate score on any early educational screening and assessment tools. Being culturally responsive to the needs of our students is important as it helps to guide specific educational goals which are informed by children's specific cultural, racial, ethnic, linguistic, and ability. Teaching staff will be encouraged to engage in professional development related to educating children who require special accommodations due to cultural or linguistic differences.



TRANSITION PROCEDURES

- **First Day of Program**

Transitions can be a challenging time for young children. Prior to the official beginning of the school year in September, a "Drop in Day" is held in each program so that the children can have a shorter span of time to explore the classroom, interact with peers and staff and establish a sense of familiarity with their program. For children who enroll after September, it is highly recommended that families schedule one or two "Drop in Days" for children to attend. Resources on handling separation anxiety and facts on attachment concerns for children are shared with families after the child has officially registered for a program at the center.

- **Moving Up in the Center**

As children age out of programs, a plan is put into place to ease their transition to the next program they will be enrolled in. Teachers and parents will discuss options for children with the goal of a comfortable departure from the current class and arrival into the new class. As part of the plan, children will visit the new classroom one week prior to joining. They will start in small increments (30 minutes) and gradually increase by the end of the week. The teachers of each program will meet to discuss the child's progress and any concerns regarding their development.

- **Changes in Classroom Staff**

Should a staff member be transferred to a different program or resigns and a new individual is hired, the center's policy is to ease the individual into the program prior to the absence of the current staff. As part of the new hire's orientation process, they will spend time in the program shadowing the current staff. Formal introductions will be made to the children and parents on the first day. The Director will notify the family as much in advance as possible through a letter which informs the parents of changes being made and introduces the new staff person as well as his or her credentials and experience.

- **When a Child Leaves the Program**

As students from Christ the King prepare for Kindergarten, our Pre-K teaching staff plan activities which assist in their transition to the elementary school that your child will be attending. Typically, as classes enter the month of May, group discussions about what Kindergarten will be like will occur during program time. A variety of children's literature about this topic will be shared with the children in program, as well as gentle reminders about group behavior (lining up like Kindergartners, remaining quietly in line like kindergartners, etc.). The center schedules a Spring field trip so that the children gain experience riding on a school bus. Most districts schedule a visiting day for entering Kindergartners and we encourage our students to attend. Should a family choose to attend a different center for any reason, we can refer the family to the Capital District Child Care Coordinating Council as a resource for seeking a quality early educational program. With a release from the parent, we may provide further information about their child to the new center/caregiver.

CONTINUITY OF CARE

Some of the programs at the Early Childhood Center offer a "continuity of care" model to students who may benefit from this type of learning environment. Young learners tend to thrive in early educational settings where they feel secure, comfortable, and have a relationship of trust developed with the primary teacher/caregiver. The more in depth a teacher knows your child's strengths, weaknesses, behaviors, likes and dislikes the better in tune they will be in creating developmentally appropriate learning experiences for your child. Some of our Toddler students are able to experience this model based on their initial age at enrollment and availability of teaching staff during the current school year. When possible, the center promotes this care model.



OBESITY PREVENTION & PHYSICAL ACTIVITY POLICY

Nutrition, physical activity and obesity are critical issues related to each child's overall health and development. Christ the King is dedicated to supporting children's well-being by incorporating education about physical activity and healthy food choices. As such, we have adopted the Get Fit Obesity Prevention Plan available through Creative Curriculum Teaching Strategies. Our goals for children and families include decreasing sedentary behavior in children, increasing physical activity in children, and teaching adults how to facilitate these goals with the children. Specific objectives for children's differing developmental stages will be integrated into the overall curriculum. Center staff will encourage and facilitate physical activities with the children during "atypical" times during the day (for example during transition times, moving from one area of the building to another, and spontaneous moments) to encourage the children to view physical activity as something that can be accomplished in spurts or longer time periods to add to one's healthy lifestyle. Our goals for using this program include:

- Healthy eating
- Movement activities throughout the day
- Literature that promotes healthy lifestyles
- Partnership with families to achieve these goals

We will achieve these goals via:

- Daily stretching and gross motor activities throughout the day
- Monthly Calendar of health snacks & movement activities for families
- Incorporating children's literature that promotes healthy lifestyles during the day
- Partnering with families for healthy snacks



Lesson plans will be monitored by administration to ensure goals are being incorporated. New ideas and information related to increasing physical activity in children will be shared with families. A monthly calendar will be attached to our monthly Newsletter, suggesting fun ideas to get families moving together. Additionally, we will strive to increase the children's willingness to try new foods, and educate children and families about nutrition and healthy food choices and its relationship to optimal growth and development. We encourage parent participation in these goals by working collaboratively to provide optimal snack foods for the children in our programs. In some programs, parents may be asked to shop for their child's class snack supply from a precise list given by the teacher of the program. In other programs, the center will provide healthy snacks approved by a registered dietician. Our desire is to offer the children the freshest and healthiest snacks possible, and to teach the children to make good, intentional choices regarding the foods that they consume. Meals & snacks will be served family style, allowing the opportunity for learning about healthy foods and portion sizes. Occasionally "sweet treats" may be incorporated for special occasions. Children's literature about these topics will be made available to teachers as use as a resource and springboard to plan lessons related to these important topics.



OUTDOOR POLICY

Outdoor play is an essential part of our program and, weather permitting, the children will go outside every day. For this reason, parents are asked to have appropriate outdoor clothing in their children's cubbies every day. Occasionally parents will ask that their children be kept inside because they are a little under the weather. Unfortunately, due to staffing requirements, it is impossible to honor these requests. Children who come to school will be expected to join their classmates outside. Children who are not well enough to participate in daily activities should be kept home for the day.

GUIDANCE & BEHAVIOR

Christ the King Early Childhood Center is committed to each student's success in learning within a caring, responsive, and respectful environment that is free of discrimination, violence, and bullying.

Our center works to ensure that all students have the opportunity and support to develop to their fullest potential and share a personal and meaningful bond with people in the school community. Thoughtful direction and planning ahead are used to prevent problems and encourage appropriate behavior. Communicating consistent, clear rules and involving children in problem solving help children develop their ability to become self-disciplined. We encourage children to be fair, to be respectful of others and property, and to recognize the results of their words and actions.

Challenging Behavior

Children are guided to treat each other and adults with self-control and kindness. Each student at Christ the King Early Childhood Center has a right to:

- Learn in a nurturing and friendly place
- Be treated with respect
- Receive the help and support of caring adults

When a child becomes verbally or physically aggressive, we intervene immediately to protect all of the children. Our usual approach to helping children with challenging behaviors is to show them how to solve problems using appropriate interactions. When discipline is necessary, it is clear, consistent and understandable to the child. We maintain a zero tolerance to bullying. If you have any concerns about this at any time, please report it to the Director of the Center.

Physical Restraint Is Not Permitted

Physical restraint is not used or permitted for discipline. There are rare instances when we need to ensure a child's safety or that of others and we may restrain a child by gently holding her or him only for as long as is necessary for control of the situation.

Notification of Behavioral Issues to Families

If a child's behavior begins to show cause for concern, teachers will address the issue with both administration and the child's parents. Communication will assist the staff to understanding the child's individual needs and challenges. We will work together to evaluate these needs within the context of our program and make decisions based on both the needs of the individual child and the program. Teaching staff may document displays of negative behavior to gather valuable information in an attempt to better understand the child's behavior. A behavior plan may be put into place so that positive changes can be made. These types of interventions would be done to ensure that the classroom environment remains a calm and comfortable place for children to play, learn, and rest.

On rare occasions, a child's behavior may warrant the need to find a more suitable setting for care. Examples of such instances include:

- A child appears to be a danger to others
- Continued care could be harmful to, or not in the best interest of the child as determined by a medical, psychological, or social service personnel
- Undue burden is placed on the center's staff as they are typically not trained to handle specific behavioral types of behavior one would find in an integrated program
- Undue burden is placed on the center's resources and finances for the child's accommodations for success and participation

Parents who are informed of behavioral concerns and do not concur with the center's recommendation to seek a referral for an evaluation through Early Intervention, a local agency or their school district may be asked to seek care at a center where the child's needs can be more adequately met; if possible to staff, families will be required pay additional fees to cover the expense for a 1-1 teacher's aide to work with their child.



DISCIPLINE POLICY

Christ the King Early Childhood Center's Discipline Policy is designed in such a way as to help each child develop self-control and assume responsibility for his or her actions through clear and consistent rules and limits. All rules and consequences are intended to be appropriate to the age and developmental level of each child. Disciplinary action is handled without prolonged delay as to insure that the child is aware of the relationship between actions and his or her consequences. In cases where a child's behavior is likely to cause harm to self, others or property, the child may be separated from the group. As soon as the child has regained self-control, they may return to the group. Corporal punishment is strictly prohibited, as are discipline methods which demean or humiliate a child.

Behavior Management Plan

All early childhood programs operating at Christ the King Early Childhood Center will follow policies created to (a) promote the ongoing social development of children and (b) ensure a comfortable environment for children at the center. It will be the intention of the staff and volunteers to nurture and support children during all program activities, and to initiate and strengthen relationships with and among children and families.

A social-emotional framework will be utilized to encourage the positive development of children. Through the facilitation of (a) positive relationships with children, families and colleagues, (b) creation of supportive learning environments, (c) implementation of social emotional teaching strategies and (d) individualized interventions, children will be encouraged to exhibit respectful behavior toward themselves, peers and adults, their work, and the equipment/materials that they use.

Our Behavior Management policy is designed in such a way as to help each child develop self-control and assume responsibility for his or her actions through clear and consistent rules and limits. Teaching staff and volunteers will (a) encourage the child to cooperate with others, (b) foster a sense of motivation among the child, and (c) encourage the child to make positive behavioral choices. We will use strength based strategies to support children and will operate under the following policies:

1. All rules and consequences are intended to be appropriate to the age and developmental level of each child.
2. Center staff will respond to the child's behavior by redirecting the child's activity, reasonably discussing the problem, or ignoring the behavior.
3. Positive behavior will be recognized through praise and, when appropriate, visual acknowledgments.
4. Cozy, calming areas will be integrated into the room arrangement as a space for children to de-escalate themselves when initiated by the child. As soon as the child has regained self-control, they may return to the group activities.
5. In the unlikely event that inappropriate behavior continues, disciplinary action will be handled without prolonged delay as to ensure that the child is aware of the relationship between actions and their consequences.
6. In extreme cases in which a child's behavior is likely to cause harm to self, others or property, the child may be addressed within the structure of the classroom, however away from other children who could be injured.
7. Pro-social strategies (such as problem solving cards, social stories, incorporation of family pictures and manipulatives) will be available to children. Center staff will encourage positive communication and provide guidance and choices for the child. Self-soothing strategies will be promoted, where appropriate. Center staff will emotionally support the child(ren) during these times.
8. Corporal punishment, intimidation, shaming, frightening and verbal abuse are strictly prohibited, as are any discipline methods which demean or humiliate a child.
9. Children will not be shamed or punished for bathroom accidents.

Appropriate behavior for children is defined as the exhibition of cooperative, respectful displays of behavior toward others, ability to effectively communicate feelings and to maintain self-control of one's actions, and ability to adhere to the classroom rules. Successful navigation of emotions and use of strategies related to emotional feelings allow children to develop responsibility and independence.

Inappropriate behavior for children is defined as uncooperative or harmful behavior to oneself or others (examples: biting, hitting, screaming, etc.). Center staff will respond to the child's behavior by redirecting the child's activity, reasonably discussing the problem, or ignoring the behavior. Children will be guided by the staff to express their feelings and make positive choices.

Examples of Classroom Expectations

- We will treat others with kindness because it feels good to help others.
- We will be respectful with our words and actions so that we do not hurt others feelings.
- We will walk indoors so that we may be safe from bumps and bruises.
- We will use inside voices because loud voices make it hard to think and learn.
- We will follow directions so that we can learn new things and know how to stay safe.
- We will care for the things in our classroom so that we can play with them again.
- We will make good choices so we can learn, play and be safe.
- We will use our words and not our hands or feet so that people know how to help.
- We will tell an adult if someone is hurting us so that they may help us to feel better.

Strategies Used to Improve Behavior

1. Center staff will work thoughtfully and diligently with families to promote the growth and development of children, including those children who exhibit behavior issues.
2. Child will be addressed regarding the exhibition of negative behavior; documentation of incident(s) will be completed and shared with parents and/or guardians.
3. The Director will be notified of any serious concerns.
4. If the child's negative behavior continues to exist, a meeting will be held with the parent and/or guardian and Director (if requested) to discuss a behavior plan in accordance with our Behavior Management policy to effectively address the issue. Parents will be informed about classroom and individual assessments, and possible ideas for effective strategies to improve the child's behavior, if necessary. Other referrals for children may be made, as necessary.
5. Implementation of pro-social strategies will be strengthened within the classroom.
6. Staff will continue to document any behavior changes and follow up with the parent and/or guardian. Positive communication will be stressed.
7. If a child's continued negative behavior places other's safety at risk, the parent/guardian may be contacted to remove the child from care.
8. Also, when suggested referrals have not been sought and after three contacts to remove the child from care, a determination regarding the center staff's ability to provide a safe environment for all children in care (within the staff-child ratio's set forth by the New York State Office of Children and Family Services) will be made. The center may choose to dismiss a child from care at the center by giving the parent/guardian notice of this intent and a valid reason for dismissal in writing.

Parent/Guardian Conduct

While on the property of the center, attending center events and in all dealings with the Center, including phone and email contact parents, guardians and guests will:

1. Not be adversely affected by alcohol or other drugs.
2. Not smoke tobacco or other substances.
3. Act courteously at all times.
4. Refrain from impolite, abusive or offensive behavior or language to staff or other families.
5. Be respectful of the center's environment.
6. Respect cultural differences of staff and other families.
7. Arrive and collect my child at the booked time.
8. I will be aware of all Christ the King Early Childhood Center policies and guidelines and seek clarification of how these policies are interpreted when necessary.
9. I will report any faulty equipment or unsafe procedures that come to my notice to the Director or a senior staff member.
10. I will raise all concerns, issues and problems in accordance with the staff or Administration in a respectful manner. A meeting may be scheduled to discuss any issues or clarify policies and procedures of the center.
11. I will maintain a professional relationship with staff members.

TOILET TRAINING

Toilet training is an important milestone for toddlers and young preschoolers. The process of learning to recognize when they have to go, getting to the bathroom on time, unfastening clothes, wiping, refastening clothes, flushing and washing hands is quite long. This is not a simple process! It takes a lot of patience on the part of everyone involved - parents, teachers and most importantly, the children. Signs that your child may be ready to use the toilet are an awareness of what is happening, the ability to communicate, and the motivation to be out of diapers. Children should stay in diapers until toilet training has progressed to the point of just a few accidents. The more accidents that are in the classroom, the more difficult it is to keep it sanitary.

Toilet Learning Readiness

- 1. Verbal Stages of Readiness - Basic verbal skills: The child is able to speak in three or four word sentences**
 - a) The child tells you he/she has a wet diaper, recognizes when he/she is wet.
 - b) The child tells you he/she is wetting, recognizes the sensation of being wet.
 - c) The child tells you he/she will wet diaper, can control her/himself and use a toilet.

- 2. Physical and Psychological Signs of Readiness:**
 - a) Stays dry for a long time (the child is able to “hold” his urine and bowel movements).
 - b) The child can recognize when diaper is wet or soiled.
 - c) The child has bowel movements at a regular time (child chooses when to move his/her bowels).
 - d) Adults can recognize when a child is moving his bowels (child is deliberately moving bowels).
 - e) The child can undress and pull up his/her own pants (important because this is the work of the child not care giver).
 - f) The child initiates interest in using the toilet and asks to wear underwear.
 - g) The child wants to be independent (which is very important for the learning process).
 - h) The child appears to be emotionally ready and is open to learning (Is child generally cooperative?).
 - i) The child has an awareness and knowledge of the world beyond himself (This sign may seem unrelated to toilet learning, but it is behavior that has been seen in children who are ready to use the toilet).
 - j) The child can follow three and four step instructions. (This is critical for learning to urinate or move bowels, wipe him or herself, flush the toilet, and then wash hands).
 - k) The child can use consistent words or gestures to communicate.
 - l) The child is able to physically get to the toilet and sit on it without help.
 - m) Must show a willingness to want to sit on the toilet and understand its function

We will continue to encourage those children beginning toilet training by giving them the opportunity to visit the bathroom. To introduce the children to the toilet, we have them sit down on the toilet for a short period of time to get used to the idea of sitting there. Using the toilet is a skill that takes most toddlers several months to figure out. If your child is consistently using the toilet, please try to avoid dressing them in clothing that can make it more difficult for children to get out of and can be frustrating if your child is in a hurry. This extra assistance can take away from the daily activity and programming in the classroom. Elastic waist pants, regular t-shirts and beltless pants make toilet training easier and more successful for your child.

We have a large number of children toilet training and it is time consuming to undress and redress a child. Following these guidelines will make toilet training a more positive and rewarding experience for your child and allow us adequate time for our activities and outside play. Criteria for wearing underpants is staying dry and being able to ask to use the toilet. Of course a few accidents are expected, but continued accidents will require the return to diapers.

We look forward to your child's success in toilet training and further independence. Please feel free to contact the Early Childhood office if you have any questions regarding this policy. Thank you for your anticipated cooperation!



HEALTH POLICIES

Your children's health matters to us! **Per New York State day care regulations, each child enrolled in our programs must have a health examination prior to their first day. Children must have or be in the process of receiving state required immunizations per the NYS Department of Health unless the child's physician deems in writing that the immunization would be detrimental to the child's health and well-being. Physicals and record of immunizations must have updated annually.**

The NYS OCFS "Medical Report of Child in Day Care" form must be completed and signed by the child's physician prior to entry to any program at the center. **WE WILL ONLY ACCEPT THE MOST CURRENT NYS OCFS FORM.** Updated immunization records must be submitted when applicable. Staff whom are MAT certified will be allowed to administer non-emergency medication. Children with special health care needs must have on file the "Written Medical Consent Form" completed and signed by the child's physician for each emergency or non-emergency medication. These forms are specific to the exact medication as prescribed by your child's physician. In addition, a formal "Health Care Plan" must be completed by the parents/guardians and submitted to the Director. **These forms must be updated every six months in order to maintain compliance with NYS OCFS guidelines. Parents are responsible to update forms every 6 months (for children 18 months -5 years) and 1 year (for school age children). Children may not attend the program if the medication paperwork is expired.** All staff are able to administer Emergency Medications to children in emergency health related situations that arise.

Non-aerosol sunscreen, diaper creams, and non-prescription topical ointments will only be applied to your child with written parental consent. We ask that you please keep your child home if he or she seems listless, is unusually irritable, complains of a stomachache, headache, or earache, or is unusually pale or flushed. It is better to be overly cautious than to risk exposing the rest of the children and staff to a contagion. If the teacher determines your child is too ill to be in the program, you will be called to pick him or her up within the hour. If your child is experiencing any of the following conditions, you must keep them home until they are examined by a physician:

- Diarrhea- two or more loose stools, one incident with other symptoms
- Vomiting
- Sore throat with fever
- Earache
- Rash of unknown etiology
- Pinkeye (conjunctivitis) — the eye must be completely clear of discharge for at least 24 hours before the child may return with a doctor's note.
- Temperature of 101 degrees or higher
- Scabies or head lice

A child should remain home 24 hours after a stomach upset and until they have been fever free for 24 hours. If your child has been diagnosed with ear and throat infections, he or she may not return until they have been given medication for at least 24 hours. **Please let us know immediately if your child has been exposed to a contagious disease.**

The Director will notify all clients if a child has been diagnosed with a communicable illness at the center. Children under five typically get four to six respiratory infections and one to two intestinal infections annually. **Parents should make arrangements now for when their child is ill and not able to attend.** Care for a sick child is ultimately the parents' responsibility. We are able to care for "mildly ill children" at the director's discretion at the center when necessary. Policies related to this topic will be distributed at the time we have received official approval from the New York State Office of Children and Family Services. **Parents who continually abuse the health policies will be asked to make different child care arrangements that better suit their needs.** Health policies, exclusions and criteria are necessary to decrease the risk of transmission of infection to other children or adults involved in the program and insure that the ill child is cared for without neglecting the care of children in the group. For assistance in making attendance determinations for your child(ren), please refer to the chart below.

If your child exhibits these symptoms:

They may return after:

<p>Fever— A temperature of 100 Fahrenheit axillary or higher, before fever reducing medication is given.</p>	<p>The fever is normal for 24 hours without fever reducing medication.</p>
<p>Respiratory Symptoms— Difficult or rapid breathing or severe coughing that is consistent and prevents the child from participating in activities.</p>	<p>Coughing, breathing difficulties and/or other symptoms no longer affect normal activity.</p>
<p>Vomiting— Vomited two or more times OR any vomiting if it is accompanied by other symptoms such as fever, behavioral changes, abdominal pain, or diarrhea.</p>	<p>24 hours after vomiting has stopped</p>
<p>Rash or Skin Problems—</p>	<p>Rash disappears or is diagnosed as no contagious. Impetigo— 24 hours after treatment begins and lesions are dry or can be covered with bandages. Scabies—24 hours after treatment begins. Chicken Pox—until blisters have dried into scabs, about 6-10 days after onset. Ringworm—24 hours after treatment begins.</p>
<p>Conjunctivitis (pinkeye)— Tears, redness of eyelid lining, irritation followed by swelling and discharge of pus.</p>	<p>24 hours after treatment begins.</p>
<p>Head Lice—</p>	<p>First treatment is completed, no live lice are seen and you have removed ALL nits (eggs).</p>
<p>Strep Throat/Scarlet Fever—</p>	<p>24 hours after treatment begins AND child is without fever</p>
<p>General Lethargy— When a child is not able to participate in activities with reasonable comfort and requires more care than the program staff can provide without compromising the health and safety of other children.</p>	<p>Condition improves.</p>



EMERGENCY HEALTH PROCEDURES

In the event of serious injury or accident, staff will call 911. If your child becomes ill while at school, the following procedure will be followed after 911 has been contacted:

1. Call the parent at work/cell number
2. Call the parent at home
3. Call the emergency number provided by parents on registration forms
4. Call the child's doctor (if required)
5. Call police or ambulance to take child to the hospital if necessary

For minor injuries, first aid treatment will be applied and reported to you before the child returns home. If the teacher is unable to reach you, a written report will be sent home with the child. The staff has been trained in procedures to follow in the event of an emergency. Our teachers see your child functioning in many different ways under many different conditions. If the teacher observes the child and considers it a matter worthy of concern, it will be reported to you. If a child becomes seriously ill or unconscious, the Director will initially call 911, and subsequently contact the parent or guardian. The child's teacher will accompany the child with health records in the ambulance. In the event of absence of the teacher, the Director will accompany the child. If the child is less seriously ill and conscious, the Director or teacher will contact the parent or guardian, and then call 911 if necessary. Parents will then, if able, accompany the child in the ambulance with the child's health records.



REFERRAL PROCEDURE FOR CHILDREN WITH SPECIAL NEEDS

Should symptoms or behaviors become evident to the staff that a particular child has specific needs which cannot be addressed at the Early Childhood Center, parents will be notified and we will discuss strategies that can be used to support the child in care. If necessary, referrals will be made in an attempt to secure the appropriate care for his or her need. It is imperative to maintain a positive and safe environment for all children in our care. It is the policy of the Early Childhood Center to make every attempt to assist parents in determining appropriate action through referral for possible testing, or other support. Parents are strongly encouraged to complete a release and health history so that professional observations may occur in order to ensure that we are providing the supports that your child may require. For children under age 3, a referral is typically made to the Early Intervention program in the child's county of residence. For children older than 3, a referral is made to the CPSE within the school district of the child's residence. Staff will be available upon request to assist the parent in calling a referral agency. Staff will also attend CPSE meetings when requested by the parent.



MEALTIME AT CHRIST THE KING EARLY CHILDHOOD CENTER



Snacks offered by Christ the King Early Childhood Center are intended to ensure that children have access to healthy, balanced snacks and meals throughout the day. Snacks served will include a greater variety of vegetables and fruit, more whole grains, and less added sugar and saturated fat. We strive to remain in compliance with the USDA CACFP recommendations in regard to the snacks that we serve.

Families are asked to send in lunches for their children that also reflect the USDA CACFP recommendations. Information about planning nutritional meals can be obtained at the Early Childhood office or by viewing the attached flyer (included in parent packet). Online you may access this information at:

https://fns-prod.azureedge.net/sites/default/files/cacfp/CACFP_MealBP.pdf

The center will provide healthy alternatives to children who do not have healthy foods in their lunches, however parents will be strongly encouraged to thoughtfully meal plan for the optimal nutrition needs of their child(ren).

Some programs may ask families to assist with bringing nutritious snacks for the group to share.

All snacks and meals are served family style, meaning, children and adults will sit, serve, eat, converse and clean up as a community. We believe that this time is another time in which staff can encourage children to learn, grow, and develop positive ideas and feelings around healthy eating and taking care of ourselves and our school.



MEDIA/VIDEO/TELEVISION POLICY



Children enrolled in programs at Christ the King Early Childhood Center will experience limited exposure to media in the form of videos, television programs and use of computers or tablets. We believe that excessive use of these items may have harmful effects on children's health, learning, behavior and sleep patterns.

Children 0-2 years of age may not view television or video for any purpose.

For this reason, our toddler programs are not permitted to include use of television or video in the planning of educational objectives.

Teachers of children aged 3 or older are only permitted to include use of these types of media in their lesson planning provided that the following criteria are met:

1. No more than 30 minutes' maximum screen time is permitted per week
2. Electronic visual media may not be used during nap/rest time
3. Electronic visual media may not be used during meal or snack time
4. Selected content must have an educational content related to curriculum goals
5. Selected content must be produced by a reputable educational professional or organization
6. Use of any media must be included on lesson plans and approved by Administration prior to implementation of related activity
7. Marketing initiatives (commercials, ads) may not be viewed by children at any time



Naptime Policy



Full-time toddlers will sleep in their classrooms located in the rear of the Parish Center in classrooms approved by NYS OCFS for this age group. The 5-1 child-adult ratio will be maintained during nap-time. Each child will sleep on their own cot or mat. If there are **rare instances** where the number of toddler children exceed the ratio limit, some of the toddler children will nap in classroom 114 which is licensed by NYS OCFS for children 18-36 months of age. If a child is preparing to transition to the Toddler 2 or Nursery classroom, he or she may nap in that room in agreement with a transition plan approved by the child's parent or guardian.

Full-time preschool children will sleep in their classrooms located in the Parish Center in areas approved for this age group. The appropriate child-adult ratio will be maintained during nap-time (7-1 for three-year old children and 8-1 for four-year old children). If a child is preparing to transition to a Pre-K classroom, he or she may nap in that room in agreement with a transition plan approved by the child's parent or guardian. Each child will sleep on their own cot or mat. If there are **rare instances** where the number of preschool children exceed the ratio limit, some of the preschool children will nap in an adjacent preschool classroom which is licensed by NYS OCFS for children 3-5 years of age.

All ratio's set forth in section 418-1.8 of the NYS OCFS Child Care Regulations will be adhered to.

PARENT AND TEACHERS AS PARTNERS (PTP)



Opportunities for involvement are available by volunteering in your child's class, chaperoning a field trip, and assisting with our events. Several events are held, and include:

- ☺ Halloween Fun Event
- ☺ Breakfast with Santa
- ☺ Catholic Schools Week
- ☺ Valentine's Dance
- ☺ Week of the Young Child
- ☺ Pre-K Family Literacy Event
- ☺ Breakfast with the Easter Bunny

Many other opportunities to volunteer are available to parents and family members. These may include assisting in the classroom, library, or office, chaperoning field trips, assisting with prep work, coordinating class events and parties, or any other skill that you may want to share with your child's class. Please speak directly to your child's teacher about your desire to help to further enrich our programs at CTK!

As a reminder, each parent or family member who would like to be involved with activities throughout the year must complete VIRTUS training, and sign a Code of Conduct and Authorization for Background Check through the Roman Catholic Diocese. These measures are put into place to ensure the safety and well-being of the children in our care.

RESOURCES FOR FAMILIES

At Christ the King, we are dedicated to promoting the general well-being of all children and their families. We strive to build partnerships with families and the community in order to ensure that children are growing and developing to their best ability. The Early Childhood office maintains a Resource Binder for Families which contains information on different programs that are available in the Capital District. Other information can be found in the form of pamphlets and flyers located on the parent bulletin board and table outside of the office. Some examples of community resources for families include:

- Early Developmental Screenings (free)
- WIC Nutrition Program (free)
- Preventing Sexual Abuse (free)
- NYS Department of Health –The Official Health Plan Market Place
- NYS Department of Social Services-Child Support Assistance and Childcare Subsidy

ADMISSIONS PROCESS

Families interested in enrolling in our program are encouraged to contact our Parent Liaison to schedule a tour of the center to learn about all that the Early Childhood Center has to offer. We offer rolling admissions as space allows. Waiting lists are maintained so long as an Annual Program Registration Form and Registration Fee has been received. To enroll your child:

1. Submit a completed Annual Program Registration Form and Registration Fee of \$100.00.
2. Schedule an initial Developmental & Behavioral Observation/Screening with the Administrative Staff of the Early Childhood Center.
3. Receive confirmation that your child has been accepted into the program.
 - a) Our staff may not be qualified and trained to teach all children with severe deficits. We strive to accept all children so long that the program is an appropriate placement for the child. In some cases, placement in an integrated or contained classroom may be the best environment for your child. If your child is not accepted into our program, we will refer you to Early Intervention, District CPSE office, or another specialized program. You will receive a refund of \$50.00. Students may reapply for the upcoming school year if desired.
4. Inform the Registration Coordinator of the date you would like your child to begin the program.
5. Complete the New Student Packet and any required documentation; submit to the Early Childhood Office.
6. Your child will be assigned to a classroom; the teacher will send you a Welcome Letter, Supply List and important classroom information.
7. The Registration Coordinator will contact you to confirm a start date and arrange drop in days to visit the program with your child 1-2 times prior to their first day at the center.



FUNDRAISING STATEMENT

The Early Childhood Center strives to keep tuition as low as possible, typically below market rate. The majority of our expenses is budgeted for staff salaries.

In order to provide the highest quality programing, we fundraise throughout the year. The proceeds from these initiatives help to fund professional development for staff, new equipment and materials for our classrooms and opportunities to purchase services/items which will enrich your child's experiences. We have also been able to assist families with tuition costs when an unexpected emergency has arisen. Please consider supporting the center during our fundraising initiatives!

Thank You for your Support!!

CHRIST *the* KING

EARLY CHILDHOOD CENTER

20 SUMTER AVENUE, ALBANY, NY 12203

518-456-5400 (PHONE & FAX) + ECC@CTKPARISHNY.ORG + WWW.CTKPARISHNY.ORG



PARENT HANDBOOK ACKNOWLEDGEMENT

I have reviewed the Parent Handbook and will adhere to the policies and procedures of the Early Childhood Center.

Student name _____

Parent signature (1) _____ **Date** _____

Parent signature (2) _____ **Date** _____