

Hiersteiner Child Development Center

Johnson County Community College
12345 College Blvd.
Overland Park, KS 66210-1299

913-469-4438

If you are reading this handbook, you likely have enrolled your child at the Hiersteiner Child Development Center or are considering doing so. Selecting an early childhood program is one of the many important decisions you will make in the life of your son or daughter. For many of your children, this will be their first experience away from home. We want that experience for your child to be rich and meaningful.

We start with a safe and healthy environment that promotes the health and nutrition of children and protects children and adults from illness and injury. Our relationship with the JCCC Police Department ensures maximum safety. Also essential is our staff that has the educational qualifications, knowledge and professional commitment necessary to support children's learning and development and to meet the diverse needs of families.

We promote positive relationships for children and adults to help children feel good about themselves. We strive to establish and maintain a strong relationship with each family as well.

We have selected a curriculum that fosters all areas of development – cognitive, language, emotional, social and physical. We work also to promote your child's creativity and spirit of inquiry. Our approach to teaching should be respectful of your child's development and cultural background. Ongoing observation and review of your child's learning and development will help us communicate with you about your child's progress.

Finally, the HCDC management team work together to provide leadership so that all children, families and staff benefit from our high-quality program.

Please let us know of your questions and any concerns. We also hope to see you at Family Orientation offered prior to each semester.

Hiersteiner Child Development Center Johnson County Community College

Mission: The Hiersteiner Child Development Center of JCCC is a child care center dedicated to serving the needs of young children by providing a high-quality early childhood program within a safe, nurturing environment. Through the use of developmentally appropriate practice, the HCDC staff will encourage the physical, social, emotional, creative and cognitive development of each child served.

The program is designed to support the efforts of JCCC students to pursue their educational goals and to offer support needed by JCCC faculty and staff to achieve their work potential.

History: Child care began at JCCC in January of 1979 as a service to students. At that time the Center could accommodate up to 18 children and was called the Child Play Center. In 1986, space was added to the Center, which brought relief to a sizable waiting list. As JCCC enrollment grew, the need for child care services increased and became more diverse. In the fall of 1988, authorization was given for construction of a child care facility now located on the west side of the JCCC campus known as The Children's Center. In March 2003, construction on an addition to the facility began. In January 2004, the Hiersteiner Child Development Center opened to serve more children and expand laboratory services to the early childhood education degree program at JCCC.

HCDC is fully licensed by the Kansas Department of Health and Environment and accredited by the National Association for the Education of Young Children. An advisory committee made up of JCCC students, employees and community continually reviews child care services.

Program Philosophy: The Center staff believes primarily that we can facilitate the development of self-esteem within each child we serve through our expression of respect, acceptance and comfort for them. We foster each child's development of self-control and plan for increasing independence as they acquire skills.

Our staff provides a developmentally appropriate curriculum to serve the age span of children within each group and with respect to the different needs, interests and developmental levels of those individual children. Our program is based on the High/Scope Curriculum, which effectively combines sound educational theory with developmentally appropriate experiences. The cornerstone of High/Scope's early childhood curriculum is active learning composed of personal, hands-on experiences children have with people and things. The curriculum is designed to promote the development of physical, social, emotional and cognitive skills through a variety of fun activities and enriched play opportunities.

Johnson County Community College does not discriminate on the basis of sex, race, color, national origin, disability, age, religion, genetic information, marital status, veteran's status, sexual orientation, or other factors that cannot be lawfully considered in its programs and activities as required by all applicable laws and regulations.

Program Goals

Our program is designed to encourage children to:

- Develop a positive self-concept and attitude toward learning, self-control, and a sense of belonging
- Develop curiosity about the world, confidence as a learner, creativity and imagination, and personal initiative
- Develop relationships of mutual trust and respect with adults and peers, understand perspectives of other people, and negotiate and apply rules of group living
- Understand and respect social and cultural diversity
- Know about the community and social roles
- Use language to communicate effectively and to facilitate thinking and learning
- Become literate individuals who gain satisfaction, as well as information, from reading and writing
- Represent ideas and feelings through pretend play, drama, dance and movement, music, art and construction
- Think critically, reason, and solve problems
- Construct understanding of relationships among objects, people and events, such as classifying, ordering, number, space, and time
- Construct knowledge of the physical world, manipulate objects for desired effects, and understand cause-and-effect, and understand cause-and-effect relationships
- Acquire knowledge of and appreciation for the fine arts, humanities, and sciences
- Become competent in management of their bodies and acquire basic physical skills, both gross motor and fine motor; and gain knowledge about the care of their bodies and maintain a desirable level of health and fitness

These program goals will be re-examined by the Hiersteiner Child Development Center staff and Advisory Committee on regular basis.

Enrolling at HCDC

- HCDC accepts JCCC students, employees, and the community at large. JCCC students and employees will receive first priority when enrolling.
- A child must be at least 12 months and pass a walking test. HCDC accepts children up through the age of 6 if they turn 6 after September 1 of the current school year.
- In order to qualify at the student rate an individual must be enrolled in and attending at least one credit course. These credit courses include both evening and distance learning courses.

Classroom Assignments for Children Enrolled

A variety of factors are considered when your child is assigned to a classroom here at HCDC:

- Which program is the child scheduled to attend?
- What is the age of each child? Due to state regulations, children must move out of a toddler classroom into a preschool room at age 2 ½ years.
- Does this placement allow the child maximum longevity in a classroom for continuity of care and education? If this is a returning child, has the child been in the current classroom for two semesters or more, since longevity is a priority?
- If a child might move to another classroom, could he/she move with other children from that classroom?
- How does the puzzle fit after all time schedule requests are reviewed, keeping both state licensing and national accreditation guidelines in mind?
- Is there any reason why this placement wouldn't be best for all children in the group?

Please rest assured that we will keep the care and educational needs of every child enrolled in mind as we determine classroom assignments.

Forms Required for Admission

Reserved and Occasional Care

All forms must be completed and fees paid at least one business day before child begins attending.

- Application Fee (for Reserved Care)
- Child Enrollment Record
- Classroom Enrollment Record
- Kansas Department of Health & Environment Medical Record: A full, well-child physical given by a licensed physician or nurse practitioner is required annually for children. Verification of up-to-date immunization is also required.
- Authorization for Emergency Medical Care: In the event of a medical emergency, the information provided is crucial to the action we take. Notarization is required.
- Enrollment and Income Eligibility Form for Child Care Centers: allows the Center to participate in the Child and Adult Care Food Program.

On the child enrollment form there is a space for you to authorize friends or family members to pick up or drop off your child. Please ask any authorized pickup to bring in a photo ID in order to verify their identity with the front desk for registration. Please report any changes to the Center. No child will be released to any person not authorized by the parent to take the child.

Financial Information

Your bill is based on time reserved rather than on time used. Bills must be paid online either at the HCDC payment computer or any other computer with internet access. Payments may be made online with a credit/debit card or check. Please see page 15 of this handbook for JCCC's Returned Check Policy. Payments due may be found on the check-in computer when checking your child in or out since bills are not mailed to families. Please click [here](#) for the current outline of fees.

Year-round Care billing occurs monthly with payment due by 10:00 a.m. on the last business day of the billing period for the coming month. If payment is not received by the first of the month, the child will not be able to attend.

Semester Care with or without Extensions billing occurs weekly with payment due by midnight on Thursday of each billing period for the coming week. If payment is not received by Monday morning following the due date, the child will not be able to attend.

A hold on JCCC records will be applied due to unpaid bills for students and employees. A child's account will need to be paid to zero in order to start care at the beginning of a new semester or year.

A tuition reduction applies to families with more than one child scheduled throughout the same time period for reserved care. Fees for each additional child in the family will be set at his/her own rate less 10 percent. No discount is applied to Occasional Care or Extension fees. On the very rare instances when JCCC and the Center are closed due to inclement weather, no refund for reserved care will be made.

Fees for Occasional Care are posted annually. Billing occurs daily with payment due at the time you drop off your child, unless your child is currently enrolled in Semester Care with or without Extensions or Year-round Care. If your child is enrolled at HCDC, these charges will be added to your bill, along with any fees you may have also incurred (early/late fee or late payment fees).

HCDC offers the Child Care Assistance Grant as a source of funding that is available to our families to help pay for HCDC services. The Child Care Assistance Grant is only available for fall and spring semesters. The grant does not cover your full bill. Student parents may pick up grant applications at the front desk.

The Hiersteiner Child Development Center provides child care and education for children with Kansas Department for Children and Families (DCF) eligible families. You may also wish to contact the student financial aid office for additional possibilities for financial assistance.

Tuition Criteria:

- Your affiliation with JCCC.
- The age of your child.
- The type of reserved care, Semester with or without Extensions or Year-round.
- If Semester Care with or without Extensions, the program your child is scheduled to attend.

Fees:

- *Application:* A nonrefundable fee is required per child for each enrollment period. Paying the application fee does not guarantee enrollment.
- *Deposit:* For Year-round Care a deposit of half the regular monthly rate is due by July 1 and is applied as a partial payment to the last month of care. For Semester Care with or without Extensions a two-week deposit is due by July 1 for the fall semester, December 1 for the spring semester, and May 1 for the summer semester which is applied to the last two weeks of care for the semester. Deposits are refundable only when a written two-week notice to end child care is received.
- *Schedule change:* A fee will be assessed when a schedule change is made during the course of a semester.
- *Early/Late:* An early/late fee will be assessed for any early arrival or late departure that is unscheduled. Early arrival or late departure is classified as any time outside of your scheduled time. Every 1-5 minute period of deviation will result in a fee added to your bill.
- *After closing:* An after closing fee will be applied to any account when a child is picked up after the close of business. Fees will be applied per 5 minutes after closing time.
- *Late Payment:* If full payment is not made on or before the posted due date and time, a late payment fee will be applied to your bill.

Communication with Families

A variety of strategies for communication with families is used, including but not limited to the following:

- Daily contact sheet

Parents receive a Parent/Teacher Contact Sheet daily that will indicate how your child ate, napped, toileted and other comments. When you drop your child off each day, please complete the top part of the form for the teacher. Please indicate on the form anything that might be helpful for the teacher to know about your child that day on the form.

- Email

- Classroom staff available at arrival/departure times of children

- Both general administrators and support staff always available

- Notes posted or distributed

- Internal television system

- Postal mail

- Notes on the computer check-in system

- Classroom monthly newsletter

- Center-wide newsletter each semester

- Parent/Teacher conferences offered formally during the fall and spring semesters and informally as needed for families.

These conferences are designed for parents and teachers to get to know each other and to discuss how the child is developing in a group intellectually, socially, physically, emotionally, and cognitively. If you have concerns at any time, please talk to your child's teachers.

- Meetings and events scheduled for getting to know families and maximizing communication, such as Family Orientation and Back to School Night

Please make sure to check your child's cubby, your email, postal mail and check-in messages on a regular basis.



Hours of Operation

Monday through Friday: 7:00 a.m.-6:00 p.m.

HCDC observes the official college schedule for holidays and snow days. Please refer to the HCDC calendar located at <http://www.jccc.edu/student-resources/campus-life/childcare/files/calendar-childcare.pdf> for days when the Center is closed.

Grievance Procedure

1. Grievance may be discussed with the Classroom Coordinator or Lead Teacher within the classroom to which the situation applies.
2. Grievance may be taken to general administrators, including the HCDC Supervisor and/or Manager.
3. Grievance may be taken to the Vice President of Student Success and Engagement whose office is located in Student Center 325.

Family Resource Center

The Family Resource Center contains children's books with and without audio accompaniment, a community resource guide, books, pamphlets, brochures, and videos on child development and child-rearing topics. Please see the front desk for check-out procedures.

Reserved Care

Reserved care offers a routine schedule for your child every week for a minimum of four consecutive weeks. Two types of reserved care are available: Year-round Care and Semester Care with or without Extensions. Information on Year-round Care and Semester Care with or without Extensions may be found on page 8 of this handbook.

When you arrive at HCDC, first take your child to his/her classroom. If you clock your child in before his/her reserved time or out after his/her reserved time ends, an early/late fee will be assessed. Think about checking your child in and out when your child is in the classroom.

Schedule Changes

A two week written notice is necessary to change your child's schedule. If space permits, you may change your child's schedule by switching the days of care, the program full-day or part-day, or the type of reserved care Year-round or Semester. A schedule change fee will be charged.

A two week written notice must be given to withdraw your child from HCDC.

Interim

Interim sessions are periods of time between academic semesters. Year-round Care includes the interim periods. Semester Care with or without Extensions does not include interim periods. Therefore, families must schedule care during these periods if needed.

Guidelines for Semester Care with or without Extensions

Enrollment Information

You are required to enroll each semester you need our services. Enrolling for the following semester may be done at any time after the enrollment period begins. In order for your child to be considered for enrollment, you must turn in the enrollment packet* and application fee before the enrollment deadline.

*Enrollment packet includes all forms. All forms are due at the deadline except for Kansas Department of Health and Environment Medical Record. The Kansas Department of Health and Environment Medical Record form is due by July 1 for the fall semester, December 1 for the spring semester, and May 1 for the summer semester.

Unfortunately, there is no guarantee that space will be available for everyone wishing to re-enroll. This opportunity to set a new schedule each semester brings with it a change in the available openings in each classroom, preventing HCDC from guaranteeing space for the returning semester.

Guidelines for Year-round Care

Enrollment Information

Year-round Care is reserved for HCDC's open hours with a maximum attendance of 10 hours per day.

You are required to enroll each year you need our services. Enrolling for the next year may be done at any time after the enrollment period begins. Each fall enrollment cycle the enrollment packet* and application fee must be turned in before the enrollment deadline.

*Enrollment packet includes all forms. All forms are due at the deadline except for Kansas Department of Health and Environment Medical Record. The Kansas Department of Health and Environment Medical Record form is due by July 1 for the fall semester, December 1 for the spring semester, and May 1 for the summer semester.

Unfortunately, there is no guarantee that space will be available for everyone wishing to re-enroll. This opportunity to set a new schedule each year brings with it a change in the available openings in each classroom, preventing HCDC from guaranteeing space for the returning year.

Occasional Care

Occasional Care is used when your schedule is irregular or sometimes unpredictable. The rate is higher, and you are not guaranteed that there will be an opening for your child. *You pay for time that you schedule.* You may schedule Occasional Care up to one week in advance. Occasional Care needs are required to be scheduled or cancelled by noon of the business day before care is expected.

Classrooms

Toddler Classrooms: Hideaway Woods, Bug Garden and Big Backyard

Hideaway Woods, Big Backyard and Bug Garden classrooms have a teacher/student ratio of 1:4.

Toddler Program: Our toddler program is designed to meet the needs of children 12 months to 2½ years of age. We believe toddlers learn best by experiencing their environment through their senses, by physically moving about and through social interaction. A warm relationship with adults is particularly important in developing a child's trust in the world and feelings of competence.

Preschool Classrooms: Bamboo Forest, African Kingdom, Blue Lagoon and Rainforest

The Bamboo Forest and African Kingdom classrooms are kept slightly smaller than our other preschool classes because we feel this age still needs more individual nurturing. These classrooms have a teacher/student ratio of 1:9. When a child reaches the older preschool classrooms of Blue Lagoon and Rainforest, he/she is working more independently, and their ratio is 1:10. All ratios are in compliance with national accreditation standards.

Preschool Program: Our preschool program is designed to meet the needs of children 2½ to 6 years of age. Curriculum for children 2½ through 3 years of age emphasizes language development, social skills, creative movement and large muscle activity. Four-year-olds enjoy a greater variety of experiences including more small muscle activities. Teachers begin to notice basic math concepts and problem-solving skills in the children. By ages 5 and 6, children have begun to combine ideas into more complex relations and have growing memory capacity and fine motor skills. An interest in the functional aspects of written language comes into play, and five-year olds show more interest in the world outside their own.

Assessment Plan: The Child Observation Record (COR) is the formal assessment tool used to document child progress. It is the companion assessment tool that is aligned with the High/Scope curriculum and organized by the key developmental indicators for each age group. Informal and formal observations are kept to formulate an overall picture of the child's development. Some classrooms use a checklist, designed by the teachers, which coincides with the key developmental indicators.

The purpose of our assessment is to understand the development of each child and to further understand the goals we might create. We observe and record child progress, retain samples of each child's work, and create an overall developmental profile of each child as a result. We use them to understand the child's development and therefore we are able to make an appropriate lesson plan and to convey child progress to the families. Assessments are used to improve curriculum and to adapt teaching practices and the environment to meet the needs and interests of each child. In addition, it can be the basis for us to arrange for developmental screening and possible diagnostic assessment. It can also be used at times to make improvements in the program, such as the overall curriculum and supplies and equipment.

Assessments are authentic and are conducted on an ongoing basis with information being shared with families on a formal basis at least twice a year during conferences and informally at other times. In order to be culturally sensitive to each child, information about the child is gathered from the family in various ways, such as the classroom enrollment form, informal daily communication/conversations, the daily contact sheet, and conferences. The COR report provides

the opportunity for the family to share ideas for individualizing the curriculum to meet the child's interests and needs. Families are introduced to COR in the Family Orientation in order to involve parents.

Staff, in collaboration with parents, complete a first-level developmental screening on the child using the Ages and Stages Questionnaires (ASQ) and the Ages and Stages: Social-Emotional Questionnaires. The ASQ:SE focuses on the child's social and emotional behavior and is used in conjunction with the ASQ, which provides information on the child's communicative, motor, problem-solving, and adaptive behaviors. The ASQ can identify accurately young children who are in need of further assessment to determine whether they are eligible for early intervention or early childhood special education services.

Child records are confidential and are kept secure. Only the classroom teachers and program administration have access to the records. Child records are shared with the family in hard copy. When a child's record is printed, it is put into a sealed envelope and put into a locked file drawer. Assessments may be used to arrange for further developmental screening and/or referral for diagnostic assessment, in which case, the family signs a consent form for the program to share information with another party. Families have the right to access their child's file at any time.

Individualized Plans for Children with Disabilities: Within the toddler and preschool programs, if an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) has been developed for a child, HCDC must obtain a copy. If an IFSP or IEP has not been developed for a child, the parent should write an individual program plan to be kept on file and reviewed annually. Staff will keep the information confidential and use that plan in making curriculum and lessons appropriate for the child. Staff will meet with the parent to discuss the plan, and staff prefer to take part in developing the plan as the child grows.

Things to Bring and Do

Please send two changes of clothing for your child if they are under 2 ½ years to keep at the Center just in case. If your child is over 2 ½ please send a change of clothing for your child.

Children should not bring toys to school unless by prior arrangement with your child's classroom teachers; however, if they have a "special friend" they need to have during rest time, they may leave it in their cubby until then.

Please call the office (913-469-4438) and tell us if your child will not be coming to the Center for any reason. You are still obligated for payment for Reserved Care, but the teachers and the kitchen appreciate knowing in order to plan the day.

We love to have parent volunteers in the classrooms to read to the children and help with art and other projects. Please talk to your child's teachers for more information and to schedule a time. Please feel free to stop in any time to observe or visit to see how your child is doing. Sometimes a visit can help you see how the child's day is going.

Each classroom staff team generally coordinates birthday and holiday celebrations. We respect the differences between children and families and encourage mutual respect among children. Please contact your child's teacher to make arrangements if you want to share your child's birthday or holiday celebrations with the classroom.

Pets or visiting animals need to have documentation from a veterinarian or an animal shelter to show that the animals are fully immunized (if necessary for the animal), in good health and that the animal is suitable for contact with children. Teaching staff are to supervise all interactions between children and animals and instruct children on safe behavior when close to animals. All staff is to make sure that any child who is allergic to a type of animal is not exposed to that animal. Reptiles are not allowed at HCDC because of risk for salmonella infection.

If a classroom has pets, the classroom staff is responsible for securing documentation from a veterinarian about the health of the animals, any necessary immunizations and documentation that the animal is suitable for contact with children.

Sleeping at HCDC

Each classroom has a rest time following their lunch, and the children are encouraged to take naps. They use sheets and blankets that are assigned to them and washed once a week or when soiled. The length of rest time varies depending on the age of the children. If it becomes obvious that a child cannot go to sleep, he/she will be given books or other quiet activities that can be done on his or her cot.

Classroom Staff

HCDC is fortunate not only to have a roster of well-educated classroom personnel, but we also have trained on-call substitutes. The teacher/child ratio at HCDC is better than that required for licensing. Staff submits all necessary health and safety information prior to working with children. In addition, a background check is completed on all staff.

HCDC has developed a statement on how staff can support and guide child behaviors. The staff at HCDC has a deep moral commitment to preserving a child's self-esteem and providing the guidance necessary for each child to develop self-control. A copy of the philosophy on guidance is located on page 18 of this document.

HCDC staff members may not babysit for families with children enrolled in our program. If parents/guardians still want to hire a staff member, then they can choose to waive their right to hold the program liable should their child be harmed while a staff member babysits. Parents/guardians must sign a "hold harmless" agreement in order to hire an HCDC staff member to babysit for their child/ren.

College Students in the Classroom

JCCC offers an Early Childhood Education Associate of Science Degree Program. HCDC serves as a laboratory school site and receives students who need to complete laboratory work observing and interacting with children. Students are not left alone with children and are supervised by Classroom Coordinators or Lead Teachers at the Center. Students submit all necessary health and safety information prior to working with the children. In addition, a background check is completed on all students.

The Outdoor Classrooms

Outside play time is a very important part of a child's day. Unless the weather is too extreme, the teachers take the children out for at least a short time in the outdoor classrooms or for walks/visits on the campus. The Center has developed safety rules for each age group which are available for your review.

When the weather gets colder, it is important that your child bring warm clothing for outdoor play. **Please mark your child's coat, hat, gloves, mittens, scarf and boots with his/her name.** During days of extreme cold weather, we may decide to have shortened outdoor time, or to stay indoors. A combination of temperature and wind chill will determine whether we will go outside. If the wind chill or temperature is below 15 degrees, we will stay inside.

If the heat index is 90 to 95 degrees or if there is a heat advisory in effect, we will only be outside for short periods of time (15 to 30 minutes or less), taking into consideration the children's appearance and behaviors. When the heat index is 95 degrees or higher this is considered "extreme" and on these days we may or may not go outside. When in the sun, children wear protective clothing and/or skin protection. Please apply sunscreen to your child before they come to HCDC from mid-April through mid-October. Sunscreen may be applied by HCDC staff only with written parental consent, which is obtained on the child's Classroom Enrollment Record.

All children are expected to go outside during designated periods. Generally, a child who is well enough to come to the Center should benefit from outside time. A note from the doctor is needed if a child needs to stay inside due to health reasons.

HCDC offers a three-season garden, children regularly plant, tend, harvest, and eat produce from the garden.

In the event of an "outbreak" regarding insects, the Health Department would notify us if there is a known risk regardless of whether it is an "insect borne disease" or not. They do recommend the use of insect repellents with DEET to prevent mosquito bites, when necessary. We would follow the procedure that the Health Department recommends.

Illness

Children with a fever of 100 degrees or above or a contagious illness may not be brought to the Center. Your child may return to the Center if his or her temperature has been normal for at least 24 hours without fever-reducing medication. Please refer to the Health Exclusion Policy for more specific information.

If your child becomes ill while at the Center, you will be notified immediately. Please keep your contact information current so that we may contact you when necessary. If we cannot reach you, we will telephone the emergency contact on your child's enrollment form.

In the event of an accident requiring medical treatment, you will be notified immediately. Information you have provided will be used if emergency treatment is necessary. Parents receive an Injury or Critical Incident report, completed by the teacher or staff member supervising your child, for all accidents at the Center. This will provide details on the incident and any first aid

given. All classroom staff members of the Center are required to be certified in first aid and CPR and are encouraged to receive training on other health-related topics.

If a parent reports that his/her child has a contagious illness (such as strep or chickenpox), families will be notified of the date and the classroom in which it has occurred.

If your child is sick for a minimum of the consecutive hours listed below, you may submit in writing a request for a partial refund accompanied with a doctor's note stating the diagnosis and that your child was unable to attend child care for the entire time absent.

- 30 hours absent (8-15 hours per week reserved)
- 60 hours absent (16-29 hours per week reserved)
- 100 hours absent (30-50 hours per week reserved)

Medication Guidelines

The Hiersteiner Child Development Center follows the Kansas Department of Health and Environment and National Accreditation guidelines for medication administration. The HCDC staff may administer prescription medication from a pharmacy container clearly labeled with the child's name, name of medication, dosage and dosage intervals, name of physician and date prescription was filled. Non-prescription medication may be administered from the original container with the child's name on it, name of physician, expiration date, and manufacturer's instructions. All non-prescription medication must be accompanied by a note with instructions from a licensed health provider or the licensed health provider may give instructions by telephone to the Center. All medications must be signed in using the Authorization to Dispense Medication form. **Only one week's dosage of medication may be brought to the Center at one time.**

Please note that any medication signed in with expired dates, a name on the container other than the child's name to be given the medication, and/or a dosage not appropriate for the child's age will not be dispensed to the child. We will contact you, however, to consider the situation. In some cases the child's teachers will need to receive training on how to use certain medical devices, such as a nebulizer or Epi-Pen, before they can dispense the medication. This training will need to be provided by a health professional and guided in writing by the prescribing health care provider. Your child's teacher will inform you if this training is necessary in your child's case.

Nutrition Kitchen

HCDC has the Nutrition Kitchen with staff members who prepare and serve nutritious lunches and snacks for the children. Each month our kitchen supervisor prepares a menu that is posted and available for you.

HCDC provides all lunches and snacks in accordance with guidelines set by the Child Care and Adult Food Program and the Kansas Department of Health & Environment. Exceptions are made for religious reasons or upon order of a physician for medical reasons. The kitchen supervisor is available to consult with any parents who have concerns regarding their child's nutritional needs.

Young toddlers are provided "sippy" cups for their beverages.

Lunch is served at the following times:

11:00 a.m.: Bug Garden, Big Backyard

12:00 p.m.: Hideaway Woods, Bamboo Forest, African Kingdom

12:30 p.m.: Blue Lagoon, Rainforest

Snack is served at the following times:

Bug Garden, Big Backyard: 9:00 a.m. and 2:45 p.m.

Hideaway Woods, African Kingdom, Bamboo Forest, Rainforest, Blue Lagoon: 9:00 a.m. and 3:00 p.m.

In order to be served lunch or snack a child must arrive within 15 minutes of serving time.

Children are to brush their teeth after every meal. HCDC furnishes toothbrushes and toothpaste for all children. Each child will have a toothbrush labeled for him/her. Toothbrushes will be rinsed after each use and stored in a toothbrush holder, designed to separate toothbrushes so as not to contaminate each other.

Be an Advocate for Your Child

You, the parent, are your child's best advocate throughout life. You know your child better than anyone. Here are tips to assist you in advocating when you feel it is needed.

The Essentials of Advocacy

- Be involved in every step of your child's life.
- Keep lines of communication open with the people who deal with your child (provide positive as well as negative feedback).
- Keep things in writing: Keep a notebook for yourself of all communications with school personnel and outside clinicians (such as doctors and therapists); Use opportunities to back up conversations with written confirmation – that way promises will be kept and you will have proof of your active involvement.
- Keep your child's school documents (such as Individual Family Service Plans, Individual Education Plans and evaluations) in a file, arranged by date.
- Always work toward solutions when there is a problem.
- Insist that your child's educators create positive plans for change to correct any problem that exists.
- Be persistent.
- Never lose your cool.
- Send all important information by certified mail, return receipt requested or by fax with confirmation.
- Keep copies of all documents for yourself.



Returned Check Guidelines

Checks (also includes web ACH) returned for insufficient funds will be re-submitted. If the check clears the second time, no penalties will be assessed by JCCC.

If your check is returned by the bank for the following reasons:

- Insufficient Funds - second time
- Closed or invalid account
- Stop payment or unauthorized payment

The following actions will occur:

- You will be assessed a \$25 returned check fee.
- Your account will be placed on hold. The hold is placed on the student, employee, or company account for whom the payment was intended. This may be different from the person who wrote the check.
- We will notify the account holder by letter at the current address in JCCC's system.

The check amount and returned check fee must be paid with cash, money order or credit card. Checks will not be accepted from any party while the account is on hold.

Once the amount of the check and the returned check fee have been paid in full, checks will not be accepted as payment for one year from the date the obligation was satisfied.

If your check is returned because an incorrect account number was used online, the following actions will occur:

- You will be assessed a \$5 fee.
- You (or the account holder) will receive an email notification of the charge. The email will provide instructions to correct the account.
- If there are three (3) payments in one term returned due to an incorrect account number, you will not be able to use the web payment check method for one year. Any scheduled recurring payments or saved payment methods may be deleted from your online profiles.

For additional questions, contact the Bursar's Office at bursar@jccc.edu or 913-469-2567.

Adult Support for Child Behaviors

All Age Groups

Problems and conflict are a part of life. The question of just how to behave in any given situation still plagues us at times as adults. It is our belief that as a child grows and develops so does his/her ability to solve problems, manage conflict and to behave in an acceptable way. It is the responsibility of all adults at the Hiersteiner Child Development Center to support each child in the process of learning how to behave in a variety of situations and in the process of gaining independence and self-control.

Basic principles:

- We must teach peaceful approaches to conflict.
- We respect each child as an individual, each with a unique personality and learning style.
- All methods or practices used at HCDC must protect the self-esteem of each child.
- We recognize the importance of our understanding how children develop and knowing what expectations are appropriate.
- We recognize the following characteristics of young children as important –

Egocentrism – Young children are basically able to see things from their own point of view.

Concrete thinking – Young children base their understanding of the world on obvious physical characteristics. The concept of sharing is too abstract, for example.

Limited verbal skills – Adults may need to help children solve a problem by “talking through” the situation.

Physical expressiveness – Children sometimes express themselves through physical action and need time and experience to gain the verbal skill necessary to take the place of physical expression.

Exploring limits – Allowing children to make age-appropriate decisions is important while looking realistically at what the cause-and-effect might be of certain decisions.

Holding only so much in mind at a time – Young children cannot keep more than one or two attributes in mind at a time.

- We understand that it is essential to meet each situation with respect, consistency and fairness.
- We will be proactive in our approach whenever possible, therefore avoiding or preventing some problems from occurring. Are there enough materials? Should the room arrangement be different? Did the children have to wait too long?
- We recognize that our support to children should be a team approach, between parents and teachers.
- We abide by all guidelines set by the Kansas Department of Health and Environment and by the National Academy of Early Childhood Programs.

Methods and practices:

- Role model for children the attitudes, language, use of voice, and other behaviors that we hope to see in children
- Appreciate the emotion or thought behind the child's action
- Distract young children from a path of conflict, when appropriate; redirect children to a new path if needed
- Take a problem-solving approach to conflict, encouraging children to design solutions
- Set reasonable limits, gaining child participation to design limits when possible
- Say what you want, rather than focusing on what you don't want
- Offer realistic, positive choices to children, when appropriate
- Use natural methods of positive reinforcement of desirable behaviors such as a pat on the back or a smile; help a child recognize when something just makes you feel good. Natural consequences can be the most effective in many cases
- Find ways to give control to children that is appropriate for the situation

Adult Support for Child Behaviors By Age Group

Toddlers:

- Role model how to resolve the conflict
- Distract children from a path of conflict; possibly redirect to a new activity
- Make use of natural consequences, when appropriate
- Use preventative measures, such as offering a predictable routine each day
- Ignore undesirable behaviors, when appropriate; offer natural attention for desirable behaviors

Preschool Children:

- Use toddler methods, if appropriate
- Support children in solving their own conflicts
- Involve or engage this age group as a preventative measure
- Offer age-appropriate choices
- Set reasonable limits

Kindergarten Children:

- Use any of the above methods, if appropriate
- Encourage children to design solutions to problems
- Offer a more complex environment as a preventative measure
- Involve children in setting rules and making plans
- Support and promote greater complexity and longer duration of activities/projects

Diapering and Toileting Guidelines

The Center does provide high-quality disposable diapers, pull-ups and diapering. Providing them ensures that we maintain an adequate supply for everyone at all times. Diapers and pull-ups are checked on a regular schedule and are changed as soon as they become soiled or wet.

All children who haven't mastered the use of the toilet are required to arrive at the Center in disposable diapers or pull-ups. Your child's teachers will discuss toilet learning with you to determine when your child is ready to come to the Center in underwear.

HCDC Toilet Learning Philosophy

In an effort to work with you as a team, we would like to offer this overview of our philosophy of toilet learning. Your thoughts and ideas regarding this issue and any other are welcomed. We realize that every child has individual needs and circumstances; however, we must also consider health guidelines, our knowledge of child development, and the well-being of the class as a whole. Keeping all these things in mind, we have put together our toilet learning guidelines.

Developmentally, children learn to use the toilet once they are physically, mentally and emotionally ready. Young children reach an optimal time for toilet learning as they do for all new learning. Parents and teachers are the facilitators of that learning. We cannot force this complicated set of skills to be mastered because we are ready for the child to begin toilet learning, it must be the child's choice to begin and continue toilet learning.

Toilet Learning Readiness Signs

- Physical:** The child must be physically able to control the appropriate muscles involved in the toileting process. The child must also be aware of the sensation of impending elimination and be able to respond. It is helpful if the child can physically pull his/her own pants up and down. Another indicator of physical readiness is when a child can remain dry for extended periods of time.
- Cognitive:** The child should be able to follow simple instructions and should be giving signals that he/she needs to use the toilet or has just gone in his/her diaper. Another indicator of cognitive readiness is the child will show signs of interest in other people's bathroom activities.
- Emotional:** The child should not be currently dealing with another life event such as the arrival of a sibling or moving from a crib to a bed. We have found that an independent stage is the best time to start. The child needs to explore his/her interest in toilet learning at a pace that is comfortable to the child. Most children begin to reach these stages somewhere around 30 months. It is important to keep in mind, however, that every child is unique and the toilet learning process will continue at the child's own pace. When a child has reached a point where he/she has met the majority of these guidelines, we will do our best to work with parents to facilitate the toilet learning experience.

How We Will Facilitate Toilet Learning at School

Our classrooms are equipped with the appropriate sized toilets to encourage independence and self-help skills. The child either needs to be able to tell us verbally or by signs that he/she needs to use the toilet. We will ask your child if he/she is interested in using the toilet at diaper changing time or if we notice indicative behavior. We cannot take a child to the toilet on a time schedule (every 15 minutes, every hour) or try to guess when each child might need to use the toilet. This would be impractical and unmanageable due to the high activity levels of our classrooms.

The teachers will encourage children to take the initiative to use the toilet. We support children by acknowledging their accomplishment. We will avoid phrases such as “Diapers are for babies” or “You can wear big girl panties.” These messages confuse and interfere with learning and can be damaging to their self-image. This is especially true if the child were not ready to begin toilet learning because we misread the readiness signs. In the case of accidents, we will gently remind the child that he/she needs to let us know if he/she needs to use the toilet. We ask that due to health regulations, parents leave their child in diapers for the first and longest phase of toilet learning. When a child can go most days accident free, he/she can then come in pull-ups. A child who is continually having accidents in the room creates a problem with disease control. It would also indicate that the child was not ready for this step. The final move to training pants or underwear can be when the child is basically accident free at school. It is important that parents provide us with extra underwear and clothing at school because many children are uncomfortable wearing strange clothing.

The Home-to-School Connection

Ideally, home learning and school learning will coincide, but occasionally that fails to happen. Some children seem to take longer to learn to use the toilet at school. There are many explanations for this but we will in no way pressure any child to use the toilet. We believe that using the toilet must be the child's choice. If we find that a child is having difficulty wanting to use the toilet at school, we will take a relaxed approach until the child is ready to try again. We also recommend that parents reinforce at home that their teachers will help them at school.

We hope parents will agree with us that toilet learning is a lengthy process with many stages of progression and regression. A child normally takes many months before the entire process is learned, beginning with simple interest and ending with total control during both day and night. Our goal is to help the child while learning this new skill so that he/she can emerge with increased confidence in himself/herself.

Emergency Action Plan for Fire in The Hiersteiner Child Development Center

HCDC observes monthly fire drills. A record of all drills is posted at the front desk for your reference. In case of fire, we will direct the children out the nearest exit.

Communication

- Is there anyone we need to inform or take special efforts to help evacuate (e.g., students, continuing education participants, children or people on campus)? JCCC Police will be contacted and would respond immediately. Children, parents and visitors should be directed outside of facility. Persons with disabilities should receive assistance. All occupants must be evacuated safely.
- How will we make sure they are informed? After the building alarm sounds, classroom staff will usher all occupants out. Kitchen staff will assist Bug Garden and Big Backyard. Manager will assist Bamboo Forest, Hideaway Woods and college classroom. Front desk staff and supervisor will assist remaining 3 classrooms. Building Emergency Leaders (BEL) complete a final check.

Procedures

- We'll get out through the nearest exit, which is any of 13 exits clearly posted. Remember to "stay low and go." Classroom staff will take class roster, attendance record and emergency backpack. Exit to playgrounds as the designated primary emergency assembly area.
- Secondly we'll plan to meet at the Horticultural Center as the designated secondary emergency assembly area if hazardous conditions exist. The Fire Department and JCCC Police will request this information. After checking every classroom attendance, we may then go to the GYM (or return to HCDC depending on the circumstances). GYM 003 is the area that we predict that we will be able to use.
- If leaving equipment running would pose an additional danger, shut it down. In our area, this includes all computers, copy machine, fax, kitchen appliances and all other electrically powered equipment.
- If time permits, secure cash, records, confidential information, equipment or tests. We'll do this by locking valuables in safe. Take purses, keys, coats, etc. for yourself and others not in the office at that time.
- Don't return until JCCC Police or Fire Department gives you the all-clear signal.

Resumption

If there were a fire in our office, the steps we would need to take to resume operations are:

1. Follow instructions from campus and public emergency personnel.
2. Work with children; contact all parents of remaining children.
3. Provide special assistance where needed.
4. Inventory all contents of building. Replace essential items.
5. Seek alternative services for families, if needed.
6. Set up temporary work space.

Special situations

- We face special situations. We'll handle this by: providing assistance or looking for outside assistance when necessary.

Emergency Action Plan for Tornado in The Hiersteiner Child Development Center

HCDC observes seasonal tornado drills. A record of all drills is posted at the front desk. In case of tornado or severe weather, the children will be directed to the basement level or an inside bathroom of the Center.

Communication

- Is there anyone we need to inform or take special efforts to help evacuate (e.g., students, continuing education participants, children or people on campus)? JCCC Police will be contacted and would respond immediately. Children, parents and visitors should be directed to a storm security area within facility. Persons with disabilities should receive assistance. All occupants must reach a safe place as quickly as possible.

- How will we make sure they are informed? Following tornado sirens and PA announcement, classroom staff will usher all occupants to safety. Manager will assist new wing; kitchen will assist Bug Garden and Big Backyard; front desk staff and supervisor will assist three oldest rooms. Building Emergency Leaders (BELS) do final check to verify that everyone is in a designated safe area.

Procedures

- Move to your designated safe area, which is the basement of HCDC for original facility occupants; the interior hallway to bathrooms and bathrooms in original facility for new wing occupants. Take “survival kits” and attendance record from each classroom.

- If leaving equipment running would pose an additional danger, shut it down. In our area, this includes all computers, copy machine, fax, kitchen appliances and all other electrically powered equipment,

- If time permits, secure cash, records, confidential information, equipment or tests. We’ll do this by locking valuables in safe; enrollment forms should be taken with us. Take purses, keys, coats, etc. for yourself and others not in the office at that time.

- We will know it is safe to return to the classroom by listening to the college PA system and/or by calling or radioing JCCC Police.

Resumption

If a tornado damaged our office, the steps we would need to take to resume operations are:

1. Follow instructions from campus police and public emergency personnel.
2. Work with children; answer phones; call parents of children in attendance.
3. Provide special assistance where needed.
4. Inventory contents of building and replace essential items.
5. Seek alternate services for families, if needed.
6. Set up temporary work space.

Special situations

- We face special situations. We’ll handle this by providing assistance or seeking outside assistance when necessary.

Emergency Action Plan for an Incident of Campus/Workplace Violence in the Hiersteiner Child Development Center

Communication

- Is there anyone we need to inform or take special efforts to help protect (students, continuing education participants, children or people on campus)? JCCC Police will be contacted and would respond immediately. For maximum protection of all children and all HCDC occupants, staff should be as informed as possible.
- How will we make sure they are informed? Verbal and/or written message delivered by Building Emergency Leader (BEL) staff or office personnel.
- The JCCC Police Department Investigations Detective will be given copies of any legal document that relates to a child custody issue.

Procedures

- Call JCCC Police, ext. 4111, for emergency assistance. Follow their instructions. Duress button may be pressed for emergency assistance as well. From a non-campus phone call 913-469-2500.
- Encourage others in the area not to become involved and, if possible, leave.
- If confronted with an irrational or aggressive person:
 1. Listen to what the individual has to say.
 2. Speak in a clear, quiet voice.
 3. Respect the individual's personal space.
 4. Don't argue. To the extent you can, use logic and reason to calm the person.

Resumption

If our office operations were disrupted by an intruder, the steps we would need to take to resume operations are:

1. Follow instructions from campus police and public emergency personnel.
2. Proceed only when and if a safe environment is secured.
3. Provide special services as needed.
4. Allow persons who have been personally affected to go home.
5. Call, text, and/or email parents if children have been affected.
6. Follow-up with children, parents or staff in response to campus violence.

Special situations

- We face special situations. We'll handle this by: providing assistance or seeking outside assistance when necessary.