



Three Harbors Preschool

A Place for Learning

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threeharborspreschool.com

Family Handbook

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Welcome!

Welcome to Three Harbors Preschool! We are a Department of Early Education and Care (EEC) licensed center, serving children from 12 weeks-5 years old.

Thank you for entrusting us to educate and care for your children. We strive to partner closely with families to facilitate the transition between home and school, and ongoing learning. Daily communication, through conversations or in writing, and a sense of trust are vital ingredients for the success of our program, and for your child.

This handbook is designed to be a guiding summary of policies and procedures for all Three Harbors Preschool families. Please take some time to review these policies, and please do not hesitate to reach out to the Director or teachers if you have any questions. (Families will be notified in writing of any updates to this handbook.)

Our Mission

Three Harbors Preschool's mission is to provide young children and families with high quality early education and care in a safe and nurturing center. Where children grow and learn through exploration, discovery, and discussion. We believe that with quality early education and care, children can build a strong foundation of resiliency and skills to help them succeed.

Our Philosophy

We believe that quality early childhood education is the foundation for prosocial skills, resiliency, and future success. It is our goal to help children reach their full potential. Using developmentally appropriate methods and meaningful curriculum themes, educators plan learning experiences that enhance each child's social, emotional, physical, and cognitive development, while respecting each child's temperament and approach to learning. Our focus is on social-emotional development, using a strength-based and trauma informed approach of care and discipline. Each classroom is staffed with a Lead Teacher, Teacher, and/or Assistant who work as a team to provide consistency, and meet the expectations of our children and families. We value respect, community, friendship, trust, and collaboration in all the work we do.

Our Goals

- Become the early education provider of choice for local families
- Continually provide quality early education and care with a focus on social-emotional development
- Promote standards and practices in line with state regulations and accreditations, such as the Quality Rating and Improvement System (QRIS) and National Association for the Education of Young Children (NAEYC)

Non-discrimination Policy

Three Harbors Preschool enrolls children and families (and hires employees) of any background and identity, and does not discriminate on the basis of sex, race, cultural heritage, nationality, religion, political beliefs, veteran status, marital status, sexual orientation, gender, disability, economic level, or toilet training status.

Three Harbors Preschool
257 Route 28
West Harwich, MA 02671

Lines of Authority

Three Harbors Preschool identifies the Massachusetts Department of Early Education and Care (EEC) as the program's licensing authority. Parents/Guardians may contact EEC for information regarding our regulatory compliance history.

Department of Early Education and Care: Southeast Office
1 Washington St. Suite 20
Taunton, MA 02780
508-828-5025

Director
Ashley Our

Preschool Program
Vicki Windle: Lead Teacher

Toddler/Preschool Program
Pam Buck: Lead Teacher
Ryan Mills: Teacher

Infant Program
Lise Wilson: Lead Teacher
Ashley Adams: Teacher
Lauren Kirkpatrick: Assistant Teacher

General Program Information

Programs

We have three classroom groups, all of which are staffed with a Lead Teacher, Teacher, and/or Assistant Teacher.

- Infants: for children 12 weeks-15 months, with a maximum group size of 7
- Toddlers/Preschoolers: for children 15 months-3.5 years, with a maximum group size of 9
- Preschoolers/Pre-K: for children 3-5 years (or before entering kindergarten), with a maximum group size of 15

Our teachers create our curriculum in thematic units based on the interests of students, using the state's Guidelines for Preschool Learning Experiences and Early Learning Guidelines for Infants and Toddlers as references to ensure that each developmental domain is represented: social-emotional, language and literacy, cognition, and fine and gross motor skills. Our main focus is on social-emotional development. Teachers structure the daily activities and schedule for children to develop age appropriate social skills: to use their words when interacting with peers and adults, to wait their turn or share, to accept change and follow directions, and to develop empathy.

Each child receives a Communication Book that travels between home and school to use for written communication between parent/guardians and teachers. During the day, teachers will write messages in these notebooks detailing the child's day. Our teachers also create portfolios for every child, which include observations and work samples each month. The Communication Books and portfolios are used to document children's growth and development, and to guide instruction based on each child's individual needs and interests.

Peanut and Tree Nut Free Center

We are asking for your help to provide every student with a safe school environment. We care for children who have severe allergies to peanuts and/or tree nuts. These allergies are life-threatening and require strict avoidance of these foods. **Please do not send food items to school that contain or are produced in the same facility as peanuts or tree nuts.** Please double check ingredient labels on all items sent in to school.

Hours of Operation

Three Harbors Preschool is open year round, Monday through Friday from 7:00 am to 5:30 pm, with the exception of scheduled closings, vacation weeks, staff professional development, and early closings for staff meetings. Please see the School Calendar for a detailed listing of all closings (distributed separately).

Early Closings (for Staff Professional Development)

Three Harbors Preschool closes at **12:00 pm the second Wednesday** of every month for staff meetings and professional development (unless otherwise scheduled, please see the School Calendar).

Holidays/Closings

Three Harbors Preschool will be closed on the following days:

New Year's Day (Jan 1)	*August vacation
Martin Luther King, Jr. Day (3rd Mon in Jan)	Labor Day (1st Mon in Sept)
President's Day (3rd Mon in Feb)	Columbus Day (2nd Mon in Oct)
*Two days after President's Day	Veterans' Day (Nov 11 observed on Mon)
Patriot's Day (3rd Mon in April)	Thanksgiving Day (4th Thurs in Nov)
*April vacation	*Day after Thanksgiving
Memorial Day (Last Mon in May)	*December vacation
Independence Day (July 4)	Christmas Day (Dec 25)

*Please see the School Calendar for a detailed list of scheduled closures and early closings

Weather Related Closings (Snow Days)

Three Harbors Preschool will follow the lead of the Monomoy School District in regards to school cancellation due to inclement weather. A cancellation notice will be emailed to families, and will be posted on our website and social media accounts as early possible (usually the night before).

In the event we close early, the Director and/or teachers will contact families of children attending that day and notify them of the time we will be closing and to ask them to pick up their child as soon as possible.

In the event of a delayed opening, we will open at 9:30 am.

Mandated Reporters of Child Abuse and Neglect

Three Harbors Preschool staff shall protect children from abuse and neglect while in the school's care using a social and emotional focused, and trauma sensitive perspective. Any form of abuse or neglect of children while in our care is strictly prohibited, pursuant to reporting and filing a Report of Child(ren) Alleged to be Suffering from Abuse or Neglect form ("51A"), and is grounds for termination. All Three Harbors Preschool employees and any interns and volunteers are required to have clearance through a complete background record check in accordance with EEC Regulations. These background record checks are updated at least every three years, or anytime the program receives information that may indicate that a new background check review is appropriate.

Under Massachusetts law, educators are among the group of professionals mandated to report any known or suspected instances of child abuse and/or neglect to the Department of Children and Families (DCF), and to the Department of Early Education and Care (EEC). Three Harbors Preschool has written procedures for the reporting of any known or suspected incidents of child abuse and/or neglect. These procedures include:

1. All teachers must report known or suspected child abuse and neglect to the Director
2. The Director will decide whether or not to speak with family members, and encourage them to call DCF on their own, or with support
3. The Director will report any child abuse and/or neglect to DCF, pursuant to filing a Report of Child(ren) Alleged to be Suffering from Abuse or Neglect form (51A)
4. The Director will notify EEC after filing a 51A report alleging the neglect or abuse of a child

Three Harbors Preschool shall cooperate in all investigations of abuse or neglect, which includes identifying parents of children currently and previously enrolled, providing consent for disclosure to EEC of information, and allowing EEC to disclose information to any person/agency as necessary.

Tuition Payments

Tuition is calculated on a yearly basis and divided into 12 equal payments **due by the first of each month** regardless of holidays, school closings, half days, snow days, family vacations, or illness. There are no refunds given for missed days.

- Tuition is due by the first of each month, unless other payment plans have been arranged with the Director before services are rendered.
- Families will receive tuition statements around the 20th of the month, due for the following month.
- All tuition payments must be made on time. A \$30 fee will be charged for late tuition payments.
- Failure to pay tuition by the 10th of the month will result in an issuance of a notice of intention to terminate for nonpayment. If payment is not received, nor arrangements made with the Director within seven days, care will be terminated.
- A \$30 fee will be charged for checks that are returned due to insufficient funds.

Schedule Changes

We understand the “once in a while” need for an extended day or extra day and can accommodate children if there is sufficient space available. Payment for the extra time slot will be added to the tuition statement.

Families wishing to add days or extend time slots to a child’s enrollment schedule will be accommodated if there is sufficient space available. After your child’s initial program schedule is completed, there will be a \$20 fee charged for each subsequent schedule change. Any change to a child’s enrollment schedule should be submitted as soon as possible, or before the 20th of the month to be applied to the following month’s tuition statement.

Withdrawal

If parent/guardians decide to withdraw their child from the program, a two weeks notice in writing is required and must be given to the Director. Monthly charges still apply, unless other arrangements are made with the Director.

Early Childhood Education Program Information

Enrollment Process

Registration and enrollment is open throughout the year. The first step is for families to come and take a tour of the school, if they would like, and submit a Registration Form along with the non-refundable \$50 registration fee to secure enrollment space, or to be placed on our waiting list. Children must be enrolled for consistent days per week, with a two day minimum. There are multiple options for half day or full day schedules.

When enrollment space is available, a Welcome Meeting will be scheduled with the Director, teachers, and family. This meeting is a chance for families and staff to get to know each other. We will have a conversation about the program and ask questions to learn more about the family and child. At the Welcome Meeting, families will receive a copy (digitally or physically) of the Family Handbook, and an enrollment packet. We will also schedule 1-2 days for the child to visit. This visit will provide your child with an opportunity to see the classroom, with their parent/guardians, and become comfortable in their new school.

Once the enrollment packet is completed and returned along with a copy of the child's most recent physical (well baby visit), immunization record, and proof of a lead test/screening (if they are 12 months or older), and enrollment space is available, your child may begin at our program. Three Harbors Preschool has a "no shot-no entry" policy per the recommendation of the Department of Public Health. When enrollment space is unavailable, families can choose to be placed on a waiting list, until space is available (or when they wish to be removed from the list). Families who have a child presently enrolled, will be given first priority. We cannot guarantee a space for every child, however every effort will be made to enroll a child once a space is available.

Children's Records

Information pertaining to children and their families is considered privileged and confidential. Three Harbors Preschool employees are prohibited from distributing, releasing, or discussing information about children and their families to any unauthorized person without the expressed written consent of the parent/guardians, or pursuant to a court order.

Information is collected on numerous forms during admission and throughout the year and is placed in the child's file. Information and forms that are placed in this file include: Enrollment Form, custody agreements, court orders, and/or restraining orders, Transportation Plan, First Aid and Emergency Medical Care Consent Form, Individual Health Plan for chronic health conditions, medical records documenting recent physical examinations (well baby visits), immunizations, and lead screenings, Authorization Form, Developmental History and Background Information, individual program plans (IFSP or IEP), injury and incident reports, and progress reports.

Forms that are completed during admission must be updated at least annually, or when there are changes in contact information, medical records (well baby visits, immunizations, lead screenings), or changes in an Individual Health Plan, custody agreements, court orders, and/or restraining orders.

Parent/guardians have the right to access their child's record, and add information, comments, data, or any other relevant materials to the record. They also have the right to request a meeting with the Director to discuss deleting or amending any information.

Communication

Daily communication, and a sense of trust are vital ingredients for a successful program for your child. Open communication promotes consistency between home and school expectations and routine. Every child is provided with a Communication Book that travels between home and school. Please use this notebook to write in any information to share with teachers. For example, any changes happening at home, differences in the routine, how the child slept, their mood, any special activities that they enjoyed, etc. Teachers will also write messages in these notebooks detailing the child's day, activities, mood, any differences in the routine, and any information about upcoming events.

Parent/guardians are encouraged to call at any time to inquire about their children's day. Teachers may not be available to come to the phone at every moment, but may return phone calls later in the day, if needed. Parent/guardians are encouraged, and have the right to, come and visit anytime their child is present. Our staff are always open to input, questions or concerns, however during school hours our first priority is the children. A brief conversation away from children may be possible in the moment, but if needed a meeting may be scheduled at a later time to further discuss any concerns.

Please call to let us know if your child will be absent, or will be dropped off late. If it is before school hours, please leave a voicemail message.

Also, **please call if you are running late to pick up your child.** This call reassures your child and teachers that you are on your way. (Please see the Late Pickup and Fees section for details on page 14)

Children's Clothing and Bedding

Outdoor play, creative arts, and science are important parts of children's daily activities and schedule. These activities can be very messy and while we provide smocks, children can still get messy and are not expected to stay clean. Please keep this in mind when dressing your child for the day.

With the exception of inclement weather conditions, children will be exploring outside everyday. Please send your child to school dressed or with appropriate clothing for the elements (ex: snow pants, boots, jacket, hat, mittens/gloves, swimsuit/water play clothes and towel). **Please label everything that comes to school with your child's first and last name.**

Children (with the exception of non-mobile infants) must also wear **sneakers or other closed-toe shoes** that allow for energetic running and playing. Please do not send your child to school in party shoes or flip-flops (sandals that cover the toes and are strapped around the heel are acceptable).

At least one, or more, complete set of extra clothes should be brought to school (especially for infants, and potty training children). These clothes may be kept at school in your child's cubby. If needed, we have a limited supply of extra clothes and outerwear. If your child borrows school clothes, please wash and return them as soon as possible.

For children who are 12 months and older, please bring in a crib sheet, blanket, and a comfort item if needed, labeled with the child's first and last name to be used during rest. For infants younger than 12 months, please bring a mini crib/portable/pack n'play size sheet, and a sleep sack and pacifier (free of straps or soft material) as needed, labeled with the child's first and last name. These items may be kept at school during the week, and will be returned at the end of the week to be washed.

Example Daily Plans

Infant Program

***Individual infant schedules are followed as closely as possible**

7:00-8:00 School Begins	11:30 Lunch, diaper check
7:00-9:00 Free choice, diaper check, snack, conversation, brush teeth	12:00 Dismissal time
9:30 Circle time, music and movement, story	12:00-2:30 Rest, quiet activities, snack, diaper check
10:00 Outdoor play, activity time, diaper check	3:00 Dismissal time

3:00-5:30 free choice, music and movement, story, outdoor play, diaper check

5:30 Dismissal time, School Ends

Toddler/Preschool Program

7:00-8:00 School Begins

7:00-9:00 Free choice, conversation, diaper check/toileting

9:00 Snack, brush teeth

9:30 Outdoor play

10:30 Circle time, music and movement, activity time, story

11:30 Lunch, diaper check/toileting

12:00 Dismissal time

12:00-2:30 Rest, quiet activities, snack, diaper check/toileting

3:00 Dismissal time

*3:00-5:30 Outdoor play, free choice, music and movement, story, diaper check/toileting

5:30 Dismissal time, School Ends

*The Toddler/Preschool and Preschool classes may combine for afternoon activities

Preschool Program

7:00-8:00 School Begins

7:00-9:00 Free choice, outdoor play

9:30 Snack, brush teeth

10:00 Circle time, music and movement, activity time, outdoor play, story

11:30 Lunch

12:00 Dismissal time

12:30-2:00 Quiet activities, rest

2:30 Snack

3:00 Dismissal time

*3:00-5:30 Outdoor play, free choice, music and movement, story

5:30 Dismissal time, School Ends

*The Toddler/Preschool and Preschool classes may combine for afternoon activities

Child Guidance and Behavior Management Plans

Behavior Management Guidelines

Three Harbors Preschool teachers provide guidance in a positive and consistent way based on the understanding of the individual needs and development of children. We acknowledge that there are many factors that may influence children's behavior, so we have adopted a philosophy of positive reinforcement and redirection. We believe the first step to handling challenging behaviors is to take preventative measures before the behaviors even start; through careful planning and preparation, many negative behaviors may be avoided.

Behavior management strategies that foster positive learning experiences and self-esteem include:

- Using environmental modifications, activity modifications, adult or peer support, and other strategies to encourage appropriate behavior, and prevent challenging behaviors.
- Encouraging self-control and using positive child guidance techniques such as recognizing and reinforcing children's appropriate behaviors, having reasonable and positive expectations,

setting clear and consistent limits, redirecting or distracting a child toward positive behaviors, and offering appropriate choices for children.

- Injecting humor when appropriate, encouragement when suitable, and overlooking small annoyances or inappropriate behavior in certain situations.
- Helping children learn social, communication, and emotional regulation skills that can be used in place of challenging behaviors, and providing renewal time to “cool down”.
- Explaining rules and procedures, and the reasons for them to children, and allowing children to participate in creating program rules.
- Intervening quickly when children are physically aggressive with one another and helping them develop problem-solving skills and strategies for resolving conflicts.
- Discussing behavior management techniques among teachers and parent/guardians to promote consistency.

On the rare occasion that a child’s behavior is causing concern relative to other children and/or staff’s safety, parent/guardians will be called and asked to pick up the child from school. If needed, the Director will schedule a meeting with parent/guardians and the child’s teachers to discuss the child’s behaviors and ways that everyone can help support the child and family. With support from parent/guardians, outside resources or services may be sought for children with consistent challenges.

Biting Policy

Our program recognizes that biting is, unfortunately, a typical stage of development for young children. We are always upset when children are bitten, and recognize how upsetting it may be for parent/guardians. We want to assure parent/guardians that we take precautions and preventative measures to ensure the safety and wellbeing of every child enrolled in our program.

Every child goes through various developmental stages where negative behaviors may become prevalent: hitting, biting, pinching, and many others. While these behaviors are age appropriate, we work with children to help them redirect their frustrations to achieve self-control. Our program does not focus on punishment for these behaviors but instead on effective techniques that address the specific reasons for the negative behaviors.

Educators work with children on the receiving side of the negative behaviors to develop skills that will help them advocate for themselves during these situations. Teaching children to use words such as “Stop that hurts,” or “Stop (hitting) me, I don’t like that,” helps them to take age-appropriate charge of their personal space.

When biting occurs, teachers express strong disapproval and take the following steps:

1. We comfort and care for the child who was bitten, encouraging them to use words to advocate for themselves, and give immediate first aid: washing the area with soap and water, and applying an ice pack.
2. We work with the child who bit and help him/her learn empathy, recognizing the effects of their behavior, and other ways to manage their emotions and needs instead of biting.
3. Teachers document the situation on an Incident Report and Accident Report, and examine how to make changes in the environment to help stop the biting.

When children bite, or are bitten, parent/guardians will be notified that same day by a teacher (either via phone call or conversation at pick up time). **The name of the child who did the biting will remain confidential.** Biting in itself is not a reason for suspension or termination from the program. Our

goal is to help children learn appropriate ways of expressing their needs, and managing strong emotions, while learning how to be social beings.

Suspension/Termination Policy

Three Harbors Preschool strives to provide a positive and safe placement for every child by offering warm, nurturing teachers, and individualized developmental programming. In situations where children exhibit disruptive or inappropriate behavior, teachers will notify parent/guardians of the behaviors. We expect parent/guardians to work with their children with any challenging behaviors. We are happy to provide advice or guidance strategies to help support families.

On the rare occasion that a child's behavior is causing concern relative to other children and/or staff's safety and wellbeing, parent/guardians will be called and asked to pick up the child from school. If disruptive or inappropriate behaviors continue (and they are impacting the safety and wellbeing of children and/or staff), these procedures will be followed:

1. The Director will schedule a meeting with parent/guardians and the child's teachers to discuss the child's behaviors and ways that everyone can help support the child.
2. If the behaviors continue, a specific individual behavior plan for school and home will be developed.
3. If disruptive or inappropriate behavior continues despite the above interventions, and it is affecting the safety and wellbeing of the child, other children, and/or teachers, the behavior plan will be revised with recommendations for outside referral services. Termination is always the last resort; we work diligently to support children and families with resources and referrals, in and out of our program, in order to help families through difficult times.
4. The Director will review all of the procedures and incidents, and a decision for termination may be made at this time.

*Please note, biting in itself is not a cause for suspension or termination.

Three Harbors Preschool does reserve the right to terminate care, with or without notice, in regard to:

- Failure of tuition payment
- Inappropriate behavior (including but not limited to yelling/screaming, intimidating, or threatening behaviors), or harassment of any kind, by parent/guardians or family members toward any child or staff member

Progress Reports and Conferences

Teachers prepare progress reports every 3-6 months and during these intervals parent/guardians are encouraged to sign up for a conference to discuss their child's development. For infants, and children identified with special needs, progress reports are prepared every 3 months (in January, April, July, October); for toddlers and preschoolers, progress reports are prepared every 6 months (in January and July). Information contained in these progress reports are based on observations and documentation of children's progress in a range of activities over time. These reports address children's holistic development and growth in the areas of cognition, social/emotional development, language and literacy, fine and gross motor skills, and life skills.

Transitioning Classrooms

Transitioning into the next age group/classroom begins when a child is developmentally ready (and when there is enrollment space). When a child is ready, a transition meeting will be scheduled with

parent/guardians, a teacher from the next classroom, and the Director. At this meeting, we will develop a transitional plan that best supports the child. The typical time frame allows two weeks for the transition process. After the meeting, and with parental/guardian permission, teachers from the child's current classroom and transitioning classroom will collaborate and develop a schedule for the child to gradually spend increasing amounts of time visiting in their new classroom and explaining the transition to the child in a manner that is consistent with the child's ability to understand.

Service Referral Plan

If you have any concerns regarding your child's health (physical, mental, dental, vision or hearing), development, or behavior, our staff will be happy to assist you in finding support and resources. Please feel free to speak with the Director for information regarding how to request a special education screening from your neighborhood school or Early Intervention Program.

In situations where teachers observe a potential behavioral or educational need for additional services for your child, they will record these observations and inform the Director of their concerns. A team meeting will be scheduled with the Director, teachers, and parent/guardians to address and discuss observations and concerns. Information about referral services or screenings will also be shared for parent/guardians to contact. With parental/guardian consent, Three Harbors Preschool's staff members can also contact outside resources or services for your child. We will maintain a written record of any contacts made with outside services in the child's file.

If the need for services outside of Three Harbors Preschool be significant, the Director will schedule a meeting with parent/guardians to consider possible resources, or alternate placements or actions to best support your child's needs.

Ins and Outs

Transportation

Three Harbors Preschool **does not** provide transportation to or from school.

In an emergency situation, if it is deemed necessary for the evacuation from the Three Harbors Preschool's grounds, the Harwich Police Department will assist and determine transportation.

Parking Lot Safety

At any given time there may be children, families, or staff in the parking lot, please drive carefully.

- Drive slowly in the parking lot
- Do not leave your car running unattended while dropping off or picking up a child
- Do not leave children in your car unattended
- All (walking) children must be held by the hand while in the parking lot

Arrival/ "Drop Off"

We ask that children please arrive to school by 8:45 am. It can be difficult for a child to enter a classroom where the children are already involved in scheduled activities, and the children who arrived on time may have difficulty with the change and disruption of the classroom.

Please call the school if your child is arriving late, or if they are going to be absent. We start to worry when we do not see or hear from families when they are scheduled to attend.

There are attendance sheets located in each classroom for parent/guardians to sign their child in and out for the day. A signature or parent/guardian initials are required for both drop off and pick up.

Departure/ "Pick Up" Policies

During the enrollment process, each family completes a "First Aid and Emergency Medical Care Consent Form", part of this form provides authorization for individuals to pick up children from the center. Three Harbors Preschool employees are only allowed to release children to people who have been authorized, in writing, to pick up a child. If an employee does not recognize the person who comes to pick up a child, they will request to see photo ID, to confirm the identity of an authorized person.

Please note, Three Harbors Preschool employees cannot deny the release of a child to a parent/guardian unless we have documentation of custody agreements or restraining orders. Parent/guardians can submit, in writing, a request to remove non-parental adults from the pick up list. Please submit requests to the Director.

If an authorized person comes to pick up a child and is suspected to be under the influence of drugs or alcohol or is unfit to safely transport the child, staff will refuse to release the child. The staff member will inform the person that they can call someone to arrange alternative transportation. If the person still insists on driving the child, staff members will immediately call the Harwich Police to secure safe intervention and transportation for the child.

Late Pick Up

We appreciate all children being picked up on time, however, **if you are running late, please call**. This call reassures your child and teachers that you are on your way. If an authorized person has not called the school and it is 5 minutes past the scheduled pick up time, staff will call the child's emergency contacts listed in order until they reach someone to pick up the child. If staff are unable to reach any emergency contacts, and a family member has not called within 30 minutes to arrange pick up, staff will call the Harwich Police to notify them of the situation, and/or the Department of Children and Families (DCF).

Late Pick Up Fees

- Lateness is judged based on the time on the classroom clock
- A 5 minute grace period will be given for the first late pick up only (per parent/guardian)
- A late fee of \$5.00 will be charged for a late pick up within five minutes, then \$1.00 per minute will be charged for any additional time
- A Late Pick Up/Extra Time form will be filled out by staff and require a signature of the parent/guardian
- In situations of shared custody, the parent who is scheduled to pick up will be responsible for paying the late fee
- Late pick up fees will be added to the next tuition bill

Health Care Policies

Peanut and Tree Nut Free Center

We are asking for your help to provide every student with a safe school environment. We care for children who have severe allergies to peanuts and/or tree nuts. These allergies are life-threatening and require strict avoidance of these foods. **Please do not send food items to school that contain or are produced in the same facility as peanuts or tree nuts.** Please double check ingredient labels on all items sent in to school. If food containing, or produce with peanuts and/or tree nuts are brought to school, they will be sent home.

Health Records and Vaccine Policy

All families must submit documentation of their child's most recent physical exams (or well baby visits), immunization record, and proof of a lead screening/test (for children 12 months and older). These documents must be updated at least annually, or when there are any changes. A child may not begin in the program until all documents are on file.

Three Harbors Preschool enforces a "no shots- no entry" policy, per EEC and the Department of Public Health's recommendations. However, exceptions can be made if parent/guardians submit in writing that such immunizations conflict with sincere religious beliefs, or documentation from the child's physician stating that such immunizations are contraindicated for the child's wellbeing. We understand that the subject of immunizations can be an emotional topic and that parent/guardians need to make healthcare choices that are right for their family, so we ask that you discuss the topic with your child's pediatrician.

Illness

At Three Harbors Preschool, the safety and wellness of children and staff are our first priority. If your child is exhibiting signs and symptoms of illness, please do not bring them to school. A child will be sent home if they are exhibiting signs and symptoms of an illness that is preventing them from participating comfortably in activities, or if they are experiencing any of the following symptoms. **If a child is sent home due to illness, they may not return to school the following day.** They may return to school on the second day as long as they are symptom free without the use of medication, and/or with a note from their health care practitioner explaining that they are not contagious. (For example, if a child who comes to school five days a week is sent home due to illness on Monday. They may return to school on Wednesday as long as they are symptom free without the use of medication and/or have a note from their doctor explaining that they are not contagious.)

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

- Temperature of 100.4°F accompanied by behavior changes and/or other signs/symptoms of illness
- Signs and symptoms of possible severe illness such as unusual lethargy, uncontrolled coughing, irritability, persistent crying, difficulty breathing, or wheezing
- Diarrhea two or more times while at school or within the previous 24 hours
- Vomiting while at school or within the previous 24 hours

- Sores, especially around the mouth, unless a health care practitioner determines the condition is non-infectious/contagious
- Rash with or without fever or behavior change, until a health care practitioner determines that these symptoms do not indicate a communicable disease
- Conjunctivitis (“pink eye”) until 24 hours after treatment has been initiated
- Scabies, head lice, or other infestation, until 24 hours after treatment has been initiated

If a child is exhibiting signs and symptoms requiring exclusion from school, he/she will be isolated away from the other children (either in the classroom or office), but in full view of a teacher or the Director. He/she will be given a mat to lie down on if needed, water (and small snack if requested), and some quiet activity toys. Parent/guardians will be notified immediately to come to pick up the child. If we are unable to reach the parent/guardians, the authorized emergency contacts will be called until we are able to reach a person to come pick up the child.

In the case of your child becoming more seriously ill, and if we are unable to reach any emergency contacts, we will call the child’s physician, followed by calling 911 for emergency service and transport to Cape Cod Hospital if necessary.

If your child is exposed to a communicable disease, a notice will be sent home and/or emailed that states the illness and its signs and symptoms. If your child or anyone in your household becomes ill with a communicable disease, you must notify the Director immediately so that they may alert other families. The name of the child or family member who is ill will remain confidential and will not be shared with families. Per regulations, the Director will notify the Division of Communicable Disease Control and Department of Public Health as needed.

Medication Administration

Three Harbors Preschool follows strict medication administration procedures per EEC Regulations. These procedures include:

- All medications must be provided by the child’s parent/guardian. Medications must be given to a staff member and the appropriate form filled out by the parent/guardian.
- No staff member shall administer the first dose of any medication to a child, however, an exception is made for emergency medications with parental/guardian consent.
- All medications must be in the original packaging with the instructions or prescription label attached.
- Written authorization is needed from a health care practitioner for administration of any non-topical, non-prescription medication, and is valid for one year.
- Staff members must not administer any medication contrary to the directions on the original container, unless so authorized in writing by the child’s licensed health care practitioner.
- Medications are stored out of the reach of children and under proper conditions for sanitation, preservation, security and safety during the time children are in care.
- Children’s emergency medications, such as epinephrine auto-injectors (Epi-pen) or inhalers, are immediately available for use as needed.
- Any unanticipated administration of medication for a non-life-threatening condition requires that a staff member make a reasonable attempt to contact the parent/guardians prior to administering the medication.
- Each time medication is administered, it is documented in the child’s record.

Individual Health Care Plans

As part of the enrollment process, parent/guardians shall notify the Director regarding any known allergy or chronic health care conditions. Teachers are also made aware of these conditions. Information regarding allergies and health care plans are shared with all the teachers and are kept in a confidential manner in the classrooms, and in the child's record. An Individual Health Care Plan is created in conjunction with parent/guardians and the child's health care practitioner. With permission from the child's health care practitioner, parent/guardians may train staff in implementing the child's health care plan. **Individual Health Care Plans must be updated at least annually, or if the child's condition changes. Three Harbors Preschool staff must follow the Individual Health Care Plan on file.**

All staff are trained to identify the signs and symptoms of an allergic reaction. Procedures are and will be created to protect children from that which they are allergic to.

For children who have disabilities, an Individual Health Care plan will be created if needed to ensure that all appropriate measures are taken to protect their health and wellness. Reasonable accommodations will also be made to provide for the possible diverse needs of a child with disabilities.

Sudden Unexpected Infant Death Risk Reduction Practices

Sudden Unexpected Infant Death (SUID) is a term used to describe the sudden and unexpected death of an infant under one year old in which the cause is not obvious before investigation (also known as SIDS). These deaths often happen during sleep or in an infant's sleep area. Three Harbors Preschool follows all safe sleep practices as described in the EEC Regulations. These practices include:

- Placing infants (12 months and younger) on their backs for sleeping (unless the child's physician orders otherwise in writing)
- Placing infants to sleep in an individual crib that has a firm, properly fitted mattress, a clean fitted sheet, and without potential head entrapment areas or strangulation risks
- Ensuring that cribs do not contain pillows, blankets, wedges, stuffed animals, or any soft padded materials or toys
- No swaddling
- Sleep sacks and pacifiers may be used, but cannot have any cords, clips, or stuffed animals attached to them

Diapering and Toileting Procedures

Three Harbors Preschool staff are required to follow specific procedures during diapering, which are posted in all of the bathrooms and diaper changing areas. These procedures include:

- Ensuring diapering areas are separate from food preparation and are not used for any other purpose, the changing surface is smooth, impervious to water, easily cleaned, and is protected with a disposable covering
- Ensuring a supply of clean diapers, wipes, and extra clothes are maintained to meet the needs of children
- Each child's diaper is changed on a regular basis throughout the day (at least every 2-3 hours) and when wet or soiled

- Staff must keep one hand on the child at all times when the child is being changed on an elevated surface
- Soiled disposable diapers are placed in a hands-free covered trash can, soiled non-disposable (cloth) diapers are placed in a sealed plastic container that is labeled with the child's name and returned to the parent/guardians at the end of the day
- Diaper changing surfaces must be washed and disinfected after each use, and staff and children must wash their hands after diapering (or using the potty)

Potty training is encouraged only when the child is showing signs that they are physically and emotionally ready. These signs can include: having dry diapers for longer periods of time, signaling that they have a wet or soiled diaper, or feeling uncomfortable when their diaper is wet or soiled, "hiding" when having a bowel movement, and showing curiosity or asking to use the potty. Parent/guardians and teachers need to develop a plan together that will be consistent and manageable both at home and at school. Potty training is usually neither fast nor consistent; every child develops mastery at their own pace. Children need our understanding and patience during this process. Please note, toilet training is not a requirement for enrollment at Three Harbors Preschool.

Accidents are expected to happen, especially during potty training. Parent/guardians should pack at least three sets of extra clothes during this time. Any soiled clothing or bedding will be placed in a sealed plastic bag and sent home to be washed. If needed, we have a limited supply of extra clothes and bedding. If your child borrows school clothes, please wash and return them as soon as possible.

Emergency Procedures

The safety of children and staff is our first priority, followed by the reunification of families and children.

In times of an emergency, information about the status of the school will be communicated when it is safe to do so via email and/or phone call. Please do not call the school in times of emergency as it is important to keep the phone lines free for emergency communications. Also, please do not drive to the school unless it is safe to do so and you have been instructed to by staff.

Fire Drills

Per EEC Regulations, fire drills are practiced monthly under a variety of circumstances to ensure that both staff and children are familiar with the routines of evacuating the building. The evacuation procedures and a map of the planned exits are posted in each classroom and office.

Evacuations

In the case of fire, natural disaster, or situations necessitating the evacuation of the building, the recommendations and instructions of the Harwich Police Department, Fire Department, and local emergency management authorities will be followed. If it is deemed necessary for the evacuation from the Three Harbors Preschool's grounds, the Harwich Police Department will assist and determine transportation. Once it is safe to do so, parent/guardians will be contacted and instructed on where to pick up their child.

Shelter in Place or Lockdown

The recommendations and instructions of the Harwich Police Department, Fire Department, and local emergency management authorities will be followed, to determine whether to evacuate, shelter in place, or lockdown in the event of a natural disaster, exposure to a contaminant, or civil disturbance. We follow the recommendations of ALICE: alert, lockdown, inform, counter, evacuate. Once it is safe to do so, children's parents/guardians will be contacted and informed on where they can pick up their child.

Lost Child

The safety and security of children is of paramount concern. Three Harbors Preschool has created policies and procedures to prevent the incidence of a missing child. In the event that a child does become lost, while in our care, staff will implement a search of the building and grounds. A systematic approach to finding the lost child will be used, while other children in the school are kept safe and calm. The Director will call the child's parent/guardians to notify them of the situation, and if necessary, the police will be notified.

Power Outage, Loss of Heat or Water

Three Harbors Preschool will close in the event of the loss of power, heat, or water. If the loss happens before we open, a cancellation notice will be emailed to families, and will be posted on our website and social media accounts as soon as possible.

If there is a loss of power, heat, or water during the day and the loss is determined to last longer than one hour, we will close for the remainder of the day. The Director and staff will contact families to notify them of the closure and ask for them to pick up their child as soon as possible.

Referral Sources, Information, and Family Support Resources

Family Support and Resources:

Monomoy Family Resource Center at Harwich Elementary School

263 South Street, Harwich, Lucy Gilmore: 508-430-1692 lgilmore@monomoy.edu

Cape Cod Children's Place: family support, resources, and education, playgroups

10 Ballwic Road, Eastham, 508-240-3310, www.capecodchildrensplace.com

Child Care Network: child care resources, vouchers, and referrals

372 North Street, Hyannis, 508-778-9470, www.childcarenetwork.cc

The Family Pantry of Cape Cod: supplemental food

133 Queen Anne Rd, Harwich, 508-432-6519, www.thefamilypantry.com

Hand of Hope Outreach Food Pantry: supplemental food

49 Route 28, W. Harwich, 508-432-1312, www.capecodcouncilofchurches.org

Department of Transitional Assistance: disability, domestic violence, economic support services
Supplemental Nutrition Assistance Program (SNAP)

Assistance line 877-382-2363, www.mass.gov/dta
181 North Street, Hyannis, 508-862-6600

WIC (Women, Infants and Children): supplemental food, nutrition education, referral services
617-624-6100 or 800-942-1007, www.mass.gov/wic

WE CAN (Women's Empowerment through Cape Area Networking): mentoring, resources
783 Route 28, Harwich Port, 508-430-8111, www.wecancenter.org

Housing Assistance Corporation (HAC): housing support
460 West Main St., Hyannis, 508-771-5400, <https://www.haconcapecod.org>

Speech and Language, Special Education Screening

Monomoy Integrated Preschool at Harwich Elementary School
263 South Street, Harwich, 508-430-7216, www.monomoy.edu

Chatham Integrated Preschool at Chatham Elementary School
147 Depot Road, Chatham, 508-945-5135, www.monomoy.edu

Nauset Integrated Preschool at Stony Brook, Eastham, Wellfleet Elementary Schools
Office located at 200 Schoolhouse Road, Eastham, 508-255-2903, www.nausetschools.org

Cape Cod & Islands Early Intervention Program (for children under 3)
83 Pearl Street, Hyannis, 508-775-6240 or 800-974-8860

Health Care and Wellness

Fontaine Medical Center: minor emergency care, primary care
525 Long Pond Drive, Harwich, 508-432-4100, www.capecodhealth.org

Outer Cape Health Services: primary care, psychiatry, insurance counseling, WIC
710 Route 28, Harwich Port, 508-432-1400, www.outercape.org

Ellen Jones Community Dental Center: sliding scale fee care available
351 Pleasant Lake Ave, Harwich, 508-778-5400, www.hhsi.us

Child and Family Services: therapeutic services, mentoring, adoption and foster care consultations,
466 Route 28, Harwich Port, 800-576-9444

Children's Cove: services for child victims of sexual abuse and their family members
Barnstable, 508-375-0410, or 888-863-1900 (24 hour hotline)

Independence House: domestic and sexual violence resources, counseling
Hyannis, Falmouth, Orleans, Provincetown, 508-771-6507, or 800-439-6507 (24 hour hotline)

Gosnold: addiction and mental health resources
Centerville, Orleans, 800-444-1554, www.gosnold.org

Appendix D: Guidelines for Feeding Healthy Infants, Birth to 1 Year Old

(Note: These are general guidelines for the healthy, full-term infant per day; serving sizes may vary with individual infants.)

Age	Breast Milk or Infant Formula	Grain Products	Juices	Vegetables	Fruits	Protein-Rich Foods
Birth-4 Months	Breast: 8-12+ feedings Iron-Fortified Infant Formula: 14-42 ounces (~108 kcal/kg body weight)	None				
4-6 Months	Breast: 5 or more feedings Iron-Fortified Infant Formula: 26-39 ounces (~108 kcal/kg body weight)	Iron-fortified infant cereals or enriched hot cereals (1-2 Tbsp)	None	Plain strained or pureed cooked vegetables (1-2 Tbsp)	Plain strained or pureed fresh or cooked fruits (1-2 Tbsp)	Plain strained or pureed protein-rich foods such as meats, egg yolk, and legumes may be introduced if an additional food source of iron is needed
		The American Academy of Pediatrics (AAP) Section on Breastfeeding recommends exclusive breastfeeding for the first 6 months of life. The AAP Committee on Nutrition recommends that, in developed countries, complementary foods may be introduced between ages 4 and 6 months. This is a population-based recommendation, and the timing of introduction of complementary foods for an individual infant may differ from this recommendation.				
6-8 Months	Breast: 3-5 feedings Iron-Fortified Infant Formula: 24-32 ounces (~98 kcal/kg body weight)	Iron fortified infant cereals or enriched hot cereals (4-6 Tbsp) Dry toast, small pieces of crackers, or dry breakfast cereals and other grain products (4-6 Tbsp)	100 percent pasteurized fruit or vegetable juice (2-4 ounces) * Juice offers no nutritional benefit over whole fruits and vegetables. If offered, it should be in a cup.	Plain strained or pureed cooked vegetables (3-4 Tbsp)	Plain strained or pureed fresh or cooked fruits (3-4 Tbsp)	Plain strained or pureed protein-rich foods such as meats, egg yolk, and legumes (1-2 Tbsp)
Age	Breast Milk or Infant Formula	Grain Products	Juices	Vegetables	Fruits	Protein-Rich Foods
8-12 Months	Breast: 3-4 feedings Iron-Fortified Infant Formula: 24-32 ounces (~98 kcal/kg body weight)	Iron-fortified infant cereals or enriched hot cereals (4-6 Tbsp) Dry toast, small pieces of crackers, or dry breakfast cereals and other grain products (4-6 Tbsp)	100 percent pasteurized fruit or vegetable juice (2-4 ounces) * Juice offers no nutritional benefit over whole fruits and vegetables. If offered, it should be in a cup.	Plain pureed, mashed, or chopped cooked vegetables (3-4 Tbsp)	Plain pureed, mashed, or chopped cooked fruits (3-4 Tbsp)	Pureed or chopped lean meat, poultry, fish, egg yolk, cheese, yogurt, or mashed legumes (1-3 Tbsp)
Comments	<ul style="list-style-type: none"> By about 12 to 14 months, try to wean entirely off the bottle and onto a cup. An infant's health care provider may recommend feeding a small amount of sterile water (~4 to 8 ounces per day) in a cup when complementary foods are introduced. 	<ul style="list-style-type: none"> Examples of other grain products include zwieback, bread, noodles, mashed rice, corn grits, and soft tortilla pieces. Avoid wheat cereals until 8 months. Do not add sugar or syrups to cereal. Never add honey to cereal or any foods. Avoid foods that may cause choking. 	<ul style="list-style-type: none"> Avoid feeding soda, fruit punches, ades, and drinks, gelatin water, coffee, or tea. 	<ul style="list-style-type: none"> It is not necessary to add salt, sugar, oil, butter, other fats, or seasonings. Avoid foods that may cause choking. 	<ul style="list-style-type: none"> Do not add sugar or syrups to fruits. Never add honey to fruit or any foods. Remove seeds and pits from fruits. Avoid foods that may cause choking 	<ul style="list-style-type: none"> Avoid fried meats, gravies, sauces, processed meats (e.g., hot dogs, luncheon meats, bacon, and sausage). Check carefully for bones (especially in fish). Do not feed any shellfish, peanut butter, whole eggs, or egg whites before 1 year of age. Avoid foods that may cause choking.



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Healthy Beverages

DID YOU KNOW

It is important for your children to drink water every day.

- Children need to stay hydrated for good health and learning.
- Water is the best choice when children are thirsty between meals and snacks.

Replacing fruit juice with water will help keep your children healthy.

- Fruit juice offers children a highly concentrated form of sugar and calories that may be consumed quickly.
- Limiting juice will reduce tooth decay.
- Drinks that are called fruit juice drinks, fruit punches, or fruit nectars contain less than 100% fruit juice and have lower nutritional value.

Sugar-sweetened beverages contribute to tooth decay, weight gain and obesity and should be limited.

- Sugar-sweetened beverages are commonly high in calories and low in key nutrients.
- Examples of sugar-sweetened beverages include:
 - Soda (soft drinks)
 - Sports drinks
 - Energy drinks
 - Flavored milks and waters
 - Fruit juice drinks with added sugars (e.g., punch, juice that is less than 100% real fruit juice).



YOU CAN HELP YOUR CHILDREN DRINK HEALTHY BEVERAGES

- Allow children to drink water whenever they are thirsty.
- Add lemon, lime, or cucumber slices to water to provide some flavor.
- Serve non-fat (skim) and low-fat milk with meals.
- Limit juice to no more than 4- to 6-ounce serving of 100% juice each day for children 1-6 years old.
- Provide juice in a small cup that does not have a lid. Do not use a bottle or sippy cup for juice.

PARENTS AS TEACHER – MODEL HEALTHY BEHAVIORS

- Young children naturally want to do what you do. You can help your children develop healthy eating habits, and being a good role model is where it begins.
- Make water your go-to beverage.
- Limit the amount of sugar-sweetened beverages and juice you drink.
- Remember that children pick up on attitudes and behaviors—including drinking water!

HOW MUCH WATER DO KIDS NEED?

Water is provided by both beverages and moisture in foods. About 80% of people's total water intake comes from drinking water and other beverages. Children ages 1-3 years should drink about 4 cups a day and children ages 4-8 years about 5 ½ cups a day. Moisture in food makes up the other 20% of water intake.



Snacks at Home

DID YOU KNOW

- It's common for young children to eat five to six times a day – 3 meals, and 2 to 3 snacks. This makes it that much more important for your child's snacks to be nutritious to help them reach their daily calorie recommendations:
 - Toddlers ages 2-3 should be getting about 1,000 calories a day.
 - Preschoolers ages 4-5 should be getting about 1,200 – 1,400 calories a day.
 - More active kids may need more calories to maintain a healthy body weight.
- Fruits, veggies, whole grains, milk, and nuts for snacks are filling and nutritious. Allow your child to choose which healthy foods he/she wants for their snack!

HOW YOU CAN HELP

- Resist using unhealthy snacks or treats as a reward for good behavior. This might teach your child to value these unhealthy foods more than healthier options.
- Allow your child to make choices. Offer them several snacks, all healthy, so that they have experiences making healthy choices.
- Make your child's meal and snack times part of their daily routine. This will allow them to develop hunger cues that will alert them when it's time to eat. Children who don't follow routines often have a harder time figuring out when they are hungry.
- Make smart selections when purchasing foods for your home:
 - Choose whole or minimally processed, nutrient-rich foods.
 - Select foods that are low in calories, saturated fats, *trans* fat, added sugars and sodium.
 - Buy lots of fruits, vegetables and whole grains.
 - Ensure foods are safe to eat, avoid choking by cutting grapes into smaller pieces.

PARENTS AS TEACHER – MODEL HEALTHY BEHAVIORS

By choosing healthy snacks for yourself, you will show your child that eating healthy can be delicious, too! Snack smartly, and be sure to offer your child a bite of these snacks as well!

- Mash half of an avocado on a piece of whole wheat toast
- Dip raw veggies in hummus or low-fat yogurt
- Freeze a handful of grapes in several single serving bags so you can easily grab one from the freezer when you're on the go
- Grab a handful of unsalted walnuts, almonds or hazelnuts

SNACK IDEAS FOR YOUR CHILD

- Get creative with your child's snacks. Make animals, insects, shapes or faces with their snacks!
- Dip blueberries into low-fat, plain Greek (or regular) yogurt and freeze them for those days when your child is begging for ice cream or other frozen treat.
- Spread a little peanut or almond butter on a whole-wheat tortilla. Place a banana at one end, and roll up. Slice the rolled up banana into bite-size "sushi" pieces that your child can eat for a quick snack.
- Have your child help make the snacks. Kids are more likely to try something they have helped make.



Why Should We Limit Screen Time?

DID YOU KNOW

Too much screen time can have harmful effects on children.

- During the first two years of life, a child's brain and body experience important growth and development, and exposure to screen time detracts from important social interactions with care givers.
- With continued exposure, including the preschool years, excess screen time is associated with language delays, obesity, attention problems and even aggression, especially if the content is violent.

Screen time includes watching shows and playing games.

- Screen time includes TV, videos, DVDs, computers, tablets, video games and handheld devices (e.g., smart phones).
- For children under 2 years of age, screen time includes any time spent watching shows or playing games (including active video games) on a screen.
- For children 2 years of age and older, screen time does not include teachers using e-books or tablet computers to read children stories, using Smart Boards for interactive instruction, or connecting with families through Skype or other videoconferencing programs.

Early childhood programs play an important role in limiting screen time.

- Most children watch television before and after attending child care. Limiting or eliminating screen time in the child care setting can help families come closer to meeting the recommended goal of less than two hours of screen time daily.
- Reducing screen time gives more opportunities for physical activity and more time spent with books, classroom exploration and interactions with others.

YOU CAN HELP YOUR CHILDREN LIMIT SCREEN TIME

- Turn off the TV. Carefully plan if and when you will watch shows.
- Remove the TV from the areas where children spend time, or keep it out of sight by covering it with a cloth.

PARENTS AS TEACHER – MODEL HEALTHY BEHAVIORS

- Young children naturally want to do what you do. You can help your children develop healthy screen time habits, and being a good role model is where it begins.
- Do not use hand held devices while engaging with children.
- Turn the television off during meal times.
- Focus family time on physical activity instead of television shows.

WHAT ARE THE RECOMMENDATIONS FOR SCREEN TIME?

- No screen time (TV/video/DVD) for children under the age of 2.
- No more than 1 to 2 hours per day of high-quality programming for children over the age of 2. This should be limited to no more than 30 minutes once per week in early childhood programs.