

Radcliffe Child Care Center

Community Handbook

Mission and Philosophy

The mission of Radcliffe Child Care Center is to partner with the Harvard University community to provide the best possible early childhood education and care for children birth to age five and their families affiliated with the University. Inspired by the world-renowned schools in Reggio Emilia, Italy, we share the belief that fundamental to our work is a respect for the capabilities and potential of every child and the hopes and dreams of every family.

We believe that every child is naturally curious, and that no child exists in isolation from his or her peers, family, teachers or community- each child forms meaning through interactions with others and the natural world. Our curriculum is designed to respond to the universals of child development shared by all children, as well as to nurture the individual differences that RCCC both expects and celebrates. We believe every child has a “hundred languages,” through which the child can express thoughts and feelings, questions and doubts, dreams and desires.

We view the teacher’s role as that of researcher, guide, fellow investigator, and collaborator. We believe in the power of teachers and children learning together. Teachers listen, ask questions, discuss children’s ideas, hypotheses and theories and provide occasion for discovery and learning.

We believe in the power of making learning visible through documentation and that documentation should reflect children’s original thinking and questions. In considering classroom design, we intentionally plant seeds of ideas and utilize the environment as a teacher- a space that promotes the development of relationships and encourages children to explore, discover and construct knowledge of our world.

We value the participation of families in enriching children’s experience- and in forging connections between home and school. We are committed to establishing a close relationship with our families and our local community that includes all of Cambridge, Harvard Square, the nearby Charles River, and countless courtyards where children of all ages play, chase shadows and discover the pleasure of life in its multiple forms from a tiny centipede to one-hundred year-old trees! Parents are encouraged to participate in the daily life of the Center by reading the Daily Reflections posted each day by classroom teachers, asking questions, attending classroom parent meetings and events, as well as Center-wide events, serving on the Center Council or various other committees, and donating time on Parent Workdays. Parent involvement is a hallmark of RCCC and an essential aspect of the Center’s rich vibrant learning community

We are committed to excellence in all we do and have been accredited by National Association for the Education of Young Children (NAEYC) , a mark of high quality within early childhood education. Additionally, Radcliffe Child Care Center is a Program member of the North American Reggio Emilia Alliance (NAREA), an organization committed to advocacy and professional development of early childhood educators inspired by the Infant-Toddler Centers and preschools in Reggio Emilia, Italy.

History

Ours is a story of women, of parents, of children, of teachers, of vision, of diversity, of research, and of action. It was the late 1960's, early 1970's and there was the cry of women's groups throughout the country for child care. It became immediately clear to the women of Radcliffe College that as a women's college in a great university they had a role to play to illuminate the philosophy and practice of child care. From the beginning, they sought to create "a model," not in the sense of a perfect solution to be copied, but rather as "an operating situation set up for scrutiny, always developing, always changing."

Affectionately and respectfully referred to as the "godparent" of Radcliffe's Child Care Centers, Inc., renowned Professor of Psychology and Director of Cognitive Studies at Harvard University at the time, Dr. Jerome Bruner provided vision and leadership in our Center's early development. With the generous support of Sue and Ronal Lyman (Sue a 1946 graduate of Radcliffe College), Radcliffe's first of five centers opened at the Currier House on Linnaean Street in 1970 where Dr. Bruner was Master of the House.

From the beginning, child care programs were to be first and foremost for the children and not just for mothers, but for parents. They were programs to be organized growing out of the felt needs of the Radcliffe Community and in relation to the larger community.

Further, it is noted that when talking about child care, the founders of Radcliffe always thought of the child in relation to the teacher, his/ her parents and the other children. It was recognized that in the same way that a university is made up of a wide diversity of people, with a diversity of needs and aspirations, the Radcliffe Child Care Center has always given value to diversity.

Through the years, Radcliffe's educators, directors and parents have shared a vision of Radcliffe as a community where children grow and flourish, where the life process is seen, cared for, and understood and where the child is nurtured as a total human being, rich with love, curiosity and wonder.

Committed to our roots and being forever grounded in research today, Radcliffe is greatly inspired by the schools in Reggio Emilia, Italy. We believe you cannot separate care and education and that education begins with life.

Program

Radcliffe Child Care Center is open Monday through Friday from 8am - 6pm. We have five early childhood classes and serve children who are 3 months to 5 years of age. In the beginning of each new school year, children in each of the classrooms are the following ages: Infants (3 mos. - 11 mos.), Toddler One (12 mos. – 1 year, 10 mos.), Toddler Two (1 year, 11 mos. – 2 years, 10 mos.), Preschool (2 years, 11 mos. – 3 years, 10 mos.), and Lyman (3 years, 11 mos. - 5 years). Our teachers work collaboratively in teams to provide the highest quality early childhood education and care. Morning and afternoon teaching teams overlap in from late morning to early afternoon to ensure continuity throughout the day for the children. Teacher absences are covered by classroom teachers, the Center's Resource Teachers, as well as the Director, and Assistant Director as may be needed. The adult-child ratio varies from 2:7 in the youngest group, to 1:8 in the oldest groups.

Parent Participation

Parent participation in the daily life of the Center is considered essential and it is understood that the well-being of children, teachers, and parents is inextricably connected to the well-being of each other. Parents are not viewed as spectators, but rather participants and the children's experiences not as simply subsidiary care, but rather education and care woven together. Great care is given to "make visible" the children's learning and learning processes. Whether it is documenting an infant's gaze and engagement with teachers and classmates or preschoolers' elaborate construction of a "bridge to the sky" documentation serves as a tool for communication, connection and planning. Daily Reflections, classroom documentation, class meetings and special class gatherings are among the many ways Radcliffe teachers invite and encourage parent participation.

Parents are valued partners-in-learning, essential advocates not only for their child, but all of the Center's children as together we consider both what it means to be a child and the role of early childhood education in children's developing sense of identity and citizenship. In addition to being essential protagonists for learning alongside the teachers, parents are encouraged to serve alongside teachers on the Center's Council or on various committees that build strong cross-classroom connections. Each classroom also has two Room Parents that share co-responsibility in attending to the specific social and hospitality needs of each classroom. Among the many important services our Room Parents provide include: communication with families to welcome new babies and manage meal trains, organization of class parties or potlucks and teacher appreciation gifts twice annually, once in mid-December and the second at the end of the school year. All parents are welcome at any time at the Center. Parents and children are instrumental in the collection of specific classroom resources (including natural and recycled materials, etc.). Parents are also valuable as resources for fields in which they may have expertise, often contributing to classroom project work and access to community resources to include libraries, museums and other community resources. Children and parents alike enjoy participating in any number of field trips whether very nearby like at the Smith Center for a midday concert and brown bag lunch or our annual trip to the Apple Orchard where all enjoy the shared experience of a wagon ride and sun-warmed apples.

Center Council: Prior to the creation of Campus Child Care, Inc. (CCC) on July 1, 2017 which incorporated all six early childhood centers serving the Harvard University community, Radcliffe Child Care Centers, Inc. was an independent not-for-profit organization and had its own Board of Directors. Since the incorporation of CCC, Radcliffe has shifted to an Advisory Council model of center-based leadership and oversight.

The Council is made up of a minimum of eleven parent and teacher representatives, ideally with representation from each classroom along with the Center Director and Radcliffe's parent representative who serves on the Campus Child Care Board. Parent participation in the leadership of Radcliffe has been a hallmark of the Center's unique identity since inception and continues to be considered essential for the Center's strength and vibrancy. It is further recognized that such a body is vital for the stewardship of Radcliffe Child Care Center's unique identity and relationship of mutual respect and trust within the broader Harvard University community. The Center Council convenes at least four times annually, and generally convenes once each month September through June except in December.

As an essential leadership group, the Center Council has three primary functions:

- 1) Advise and work in partnership with the Center Director on key decisions regarding Radcliffe Child Care Center's mission, vision and program operation.
- 2) Advocate on behalf of Radcliffe Child Care Center's children, teachers and parents to the broader CCC and Harvard University community to ensure that such policies and program decisions as calendar, pedagogy and staffing, remain the right and responsibility of Radcliffe's leadership.
- 3) Actively engage Radcliffe's entire community to ensure the Center remains a welcoming place, a place of democratic participation and exchange and a place where all feel a sense of belonging and shared responsibility.

Communication: RCCC has a long tradition of establishing a good rapport with parents through many opportunities for communication. Daily Reflections and classroom documentation, as well as, class meetings serve to build strong connections and encourage parents active participation in the children's learning. Parents and staff communicate daily on an informal basis at drop off and pick up along with occasional phone calls or emails. All classrooms send Friday emails highlighting some of the children's experiences to include photo documentation of shared experiences and on-going research. In addition, the teachers write progress reports for each child and hold parent teacher conferences twice annually.

RCCC believes that conflicts should be resolved as "locally" as possible. The first attempts to resolve an issue should be with the people closest to the problem: typically, the teachers. If the staff members are unable to solve the concern, families should seek a meeting with the Center Director. If she/he is unable to reach a solution, the family may ask for a meeting with the CCC Executive Director.

Birthday and Other Celebrations: In the spirit of celebrating birthdays and other celebrations we are happy to have a book donation program. In honor of your child's birthday or any noteworthy occasion, families may choose to give a book as a gift to the Center in honor of their child or the occasion. A special bookplate is placed in the book to commemorate the "special day" and acknowledge in whose honor the book has been given. We invite family members to read the chosen book on your child's birthday or other special occasion. The gift of the book and special read aloud may be in lieu of the traditional "birthday treat" or some may still prefer to send a birthday treat as well.

Transition Plan

Open House: Every year during "Teacher Work Week", the week before the new program year starts, we have an Open House. This is an opportunity for parents and children to see their classroom and meet their teachers. This Open House is generally held on the Thursday of Teacher Work Week, from 11am-12pm. We host a second "Admissions Open House," generally the first Saturday in March for prospective families looking to enroll at Radcliffe the following year.

First Week of School Adjustment Schedule: While every child's transition and comfort with the beginning of a new school year will be different, care and attention is needed for each child to ensure his/her well-being and sense of security. Children new to the Center and even those just changing classrooms will benefit from an unhurried pace and the investment of your time early in the year. To the extent possible, please try to keep your schedule flexible during the first days of your child's transition. We look forward to supporting you and your child during this important time of transition.

Specific information regarding the Transition Week is provided to all new parents in our Welcome Packet that is emailed out in early August. In general, it is important to note that Parents are expected to spend the first few days with their child while he/she becomes acquainted with the teachers and new environment. The length of the child's day is gradually increased as may be appropriate for each child.

Visiting Classrooms/Spending Time with new Teachers: During the summer months, each classroom spends time in the classroom where the children will be moving to in August. For example, the Toddler 1 children have afternoon snack and play in the Toddler 2 classroom while the Toddler 2 children are outside. The future Toddler 2 teachers plan times to spend time in Toddler 1 to get to know their future children. Current teachers meet with future teachers to share information about the individual children who will be moving to the next classroom. The teachers talk with the children about the upcoming transition and create social storybooks to prepare the children for the transition.

Welcome Calls: Welcome calls are made during the first few weeks of school where a teacher will set up a phone call with a parent to talk about their child, the transition, and the first week of school. This is another avenue for parents to share information about their child and his/her initial adjustment to our program, from their own perspective. These phone calls are scheduled at the convenience of the family and often occur in the evening. During this phone call teachers have the opportunity to inform parents about their child's first few weeks in the classroom at RCCC. Often, teachers ask specific questions about your child to get to know them better. Parents are encouraged to share any thoughts or concerns that they might have as we continue with our partnership.

Infant Room Transition: It is likely that entering the Infant Room is the child's first group care experience, and we feel it is important that there be plenty of time for teachers to get to know the parents and the children as individuals. The Infant teachers spend time observing how the parents care for their baby, and allow children to acclimate to their new environment in the comforting presence of a parent. For this reason, we ask parents of the Infant Room to plan to spend a considerable time with their child during the first week of school.

Policies

Parent Conferences and Progress Reports: Progress Reports, which document each child's growth and development, are prepared twice annually by the teachers and distributed in November and May. Fall Parent Conferences are generally held the first week of December and Spring Parent Conferences are typically held in late May early June. Additional conferences can always be arranged according to parents or teachers' needs. Supplementary reports are prepared every three months for infants and children with special needs.

In December, we will ask each family to participate in a fall parent-teacher conference with our teachers. Typically, one teacher from the morning team and one from the afternoon team will meet with you to discuss your child's adjustment to our program, or new classroom, and work with you to develop specific goals for your child's needs and interests. This is also a good time for you to ask any questions you may have. The Director is available to participate as desired by teachers or parents.

Winter progress observation and documentation are completed from January to April to write our spring progress reports. Conferences are again scheduled to review information in the report and to discuss each child's growth and development over the year. Teachers value these meetings as an opportunity to learn more about each child from the family's perspective and further their partnerships in supporting each child's growth and development, as well as to share any concerns when they arise.

Family Potlucks: Several times a year, each classroom will organize a family potluck breakfast or dinner. A sign-up sheet is posted for parents to volunteer to bring an item to the event. These are special times when families can gather and learn more about their classroom communities.

Parking at RCCC: All parents who drive their child to and from school will be given a parking sticker to allow them to park in the RCCC parking lot for 15 minutes at drop-off and 15 minutes at pick-up. We ask parents to turn off your engine when dropping off and picking up your child and to not idle in the parking lot.

Diaper and Toileting: Your child does not have to be toilet trained before enrollment. The teachers make every effort to work with you to make toilet training/learning an easy and unpressured process when your child is ready. Parents are asked to provide diapers and wipes if needed for children not yet potty trained.

Lunch and Snack: Every child, except infants who are still nursing or drinking bottles, will need a packed lunch daily. Due to limited storage in classroom refrigerators, please plan to include an ice-pack with your child's lunch. Children's hot lunch needs to be packed in a thermos as we do not heat up children's meals. Radcliffe provides a morning and afternoon snack. RCCC is a nut-free center.

Nap: Rest time is an important part of our daily schedule at the Center. EEC requires that each child has a nap mat and blanket of his/her own. Each infant will have their own crib with a crib sheet. RCCC provides nap mats for children in our other classrooms, Toddler One through Lyman.

Infant Safe Sleep Policy: In order to reduce the risk of infant death in childcare settings from Sudden Unexplained Infant Death (SUID) and Sudden Infant Death Syndrome (SIDS), EEC has established the following policy regarding sleep practices for all children under 12 months in age. In accordance with the recommendations of the American Academy of Pediatrics (November 2016), the following safe sleep practices must be followed by all childcare providers caring for infants:

Infants under 12 months in age must be placed on their backs for sleeping. Unless otherwise ordered by a physician. Infants should be placed on a firm sleep surface (i.e. mattress in a safety-approved crib) covered by a fitted sheet with no other bedding or soft objects. Car seats and other sitting devices are not allowed for sleep. Each child must nap in an individual crib. The sides of the crib must be checked to ensure that they are up and locked, if applicable.

When infants are sleeping, staff ratios must be maintained and two teachers must be in the room at all times, with the exception of a teacher leaving the room to use the restroom for a brief period of time. If more time out of the room is needed, administration should be notified to help.

Sleepers and sleep sacks that leave the infant's arms free to move are good alternatives to blankets. Swaddling is prohibited for any child who can roll over. Swaddles may be allowed if recommended in a written order issued by the child's health care provider and must allow the infant's arms to move freely.

Bottles must never be propped, and babies should not suck on a bottle while sleeping. Propping the bottle increases the risk of choking and of ear infections. Falling asleep with milk pooled in the mouth

leads to serious dental caries in developing teeth. Jewelry of any kind must be removed prior to placing a child to sleep.

Infants should sleep in an area free of hazard, such as dangling cords, electric wires, and window coverings cords because they may present a strangulation risk. Hanging objects such as mobiles, crib toys, or mirrors that can be reached by the infant present a potential hazard and are not allowed.

Arrival and Departure: It is the policy of the Center that children are brought directly to their classroom by a parent or other responsible adult. Teachers arrive at 7:30am and use the time before we open for setting up for the day. The Center opens for children at 8:00am. It is helpful to classroom routines to drop children off between 8:00am and 9:15am. Later drop offs are often disruptive to classroom routines. If you need to drop off late because of an appointment, please call the Center to let us know.

It is essential that you pick up your child on time. You are welcome to come earlier to participate in your child's classroom or to talk to the teachers. However, we ask you to leave your class by your scheduled time, 3:30pm for part time children, or 6:00pm for full time children.

Parents must accompany their child to and from the classroom each day. Children must be accompanied by a parent or guardian while walking in the halls of RCCC. A child is not allowed to enter a classroom in the morning or exit the building at the end of the day without a parent or guardian. Children must be closely supervised in the parking lot at RCCC and are not ever allowed to be left alone in a car. (This applies to siblings also).

Pet Policy: RCCC takes a cautious approach to pets in the classroom. Before a classroom can have a pet it must be determined that no child in the classroom has an allergy that could cause discomfort with a pet in the room. If it is determined that a pet is appropriate the staff must ensure that the pet is free from disease, licensed if necessary, and has received all the necessary inoculations and vaccinations prescribed by law. The pet must be kept in a safe and sanitary manner and children are not allowed to take part in cleaning of the animal's cage. All children and staff wash their hands after handling pets.

Transportation Plan: A Transportation Plan must be submitted at the beginning of each school year for all children enrolled at RCCC. This plan will be kept in the child's file and a copy will be given to the child's classroom. A "pick-up list" includes a list of individuals (16 years of age or older) that RCCC is authorized to release the child to. If no one is authorized, this must be indicated on the form. Only those people designated by you on the pick-up list may pick up your child. Any exceptions to this must be confirmed by you in writing. You are free to add or remove names to your pick-up list throughout the year. Anyone who comes for your child whom we have not met must show identification before we can release your child.

RCCC does not provide transportation for children attending the Center. RCCC assumes no responsibility for transportation if a parent hires a teacher to transport their child to anywhere outside our center.

Throughout the day, teachers at RCCC may take children in buggies or on walks in the neighborhood, around the Charles River, or to Harvard Square. The "Transportation Plan" form includes a permission form for these neighborhood walks. These walks are an integral part of the curriculum at RCCC and therefore a child cannot be enrolled unless the parent signs this. Teachers sign-out their group on the white board in the kitchen and leave a message on their classroom door for parents. These messages

should include the date, time of departure, destination, a cell phone number for an accompanying teacher, and estimated time of return.

Field Trips: Classrooms occasionally plan excursions away from the Center, beyond the neighborhood walks. Field Trip transportation will be by foot, by public transportation, or by chartered bus. Parents are notified of the method of transportation and sign a Field Trip permission form. All emergency procedures are followed on field trips. All field trips are planned at least one week in advance and approved by the Director. Classroom ratios are maintained on field trips however, extra staffing, through parents or other staff, will be provided if needed. Parents who accompany the group will be oriented to their specific responsibilities. A parent will not be left unsupervised with a child, other than their own. A cell phone, field trip permission forms, attendance forms, and the classroom emergency backpack holding the children's emergency information, basic first aid supplies, and emergency medications such as epi-pens and inhalers, must be taken on any field trip.

Child Guidance Policy: Positive discipline techniques teaches self-respect, respect for others, and enhances a child's growth. The beginning of the process is the creation of developmentally appropriate expectations for children, reflected in the daily schedule, the classroom environment, and the curriculum. A positive and calm approach should be used, stating the limit clearly, with an acceptable alternative offered whenever possible. The model we use for behavior management is to praise good behavior and help redirect disruptive behavior. We provide acceptable outlets for anger, excessive energy, and frustration.

Please note the following, in compliance with the Department of Early Education and Care:

1. Corporal Punishment shall not be used, including spanking.
2. No child shall be subjected to cruel or severe punishment, humiliation or verbal or physical abuse, neglect or abusive treatment.
3. No child shall be denied food as a form of punishment.
4. No child shall be punished for soiling, wetting or not using the toilet, or forcing a child to remain in soiled clothing or forcing a child to remain on the toilet or using any other unusual or excessive practices for toileting.
5. Force-feeding shall never be used.
6. EEC does not allow any licensed child care program to use discipline techniques that require the use of any physical restraints.

Extremely disruptive behavior that persists beyond several days shall be observed, documented, and then addressed in a conference between the parents, teachers, and Director. A plan will be devised for addressing the behavior that includes respect for the child, the context of home life, and the needs of the group with emphasis placed on consistent expectations at home and at the Center. The plan shall include provisions for a follow-up meeting to evaluate progress. With written parental permission, a family can be referred for special services that can help address the child's behaviors.

Referral Procedures: Once a child is enrolled in RCCC, if a parent or a teacher has concerns about a child's physical, emotional, health, or any aspect of a child's development, these concerns should first be raised and discussed with the Director. The teachers on the team will keep a log noting specific

behaviors, patterns, reactions, speech, language, or any other variations and as well as time of day when these observations are made. The Director will observe the child and discuss with the teachers those observations. After securing permission from the family, RCCC will call “The Early Years Project” for further observations. If a recommendation for any type of evaluation seems appropriate, a meeting will be scheduled with the family to share this information.

In addition to the meeting, the Director will provide parent/s with a written statement which can include the reason for recommending a referral for additional services, a brief summary of the school’s observations, and a description of the ways in which the school has tried to accommodate the child’s needs. The Director will follow up the referral, with parental permission, by contacting the agency or service provider who evaluates the child for consultation and assistance in meeting the needs of the child at the Center. If it is determined that the child is not in need of services from a particular agency, or is ineligible to receive services, the Center will review the child’s progress every three months to determine if another referral is necessary.

If the child is under the age of three, the Director will inform the child’s parents of the availability of services provided by Early Intervention programs and recommend that the parents call the E.I. program in their community.

Resources for Referral:

The Early Years Project in Cambridge	617-702-5816
The Guidance Center (Camb./Somer. Early Intervention, children under 3)	617-629-3919
Special Start Resource Team (children 3+)	617-349-6500
Mass. Eye and Ear Hospital	617-523-7900

Suspension: Campus Child Care Inc. are employer-supported Centers. A child’s suspension may lead to an employee’s inability to work. As a result, the Centers choose not to enact a suspension policy.

Assessment of Children’s Progress at RCCC: Assessment is the process of observing, recording, and documenting what children do and how they do it. We use the results of our assessment for a variety of educational decisions that affect the child, such as planning curriculum and programming, communicating growth and development to families, and identifying children that might benefit from additional services. At RCCC there are multiple steps to our assessment process and we gather in a variety of ways.

It is important for you, our families, to be involved in the assessment process as your perspective is an important resource for our staff. From the time your child is enrolled in our program, we seek out opportunities to learn the unique qualities that each child and family bring to our program. We are eager to learn about family traditions, culture, and languages that are shared within the family as these can all have an influence on your child’s experiences in our program.

Our assessment begins at the time of initial parental interest in our program. Upon enrollment families fill out a developmental history form, sharing information on everything from the child’s eating and sleeping habits to family structure, and each family’s goals for their child while in our program. Our teachers review this information carefully during our work week at the end of August, or as soon as your child enters our program for those families who join us at a later date.

We encourage parents to attend our Open House before school begins in August, and to also attend our “Meet and Greet” night in September, and “Curriculum and Philosophy” night in October. These are important meetings that allow us to inform you about the curricula, specific goals of the classroom, and the expectation and developmental milestones of each particular group. These events are excellent opportunities for us to get to know you and your child better, and are integral components in the process of sharing information about your child, and getting to know the other families in the program.

During the first months of our program teachers conduct ongoing observations and informal assessments of each child’s developmental level in various domains, as well as their overall comfort and functioning in the group setting. The areas assessed include gross and fine motor abilities, social and emotional development (including how children relate to peers as well as adults), approaches to learning, language development and cognitive skills. Families with children new to our program complete an “Ages and Stages Questionnaire,” a highly effective developmental screen tool for early childhood. This information, combined with your child’s continued growth in each area and their overall functioning and participation in their day, is used to prepare a fall progress report for your child.

Teachers in the Infant Room prepare portfolios for each child for the end of the year. These portfolios contain samples of each child’s artwork, photographs, written documentation of activities and experiences, and other relevant information pertaining to each child’s time in the classroom. This presents an excellent overview of the year’s experiences and documents the growth and development that has occurred. Teachers in Toddler 1 through Lyman create a classroom “Memory Book” that recaps the relationships, curriculum, and special events that took place during the year.

All information that is gathered is held in the strictest confidence. Information gathered, along with progress reports, are kept in each child’s file and may be only viewed by the administration, and teachers directly involved with working with your child. Parents may always have access to the information in their child’s file by request to the administration. Information from the child’s file is never released to anyone else without the expressed written permission of the family.

Throughout the assessment process at RCCC, teachers and parents are always kept informed with either suspects that a child might need additional services. After the careful documentation of concerns, teachers will consult with parents and administrators to decide together if additional resources are needed.

Plan for Supervision of Children at Radcliffe Child Care Center: In accordance with regulations as set for by the Department of Early Education and Care (EEC), the licensee shall exercise supervision for the children in care that adequately ensures their health and safety. Proper ratios must be maintained and parents, volunteers, or interns cannot be considered when calculating ratios. (**Policy/procedures on interns, student teachers, and volunteers available by request.*) Only regular staff may supervise children in order to facilitate this and to comply with the criteria of NAEYC accreditation.

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