



Handbook

2024-2025



24-25 (Rev. 8/14/24)

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Program Staff

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Primary Lead Teacher – Diantha Potter CDA Credential

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Contact Information

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Program Information

Student Pick-Up

The DCC Vacation Club operates on the following schedule.

- Columbus Day 10/14
- Veterans Day 11/11
- Holiday Break 12/23, 12/26, 12/27, 12/30, 1/2 & 1/3
- Martin Luther King Jr. Day 1/20
- Winter Recess 2/17 - 2/21
- Spring Recess 4/14 – 4/18
- Juneteenth 6/19
- Summer 7/7 – 8/22

Program runs from 6:30am – 6pm. **Parents are expected to come in to pick up and sign out their child.**

Please use the doorbell so we can let you in to pick up your child. *The staff will not bring your child to you for any reason.* If your child is not picked up by 6:00 pm, a late fee of \$1.00 per minute will be charged to you. A bill will be sent to you. If it is not paid within 5 business days, your child will be excused from the program. If you are late picking up 3 times, you will be dismissed from the program at the Director's discretion.

The Center Doorbell – Located inside the foyer

PLEASE NOTE – We are no longer able to offer “call in” send your child out service at all of our sites. All parents must now come in to pick up their children (*OCFS NYS has mandated this*).

Emergency Closings

If school is closed due to inclement weather or impassable roads, an announcement will be made over the following radio stations: WDNY, WHAM, WYSL, and WHHO; and the following television stations: WXXI (channel 21), WHEC (channel 10), WHAM (channel 13), WRGZ (channel 2), and WROC (channel 8).

***Please have an emergency plan for program closings
and make sure that your child knows what to do and where to go.**

Equal Opportunity

Our program provides equal opportunities for all. We do not discriminate based on gender, race, color, national origin, or religion. No Student will be turned away based on ability to pay.

Maximum Enrollment

The maximum enrollment for the program is **322** students.

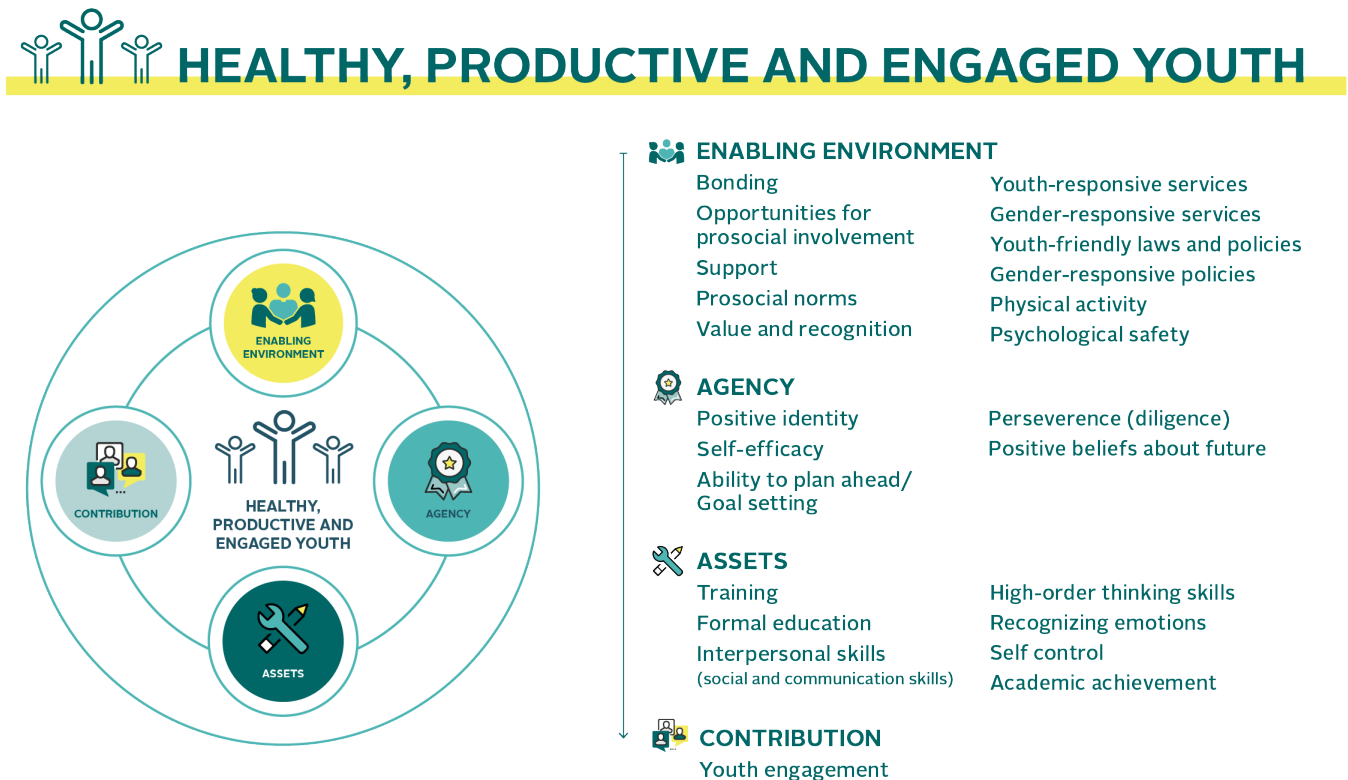


Program Goals & Activities

The Dansville Community Center (DCC) Programs exist; to be the premier provider of school age care, while meeting the needs of the students, parents, schools, and community we serve.

“Since the 1990s, Positive Youth Development (PYD) has evolved in response to both the failure of approaches that focused primarily on reducing negative behaviors as well as research that recognized the importance of building youth assets to promote positive youth outcomes. PYD emphasizes not only cultivating individual strengths, but also the critical importance of youth being supported by family, educational, and community institutions to facilitate a successful transition to adulthood. PYD is an evidence-based approach that can be implemented across different types of programs and in different settings and that has been shown to improve multiple youth outcomes in the U.S. and other high-income countries” (Catalano, 2002; Gavin et al., 2010; Roth 2003).

YouthPower Learning has developed a comprehensive definition of PYD:



We will provide our **4 pillars** of development: **Health & Wellness, Social & Recreation, Character & Community** and **Academic & STEM** (Science, Technology, Engineering, & Math). These learning opportunities build upon individual strengths and interests, necessary for lifelong success.



Health & Wellness – First and foremost, youth are at a safe place when they are at our programs. Youth enjoy at least 30 minutes of moderate to vigorous physical activity daily through coordinated activities and participation in sports and other high-energy activities. Youth also enjoy a healthy snack every day and learn the importance of good nutrition. Childhood obesity is a serious concern in the United States, we help combat this with exercise and education. We will also provide instruction on healthy eating through partner programs. We also infuse the 40 developmental assets into our daily activities.

Social & Recreation- Youth need social and emotional skills to achieve success in school and in life. One of these skills is resilience, or the ability to “bounce back” from frustrations, challenges, and setbacks. Another of these core competencies is hopefulness: we define this as the ability of youth to imagine and anticipate a positive future. DCC programs instill skills like empathy, resiliency, trust, and responsibility. Close relationships with dedicated and caring staff ensure that youth can learn and have fun while they grow emotionally and intellectually. To implement genuine care, respect and courtesy for students, parents, the community, and each other.

Specific Program example – We will use Search Institute’s “40 Developmental Assets”, which are integrated into our programming on a weekly basis. Search Institute released a framework of 40 Developmental Assets, which identifies a set of skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing adults. The Developmental Assets framework and approach to youth development became the most frequently cited and widely utilized in the world, creating what Stanford University’s William Damon described as a “sea change” in adolescent development. Data collected from Search Institute surveys of more than 4 million children and youth from all backgrounds and situations has consistently demonstrated that the more Developmental Assets young people acquire, the better their chances of succeeding in school and becoming happy, healthy, and contributing members of their communities and society.

Character & Community- Character is caught as well as taught. We place emphasis on living out good character with our staff, so the youth see it in action every day. We also employ various methods to teach character development with the youth on a regular basis. Whether they are participating in a canned food drive or cleaning up their communities, youth in our programs have the opportunity to “give back.” They participate in ongoing projects to create positive, lasting change. Youth explore local community resources including the local library, historical museum, community center, and parks.

Specific Program example - We will use the “Character Counts” approach. The Josephson Institute, a 501(c)(3) nonprofit organization, administers the national office of CHARACTER COUNTS! (the Center for Youth Ethics). CHARACTER COUNTS! is the most widely implemented approach to character education, reaching millions of youth. CHARACTER COUNTS! Is a framework centered on basic values called the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship. The program also covers the very important subjects of bullying, violence prevention strategies, and healthy coping mechanisms.



Academic and STEAM-

Targeted Academic Tutoring - Academic support is offered by certified teachers or content area specialists in push-in and pull-out settings. Youth academic skills, performance, and behaviors are supported within the targeted tutoring opportunities provided on a daily basis. Youth work directly with an Academic Coach in small groups to address academic skills and performance specifically in the areas of ELA and math. Individualized learning goals are established for each youth participating in the program using the NYSED Common Core standards for ELA and math. Goals are based on reported school performance, criterion-based assessments, as well as youth's identified learning needs and strengths.

Inquiry-Based Learning - opportunities for students to explore, inquire, and discuss topics relating to a chosen inquiry are incorporated daily. Inquiry-based learning opportunities promote a cohesive learning community fostering social-emotional competencies (e.g., self-management, peer social skills) as well as academic skill development.

Students are required to participate in homework lab. It enables students the opportunity to get their homework done or to receive “one-on-one” help with subjects they are having difficulty with. We will also be integrating Science, Technology, Engineering, Arts and Math (STEAM) into these activities.

***Parents and students will be made aware of field trips, special events, and various program activities by Brightwheel app, flyer and/or verbally by the program staff.**

Our Philosophy and Core Values:

- DCC programs strive to provide a safe, secure, and supportive environment that gives families peace of mind when you cannot be there yourself.
- We believe that a child's experience is dependent on family life and community life – DCC programs strive to support the entire family with a variety of programming and character-based curriculum.
- We believe in focusing on your child's strengths rather than their shortcomings.
- We believe that when youth are exposed to consistent displays of positive character traits, they will develop healthy self-esteem and a willingness to help others.
- We believe that by supporting your local school and community, your child will experience success. Our programs offer a holistic approach to your child's development by offering activities that strengthen, expand, and provide real life context to information learned in the classroom.
- We believe that building strong kids and strong families will strengthen the foundation of our community.



School Age Child-Care Policy

Continuous Improvement and Evaluation Vectors

40 Developmental Assets evaluations are conducted on every student, there is a pre and post survey applied to determine school year progress.

The Quality Self-Assessment tool will be used as a full-scale audit of our program. Additional tools may include School Age Care Environmental Rating Scale (SACERS, ERS Institute), Devereux Student Strengths Assessment (DESSA, Social and Emotional Learning Evidence-Based Assessments), and the mini-DESSA.

Children’s grades and attendance will be monitored for academic success & Children’s behavior will be monitored for social success.

The DCC After-School Program is a Registered School-Age Child Care Program and functions under Office of Children and Family Services regulations. The following relate to specific School Age Care Regulations pertaining to:

Child Abuse and Maltreatment: (Section 414.10)

- A. Any abuse or maltreatment of a child either as an incident of discipline or otherwise will not be acceptable by the program. This will be grounds for immediate dismissal of the worker.
- B. All staff will be fingerprinted and put through the Statewide Central Registry of Child Abuse and Maltreatment as a requirement of employment.
- C. All volunteers will not be left alone with children at any times.
- D. All staff are mandated reporters and thus must report any suspected cases of child abuse.

Supervision of Children: Section 414.8

Our staffing qualifications are as follows:

Position	Qualifications
Executive Director: Dr. Shawn Harnish	<ul style="list-style-type: none">• Doctorate in Organizational Leadership• Master’s in Strategic Leadership• BSB in youth work• 20+ years non-profit and child/school age care
Program Administrator/Counselor: Derek Wadsworth M.S.W.	<ul style="list-style-type: none">• Master’s in Social Work• Bachelor’s in Counseling• Associates in Human Services• 15+ years experience in child/school age care



Program Director: Judi Wadsworth B.S.N.	<ul style="list-style-type: none"> • Bachelor of Science in Nursing • 15+ years' experience working in child/school age care • Also employed by the Dansville School District
Site Supervisor- EBH Amanda Austin SACC Credential (candidate)	<ul style="list-style-type: none"> • 5+ years of experience working in child/school age care • School Age Development Credential in process • Medication Administration Trained MAT • Former State Park employee
Site Supervisor- Primary TBD	
Primary Lead Teacher: Diantha Potter CDA (candidate)	<ul style="list-style-type: none"> • 20+ years of experience working in child/school age care • Child Care Development Credential • Medication Administration Trained MAT
Teacher Assistants	<ul style="list-style-type: none"> • All our Employees are passionate about working with children, they go through a rigorous interview and clearing process before they are hired. Continued education and annual certification are met. All have CPR and First aid.

Sickness Policy

If a child is absent or dismissed early from school, they are not permitted to attend the program for that day.

*If the staff notices any of the following, the parent will be called and expected to pick up their child from the program:

Key criteria for exclusion of children who are ill:

- The child is too ill to participate in program activities.
- The illness results in a need for care that is greater than the staff can provide without compromising the health and safety of other children
- An acute change in behavior – this could include lethargy/lack of responsiveness, irritability, persistent crying, difficult breathing, or having a quickly spreading rash
- Fever:
 - o Temperature above 101° F [38.3° C] orally, or 100° F [37.8° C] or higher taken by ear or measured by an equivalent method AND accompanied by behavior change or



other signs and symptoms (e.g., sore throat, rash, vomiting, diarrhea, breathing difficulty, or cough).

- Diarrhea:
 - If the diarrhea is causing soiled pants or clothing.
 - Blood or mucous in the stools not explained by dietary change, medication, or hard stools.
 - Confirmed medical diagnosis of salmonella, E. coli, or Shigella infection, until cleared by the child's health care provider to return to the program.
- Vomiting more than two times in the previous 24-hours unless the vomiting is determined to be caused by a non-infectious condition and the child remains adequately hydrated.
- Abdominal pain that continues for more than two hours or intermittent pain associated with fever or other signs or symptoms of illness.
- Mouth sores with drooling, unless the child's health care provider states that the child is not infectious.
- Active tuberculosis, until the child's primary care provider or local health department states child is on appropriate treatment and can return.
- Streptococcal pharyngitis (strep throat or other streptococcal infection), until 24-hours after treatment has started.
- Head lice, until after the first treatment (note: exclusion is not necessary before end of the day).
- Scabies, until treatment has been given.
- Chickenpox (varicella), until all lesions have dried or crusted (usually six days after onset of rash).
- Rubella, until six-days after rash appears.
- Pertussis, until five-days of appropriate antibiotic treatment.
- Mumps, until five-days after onset of parotid gland swelling.
- Measles, until four-days after onset of rash.
- Hepatitis A virus infection, until the child is approved by the health care provider to return to the program.
- Any child determined by the local health department to be contributing to the transmission of illness during an outbreak.
- Impetigo, until treatment has been started.

*Adapted from Caring for Our Children: National Health and Safety Performance Standards; Guidelines for Early Care and Education Programs, 3rd Edition.



DCC Vacation Club is Medication Administration Training (MAT) Certified.

We are able to serve children with special health care needs. Defined by NYS this is:

“A child who has a chronic physical, developmental, behavioral or emotional condition expected to last 12 months or more and who requires health and related services of a type or amount beyond that required by children generally”

We can accept and administer Asthma inhalers, Benadryl, EpiPens, and other child specific medications at both of our program sites.

If you would like to take advantage of this service, please speak with your Site Supervisor. The following steps will need to be completed:

1. Site Supervisor will complete OCFS-LDSS-7006 *Individual Health Care Plan for a Child with Special Health Care Needs*, with your assistance for asthma and allergies.
2. Complete an OCFS-LDSS-7002 *Written Medication Consent Form* with your health care provider – return the complete form to the Site Supervisor.
3. Deliver your child’s medication to the Site Supervisor. You will sign another form documenting the delivery of any medications. Medications need to be in original packaging (including the box), or we cannot accept the medication.

All medications will be kept in a secure, inaccessible area from children. Emergency medications (i.e., EpiPen) will be placed in the first aid backpack that travels with staff and children. Controlled substances will be kept in a locked container. If you have any questions, please speak with your Site Supervisor.

Prevention Recommendations:

Clean your hands often

- **Wash your hands** often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.
- If soap and water are not readily available, **use a hand sanitizer that contains at least 60% alcohol**. Cover all surfaces of your hands and rub them together until they feel dry.
- **Avoid touching your eyes, nose, and mouth** with unwashed hands.

Avoid close contact

- Avoid close contact with people who are sick
- Put distance between yourself and other people who are sick. This is especially important for people who are at higher risk of getting very sick.

Stay home if you’re sick

- Stay home if you are sick, except to get medical care.



Cover coughs and sneezes

- **Cover your mouth and nose** with a tissue when you cough or sneeze or use the inside of your elbow.
- **Throw used tissues** in the trash.
- Immediately **wash your hands** with soap and water for at least 20 seconds. If soap and water are not readily available, clean your hands with a hand sanitizer that contains at least 60% alcohol.
- **If you are sick:** Stay home and get tested.

Student Behavior and Discipline

We follow the Dansville School Code of Conduct. These policies may be found in your school handbook or on the Dansville Central School District website. We also value the Three “R’s” of Respect: **R**-respect the staff, **R**-respect yourself and others, **R**-respect all property.

Discipline Policy:

First Offense: Verbal Warning – A period of time separated from the activity and rest of the group to cool down. The time period should be up to 1 minute per year of the age of the student but could be less. For example: if on the playground, the time out would be by an adult sitting on the bench; in the classroom, it would be a designated seat or location. Then there will be a discussion between student and staff regarding appropriate behavior and why the student is being given the warning – assure that the student understands what behavior is expected. Redirect the student, if possible, to an appropriate behavior or activity. An incident report will be given to the parent/guardian.

Second Offense: A period of time separated from the activity and rest of the group to cool down. The time period should be up to 1 minute per year of the age of the student but could be less. For example: if on the playground, the time out would be by an adult sitting on the bench; in the classroom, it would be a designated seat or location. Then there will be a discussion between student and staff regarding appropriate behavior and why the student is being given the warning – assure that the student understands what behavior is expected. Redirect the student, if possible, to an appropriate behavior or activity. An incident report will be given to the parent/guardian. The student will be suspended for one day.

Third or Severe Offense: A period of time separated from the activity and rest of the group to cool down. The time period should be up to 1 minute per year of the age of the student but could be less. For example: if on the playground, the time out would be by an adult sitting on the bench; in the classroom, it would be a designated seat or location. Then there will be a discussion between student and staff regarding appropriate behavior and why the student is being given the warning – assure that the student understands what behavior is expected. Redirect the student, if possible, to an appropriate behavior or activity. An incident report will be given to the parent/guardian. The student will be suspended pending a parent meeting.



Fourth Offense: Parents are called, and the student will be expelled from the program at the discretion of the Program Director.

The following acts of misbehavior are grounds for disciplinary action:

1. Running in the hallways
2. Making unreasonable noise
3. Inappropriate gestures, noises, behavior, or language
4. Engaging in any act that is disruptive to the school community
5. Challenging an adult's authority
6. Failure to comply
7. Showing others disrespect
8. Committing an act of violence (i.e. hitting, kicking, punching, or scratching)
9. Displaying what appears to be a weapon
10. Threatening to inflict bodily harm
11. Damaging the property of a student, teacher, administrator, or other school employee
12. Lying to program personnel
13. Stealing
14. Discrimination, which includes the use of race, color, creed, national origin, religion, gender, sexual orientation, or disability as a basis for treating another in a negative manner
15. Harassment
16. Utilizing cell phones, unless being used to call a parent/guardian

Regards,



Dr. Shawn Harnish
Executive Director
Dansville Community Center

