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CHAPEL HILL COOPERATIVE PRESCHOOL: INFANT / TODDLER SITE

FAMILY HANDBOOK
2015 – 2016



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History

The Chapel Hill Cooperative Preschool was originally organized in 1960 by the Community Church as a parent cooperative and the first fully integrated preschool in the area. The Preschool is a non-profit childcare center governed by a board of directors, including parents, and community representatives. The children are grouped "family-style" in open centers. The Preschool first extended its enrollment to the full year in 1972. In 1980, the two-year old program was started. In 1997 the Infant/Toddler Site opened at 110 N. Elliott Road in the Church of the Reconciliation.

Currently, the Preschool enrolls about 80 children and has 20 teachers (including the Directors), and a parent aid each morning. Both sites are state licensed and accredited by the National Association for the Education of Young Children.

The Directors and teachers assume responsibility for the educational aspects of the program. The Directors serve as liaisons between parents and teachers and as the overall coordinators of the daily program including office management, curriculum, and staff support.

Each person's contribution to the running of the Preschool's program determines its quality. This is *our* Preschool and our collective spirit is the Preschool.

MISSION STATEMENT

The CHCP mission is to partner with families of children from diverse backgrounds to respect and honor childhood, celebrate independence, and support children as they learn and grow through play. We do not discriminate on the basis of race, gender, sexual orientation, religion, national origin or disabilities.

CORE VALUES

- Appreciation of childhood as a unique and valuable state of the human life cycle.
- Teaching based on knowledge of how children develop and learn, adapting our strategies for success with each individual child in order to meet their needs.
- Respecting the dignity, worth, and uniqueness in each individual child, family member, and colleague.
- Appreciation of the bonds between child, family, community, and teachers, recognizing that children are best understood and supported in the context of family, culture, and community.
- Teamwork with colleagues and families that is based on knowledge, respect and trust.

Partnership

Your family and the staff have the opportunity to build an association that is focused on the needs of your child or children. Children are best served when their parents and teachers form cooperative, respectful, and trusting relationships.

Program Standards

The Chapel Hill cooperative Preschool is committed to adhering to the Code of Ethical Conduct for the National Association for the Education of Young Children (NAEYC). The Center adheres to the voluntary standards of NAEYC Accreditation. We also meet the licensing requirements for The Division of Child Development, the Child and Adult Food Care Program (CACFP) and State Fire and Sanitation Codes.

Child: Teacher Ratios

<u>Childs Age</u>	<u>Staff / Child Ratios</u>	<u>Group Size</u>
Infant	1:3	7
Toddler	1:4	8
Two's	1:6	12

Educational Program

We provide care for children ages six weeks to five years. Our three-to-five-year-olds participates in a program that emphasizes an open mix of ages and activities. The infants, toddlers, and two-year-olds are in self-contained classrooms. We are firmly committed to maintaining an educational program of the highest quality. We do this by hiring excellent teachers, engaging children in activities that foster intellectual and interpersonal growth, giving a very high priority to children's safety and happiness, and establishing clear and continuous communication between parents, staff, and children. Being able to attend to each individual child's needs is imperative; accordingly, we maintain very favorable ratios of teachers to children. The teacher-child ratio for the three-to-five-year-old program is 1:8 (group size for gathering is either 1:7 or 1:8). For the self-contained classroom at the Purefoy Site, the ratio is 1:5. At the Infant/Toddler Site, the ratio is 1:6 for the two-year-olds, 1:4 for the toddlers and 1:3 for the infants. (Depending on the enrollment for the infant room we may go up to 7 in the infant room) These ratios enable us to ensure that each child under our care is receiving attention and is getting the support she or he needs throughout the day.

Teaching staff-child ratios within groups are maintained during all hours of operation including indoor and outdoor time and during walking field trips.

We have an obligation to students and their parents to enroll only those children whose educational needs can be met within our resources and goals.

We have adopted the following goals for offering high-quality educational programs:

- The daily schedule includes activities that enhance physical, cognitive, social and emotional development. Children's work is their play. Learning to function in a group setting on a daily basis is hard work. The opportunity for children to play in structured and unstructured group situations provides valuable learning experiences and prepares children for successful adjustment to kindergarten.
- Our curriculum is the Creative Curriculum for Infants, Toddlers and Twos. This curriculum explains the ongoing cycle of observing, guiding, learning, and assessing children's progress using The Developmental Continuum for children ages 0-2. This Developmental Continuum outlines the sequence of steps that children take as they learn particular skills and concepts in all the areas of development. The teachers at the Preschool use this as a tool for planning instruction and assessing learning. When we plan for the children we

focus on the goals and objectives for the child's learning that are within the four developmental areas: social, emotional, cognitive, and physical development.

- Every attempt is made to maintain continuity of relationships between teaching staff and children and among groups of children.
- Procedures are in place to assist children with transition from one group to another, from one classroom to another and from one program to another.
- We emphasize non-competitive non-violent play. We strive to create a non-sexist environment for the children. We do this through stories, songs and activities on a daily basis. We stress good self-image, cooperative play, and peaceful resolution of conflict. We work to create a supportive environment in which children can learn skills necessary to resolve conflicts for themselves.
- We intend to maintain our independent food service in the school. We provide excellent meals for our children. We feel that having a cook in the school that can prepare nutritious home-cooked meals adds immeasurably to the environment of the school. We do not serve red meat, tuna or enriched flours. We do serve chicken, fish, and protein alternatives, whole grains, and fresh fruits and vegetables. Every attempt is made to respect family values and cultural diversity with respect to food preferences.
- Preschool rules do not allow weapons and aggressive or hurtful behaviors. We ask children to use kind words and gentle hands. When children are exposed to superhero play through the media- television, videos, and movies- their play is scripted in such a rigid way that it is very difficult for them to consider other (kinder, gentler) versions of the "script." It is as though they have been robbed of their imaginations. One of our goals is to help children develop and make full use of their imaginations. You can help us and your child by being careful about the images your child is exposed to through the media, toys, and clothing. Working together, we can create an environment that supports more positive interactions!

The Center's Approach to Curriculum and Assessment

CHCP follows the Creative Curriculum approach for Infants, Toddlers and Twos. We also follow the Creative Curriculum approach with older children.

Purpose of Assessment

As stated in The Creative Curriculum for Infants, Toddlers & Twos:

"Using the Developmental Continuum will help you observe children in the context of everyday routines and experiences. You will be able to assess each child's current level of development and to think about likely next steps. Then you can plan for each child and the group. As you learn about each child's strengths, interests, and developmental timetable, you can use the information and strategies in The Creative Curriculum to build responsive relationships and to offer experiences that promote each child's development and learning."

Teachers use information from ongoing assessments to:

- identify children's interests and needs,
- improve curriculum and adapt teaching practices and the environment,
- plan program improvements,
- describe the developmental progress and learning of children,
- communicate with families,
- arrange for developmental screening and referral for diagnostic assessment when indicated, in collaboration with families.

When teachers suspect that a child has a developmental delay or other special need, this possibility is communicated to families in a sensitive, supportive, and confidential manner. Families are provided with documentation and explanation for the concern, suggested next steps, and information about resources for assessment. Staff support families in accessing community resources that may be helpful in addressing their child's needs.

CHCP staff treat child assessment information confidentially and share this information only when there is a legitimate need for it. Disclosure of children's records beyond family members, program personnel, and consultants having an obligation of confidentiality shall require familial consent (except in the case of abuse or neglect). Parents are asked to sign a "Permission for Access to Children's Information" form noting the individuals who may access the child's information, including files and medical information.

Assessment Procedures

Teachers assess the children through observation throughout the day indoors and outdoors. Teachers use anecdotal notes, work samples, pictures of children in their play to show evidence of where the child is developmentally on the Creative Curriculum Continuum. Teachers keep portfolios on each child demonstrating where the child is developmentally. Individual child records are kept in the office in a file cabinet that can be locked. Child portfolios are kept in the classroom in a closet that can be locked.

Family Conferences

The conferences are used for sharing information between families and teachers. It is a time for the teachers to use the assessment to help families learn about their child's developmental progress and learning.

Formal Family Conferences occur two times during the year. One in the Fall and one in the Spring. Teachers use the "Family Conference Form" and set up times to meet with family and learn about their child's development. Teachers also do informal conferences, which entails the teacher sending home a progress of the child's development twice a year.

Conditions Under Which Children Are Assessed

Children in all of the classes are assessed while at play, by setting up the environment with appropriate and stimulating activities.

The Creative Curriculum for Infants, Toddlers and Two Year olds

The Creative Curriculum for Infants, Toddlers and Twos, includes objectives for children's development and learning. Objectives define where you want to go, and the curriculum tells you how to get there. Curriculum is the what, why, how and when of providing a high-quality program. It also guides the interactions you have with children and families. The Creative Curriculum explains all aspects of a developmentally appropriate program and leads you through the processes of planning and offering excellent care and education for infants, toddlers, and twos. The Creative Curriculum helps you be intentional about the experiences you offer infants, toddlers, and twos while still having the flexibility to respond to the changing interests and abilities of the young children in your care.

Creative Curriculum Preschool Education

The Chapel Hill Cooperative Preschool uses the Creative Curriculum Developmental Continuum Assessment system. Individual child screening and assessment results are used by CHCP staff

to plan for developmentally appropriate curriculum and to guide our work with the children. Teachers obtain information about children's knowledge, skills and progress by observing, documenting, analyzing and reviewing children's work over time. Portfolios of children's growth are compiled by Gathering Teachers. Written progress and planning reports are shared with families twice a year at parent-teacher conferences held in the fall and spring and at parent or teacher requests. Families also receive information about their child's development and learning at informal parent conferences that take place in June and in August.

Parent/Teacher Conferences

Formal Parent/Teacher conferences will be held two times a year, one in the fall and one in the spring. During this time, teachers will review the child's portfolio of work samples with the family. Teachers will also explain the assessment piece and go over the child's progress in the major developmental areas. Families will be given an opportunity to share their observations, questions, and concerns. Teachers and parents will work together to develop plans for addressing any concerns.

Informal conferences are held at the beginning of each term (fall and summer). Teachers make phone calls to families to review the child's schedule and to share information about what to expect when school starts again. It is also an opportunity to inform families about their child's progress. Families are encouraged to ask questions and share information. Families are asked to update their emergency contact and health care information at each of the four conferences.

Developmental Screening

Ages and Stages is an age-specific screening tool that measures social/emotional, physical, cognitive, and language development. We will be using it as a tool to help us meet each child's specific developmental needs. When families join the preschool they will be given the age specific developmental screening for them to fill out and return. We will look at the responses the parents and give and determine if there are any areas of concern the needs further screening and support. (****We are in the process of implementing this tool within our program)

Use of Passive Media

At the IT site we do not use television, videotapes, or computers with the children.

Open Door Policy

Parents are welcome to visit at the IT site at anytime. We encourage you to visit the Preschool frequently to observe the program and your child. If you have any questions, please ask the teachers, the Director, or board members.

The IT site is a Smoke Free Facility. Smoking is not allowed in the building or on outdoor playgrounds.

PROGRAM PROFESSIONAL DEVELOPMENT PLAN

Each spring parents are asked to evaluate the program and staff is asked to evaluate the Directors. The results are compiled by a committee of the Board and presented to the Directors. A summary of the results is presented to the Board at its April meeting and then made available to parents.

The Directors use the survey results to set both professional and program goals for the coming year. These goals are shared with the Board and with staff and parents.

DAYS OF OPERATION

The preschool is open for 49 of the 52 weeks each year. The preschool is closed for two weeks in December and one week in August. Given the needs of our working families, we try to arrange alternative child-care for one of the two weeks of the December break. The August break is a teacher workweek; neither the facilities nor the teachers are available to provide child-care during this time.

Hours of Operation

All programs operate Monday through Friday and according to the following schedule:

Program	Starting Time	Ending Time
Three-Quarter-Day	7:30 AM	3:00 PM
Full-Day	7:30 AM	5:30 PM
<p>Part-time Slots: A limited number of part-week children may be enrolled at the Center. Part week slots are either MWF or TTH. Tuition for MWF is 75% of the 5-day rate. Tuition for TTH is 50% of the 5-day rate.</p>		

Schedule for School Closings (IT site and Preschool)

Labor Day	September
Thanksgiving (Thurs & Fri)	November
Winter Break	December and January, two weeks
Martin Luther King Day	January
Spring Break	Good Friday and Easter Monday
Memorial Day	May
Teacher Workdays	June 3 days
Independence Day	July
Teacher Workdays	August 5 days
Teacher Work Days	1 in November / 1 in Spring
NAEYC Conference	September

*******Please refer to the back of the handbook for our Weather related policies**

Weather-Related School Closings

We will announce weather-related preschool closings by 7:00 AM on radio WCHL (1360 AM), television station WTVD (the ABC affiliate), and the preschool voice-mail system. We will also put a school wide email out to families. We base our decision to close the preschool on road conditions, as reported by the local news media, and the ability of our staff to get to and open the preschool. In addition, inclement weather sometimes causes us to close the preschool early, and we announce these early closings in the sources noted above. When the preschool is expected to open as normal, we do not make public announcements. We do not make up for lost days or adjust tuition for weather-related preschool closings.

Tragedies/ Emergency Closings (not weather related)

The Director, Assistant Director, and Board Chair (or his or her designee) will consult and make a decision about closing the school. If enough staff can be present to maintain all licensing regulations, the school will remain open, if not, the school will close.

AGE AND DEVELOPMENTAL LIMITATIONS ON CHILDREN SERVED

Children ages six weeks to five years are eligible for enrollment in our programs. Children two years of age or younger attend our Infant/Toddler Site, which is located at 110 N. Elliot Rd. Children between the ages of two and five years old attend our Purefoy Site at 106 Purefoy Rd. Developmental limitations are assessed on an individual basis. Applications for both programs are taken year-round, and admissions decisions are based on availability and preschool policies.

Admission Requirements

Persons interested in enrolling a child should arrange an appointment with Director to visit the Center and talk with a member of the administrative staffs, who will discuss the Center's philosophy and policies with the family. At this time, the family may fill out an application form and pay an application fee to be placed on a waiting list.

Once we determine that we have a vacancy for your child, we will schedule a visit to determine your child's compatibility with the preschool staff, environment, policies, and programs. If the position is a good match for the child the family will be offered the space. If the family accepts the space for their child an enrollment fee half of one month's tuition is required to secure the space. Plus a \$100 non-refundable registration fee.

Enrollment Procedures

For newly enrolled children, the first few weeks are an opportunity to adjust to the new setting. A transition plan will be developed with a discussion between Preschool staff and parents. Once your child is admitted into the Preschool, we encourage you to make a plan towards helping your child to feel comfortable while at the Preschool. You can accomplish this through some combination of the following suggestions:

- Visit the Preschool during operational hours, as often as needed.

- Visit the Preschool playgrounds after preschool hours.
- Extend your drop-off time during the first few days.
- Pick your child up early for the first two weeks, gradually increasing the time your child spends at the Preschool, such as 11:45, then 12:30, 2:30, 4:00, and eventually the full-day (for those enrolled for the full day).
- Call throughout the day to check in on how your child is doing. You can arrange for the Gathering teacher to call and check in also.

We recognize that the transition from home care to a preschool is difficult for both the child and the parent. Children take cues from their parents. Your child will feel more comfortable with the Preschool if you are comfortable with it. We fully expect that, during this transition period, children, when being dropped off, will scream, cry, and make a big noisy fuss. In our experience, it is best for the parent to signal a teacher, say good-bye, walk away, and let the child work through the adjustment. We are available to the children to support them through their transitions. If, after two weeks, drop-off is still difficult for your child, we will arrange a conference with you and work together on a strategy for improving your child's transition to the Preschool.

Fees

<u>Application Fee</u> (Non refundable)	\$25
<u>Enrollment Fee</u> (non refundable, due when slot is accepted)	\$100
<u>Security Deposit</u> (refunded if Director is given 30 days notice of withdrawal. Or if child has not yet started and 60 days notice is given)	½ month's tuition
<u>Tuition</u> (Rates posted at each school)	
<u>Late Tuition Payment</u> - (if tuition is received after the 10 th of the month)	\$30
<u>Participation Fee</u> (Parent may buy out 3hrs per month)	\$10 per hr
Failure to Participate in the Annual All Parent Workday	\$150
<u>Participation Penalty</u> (Deducted from security deposit if parent participation hours are in arrears)	\$10 per hr
<u>Late Pick Up Fee</u> (\$10 per each 10 minute or part thereof period child is at school beyond scheduled pick-up time)	\$10/per ten mins. \$20/per ten min. (if twice in same month)

Forms required Upon Enrollment

- Application Fee
- Medical Form and current Immunization record (You complete the top portion of this form. A health care professional who meets the North Carolina Child Care Division requirements must conduct the child's physical exam and complete the remainder of this form. We do

not accept name stamps, only authentic signatures. Your child's immunization record must be current and complete (month, day and year of each immunization). If you do not submit a completed Medical Form within 30 days after your child begins attending the preschool, you will have to withdraw your child from the preschool until the completed Medical Form is submitted. All parent aides must also submit health forms, emergency information forms, and have current TB tests before volunteering for work at the preschool.)

- Signed Financial Agreement Form
- Signed Participation Agreement Form
- Completed CACFP Eligibility and Enrollment Forms
- Signed Authorization for off Premise Activities
- Signed Authorization for Photograph
- Preschool Policies Statement
- Emergency Information Form (Including contact information for two (2) persons other than you whom we can contact if your child has an emergency and you cannot be reached. Parents are required to update this information at least annually. This form will be kept in your child's file in the office.)
- Review of Discipline Policy Form
- NC Child Law and Rules form signed
- A Feeding Schedule (For children younger than 15 months)
- Signed copy of the Safe Sleep Policy (For children younger than 12 months)
- Completed Provision of Breast Milk or Infant Formula and Baby Food (For children younger than 12 months)

Re-enrollment Procedures

CHCP school year runs from September- August. Those families that are currently enrolled in the Center will go through a re-enrollment process in the winter for the summer session. The summer session, lasts between mid June and the third week of August.

If your child is enrolled for any part of the summer session, you must pay tuition for ½ of June, all of July and August. Once a child begins preschool in the summer session, you are financially obligated to pay through August. If you reserve a place for your child in the summer session and later decide not to enroll your child you are eligible for a reimbursement of your deposit provided that you give notice no later than May 1st.

Summer Session

The summer session, lasting between mid June and mid August, is handled differently. If your child is enrolled for any part of the summer session, you must pay tuition for ½ of June, all of July, and ½ of August. Once a child begins preschool in the summer session, you are financially obligated to pay through mid August. If you reserve a place for your child in the summer session and later decide not to enroll your child, you are eligible for a reimbursement of your deposit provided that you give notice no later than May 1.

Transition to the Preschool site

Families that are enrolled at the Infant Toddler site who have a two-year old or a sibling at the IT site have the option to move their child over to the preschool location in the summer session. Director(s) have the discrepancy (final decision) as to when this transition can happen based on enrollment at both sites.

Transitions and Continuity of Care

The Chapel Hill Cooperative Preschool Infant and Toddler Center makes every attempt to maintain continuity of relationships between teaching staff and children and among groups of children. We understand the importance of keeping infants, toddlers/twos together with their primary caregivers while they are enrolled at the school. We recognize the importance of minimizing the number of group transitions experienced by the individual children throughout the day and during the year. We have schedules in each of the classrooms that we follow but allow for flexibility within the group's needs.

SERVICES PROVIDED, ACTIVITIES, AND PROGRAMS

Daily Schedules

We use a learning center approach to education. We work from the perspective that a child's work is their play and their play is their work. We have three schedules reflecting the needs of the different age groups: infants, toddlers and two-year-olds. You will find these schedules at the end of this document.

Meals

We maintain an independent food service in the preschool and provide excellent meals for the children. Mealtimes offer excellent opportunities to develop self-help, social and communication skills as well as provide the foundation for good nutrition and health habits._

Meals and Milk are provided according to the following schedule:

	<u>Infant Toddler Site</u>	<u>Purefoy Site</u>
Breakfast	9:00-10:00	9:00-10:00
Lunch	11:45-12:45	12:00-12:30
Snack	3:00-4:00	3:00-4:00

Nutrition Policy and Procedures

At the IT site we serve breakfast 9:00 , lunch between 11:45 and 12:45, and a snack between 3:00 and 4:00 to the full day children. We provide water in sippy cups that are accessible for the children all day. We serve whole milk to children under 2 years of age and 1% milk to children over 2 years of age. We serve all meals family style. A teacher sits at the table and eats with the children. We provide an array of healthy, kid-friendly foods, which meet the criteria of the licensing and CACFP standards. We serve lots of fresh fruit, fresh vegetables, whole grains, fish and poultry. We avoid processed foods or foods high in sugar and fat. We do not serve peanut butter, pork, red meat, tuna, enriched flour or foods with high fructose corn syrup, trans fats or hydrogenated oils.

The parent aides and teachers prepare the children's food on a daily basis. The menu, which is posted on the main information board and in each classroom, conforms to the U.S. Department of Agriculture Child Care Food Program Guidelines. Menus are available to parents.

We value the family atmosphere a shared, home cooked meal provides. Teachers engage children in conversation. Children learn to serve themselves in a cooperative manner, passing food to their friends and waiting until everyone at the table is served. Children are encouraged by their teachers and even their peers to try a wide variety of foods.

To avoid choking hazards, we do not serve hot dogs, whole or sliced into rounds; grapes, nuts, popcorn, raw peas, hard pretzels, chunks or raw carrots or meat larger than can be swallowed whole. Children are asked to sit while eating and drinking.

If children have special diets or food allergies this must be posted in the kitchen and in all rooms where children may eat snack or lunch. Due to the time constraints involved in providing our school lunches, if a health care provider prescribes a special diet, or if your family has religious or other concerns about certain foods, we ask that parents provide the foods for that child. If your child's special needs require that they bring a lunch from home please make a written statement describing their special needs, which we can keep on file. All food from home must meet the CACFP Guidelines. Your child's lunch must contain at least 1.5 oz. Protein (if peanut butter is the protein, 3TBL), some form of grain (bread, rice, pasta etc.) and ½ cup fruit and/or vegetables. Please do not bring in sweets, cookies, chips, or other junk food. Food or milk may not be kept in children's cubbies.

All food brought from home must be labeled and dated and placed in the refrigerator in the kitchen. Staff discard foods with expired dates. Please do not send food that must be microwaved or heated. Please slice or prepare all items in the lunch, including fruit.

In accordance with the guidelines set by the Division of Child Development foods with little or no nutritional value such as potato chips, candy, cakes, soda, highly sweetened fruit drinks (HiC, CapriSun, Koolaid etc.) are not allowed. Staff cut foods into pieces no larger than ¼ inch square for infants and ½ inch square for toddlers/twos according to each child's chewing and swallowing capability.

Allergies and Food Reactions

You may not bring in food for your child if he or she has not first tried it at home. Specifically, your child must have eaten the type of food six times over a two-week period before you may bring it to the Preschool for him or her. The purpose of this policy is to ensure that we are not the first to discover a child's allergies. If you know that your child has allergies to particular foods, be sure to let us know in advance. We post allergy notices in the classrooms and kitchen.

For all infants and children with disabilities who have special feeding needs, program staff keep a daily record documenting the type and quantity of food a child consumes and provide families with that information.

If your child has a specific milk that he/she needs to drink due to a medical food allergy, the school will purchase that specific milk. The specific milk has to be available to buy at Trader Joes or Whole Foods for us to purchase it. If the milk is not available at these stores then you will need to bring in that milk for your child.

Infant Food Policy

We hold infants for bottle-feeding until they are able to hold their own bottles. The bottles must never be propped. Each child shall be held or placed in feeding chairs or other age-appropriate seating apparatus to be fed. We feed infants whenever they are hungry.

Any child less than 15 months of age must have an individual written feeding schedule that is provided by the parent or the child's health care provider. (We post this feeding schedule in the kitchen prep area of the classroom)

Any infant formula must be prepared according to the instructions on the formula package or label, or according to written instructions from the child's health care provider. No milk, including human milk, and no other infant foods are warmed in a microwave oven.

Breastfeeding Policy

We support breastfeeding by accepting, storing, and serving expressed milk for feedings. Staff will gently mix, not shake, the milk before feeding to preserve special infection-fighting and nutritional components in human milk. Breast milk needs to come prepared in a bottle labeled with the child's name and date. Any breast milk not drunk we will keep in bottle and put back in the refrigerator marked "used" and the parent will take it home that day. We will not use this bottle again. Staff discard after one hour any formula or human milk that is served but not completely consumed or is not refrigerated. Once a formula bottle has been heated and your child has finished drinking from it, we discard the remainder of the bottle's contents.

We can store breast milk in a refrigerator for no longer than 48 hours (or no more than 24 hours if the breast milk was previously frozen). We can store frozen breast milk for one week in our deep freezer in the kitchen. It must be labeled with the child's name and the date.

The IT site has a comfortable conference room that breastfeeding families can use. Staff and families can use this area to breastfeed or express breast milk.

Infant's toddlers/twos do not have bottles while in a crib or bed and do not eat from propped bottles at any time. Toddlers/Twos do not carry bottles, sippy cups, or regular cups with them while crawling or walking. Teaching staff offer children fluids from a cup as soon as the families and teachers decide together that a child is developmentally ready to use a cup.

Infants

We provide Enfamil for the infants. We also provide infant rice/oatmeal cereal when the infant is ready to have it. If you have an infant, we will ask you to sign a form indicating whether you prefer the Enfamil we provide or whether you prefer to provide another type of formula or breast milk. If your child is younger than 15 months of age, you must complete an Infant Feeding Schedule Form. As your child's food needs change with age, you will need to submit a new form or update the old one (and initial the changes). Our normal practice is to feed the children food prepared at the school (mashed as appropriate). You may instead provide food for your infant, but any food provided must meet the requirements of the U.S. Department of Agriculture Child Care Food Program Guidelines.

Food Program

Section 243(b) of Public Law 106-224 requires that we inform parents or guardians of children enrolled in the Preschool about the Child and Adult Care Food Program, its benefits, and the name of the agency that administers the program: *State Agency director Department of Health and Human Services Division of Public Health Nutrition Services Branch 1914 Mail Service Center Raleigh, NC 27699 919-715-1923*

Naptime

We provide mats and sheets for all children who nap. Naptime is scheduled for children at Purefoy site and the Infant/Toddler site.

You may bring a blanket and other security items (for example, a teddy bear) for your child's comfort during naptime. All such items must be taken home weekly to be washed. Please label each item with your child's name. If you have an infant, you must provide crib sheets. Crib sheets are changed daily and as needed. Please bring in several sets of clean crib sheets at the beginning of each week.

Infant Napping

Consistent with the recommendation of the American Academy of Pediatrics (AAP) concerning infant safety while napping, we place infants 12 months of age and under on their backs to sleep.

Staff visually check on sleeping infants. Sleeping infants will be checked daily, every 20 minutes, by assigned staff. The sleep information will be recorded on a sleep chart. The sleep chart will be kept in the daily classroom binder. The sleep chart will be kept on file for 3 months after the reporting month.

We will check to see if the infant's skin color is normal, watch the rise and fall of the chest to observe breathing and look to see if the infant is sleeping soundly. We will check the infant for signs of overheating including flushed skin color, body temperature by touch and restlessness.

Layering, Sun and Insect Protection

To protect your child against cold, heat, sun injury and insect-borne disease, the program will ensure that children wear dry clothing that is layered for warmth in cold weather. Your child will have an opportunity of play in shaded areas, wear sun protective clothing and/or with parental permission sunscreen will be applied. If public health authorities recommend use of insect repellents due to a high risk of insect-borne disease, only repellents containing DEET will be used, on children older than 2 months, no more than once a day and only with parental permission.

Outdoor Learning Environment Policy

We will follow the American Academy of Pediatrics recommendations for infants for optimal motor development.

Infants: Interact with the baby while he/she is awake on the tummy 2 to 3 times each day for a short period some time (3-5 minutes, increasing the amount of time as baby shows he/she is enjoying the activity. A teacher is within arm's reach of the infant and supervising the baby.

Emerging studies show that children need to spend time outdoors to become and remain healthy as they grow and develop. Research has discovered children who receive daily opportunities to engage with outside learning environments are more advanced through all developmental domains. Outdoor environments provide many health benefits through fresh air, sunlight and nature items. All of which engage and develop the five senses as well as developmental domains. (Burdette and Whitaker, 2005)

Based on this research, it is the mandate of Division of Child Development and NAEYC that all children: infants, toddlers and twos must be taken outdoors daily for at least one hour, weather permitting.

How does CHCP define weather permitting?

CHCP **will go outside** daily for at least 1 hour when it is:

- A light rain and/or mist
- 32 and above
- 100 and below
- An Orange/Red Ozone codes, returning inside before 12pm, unless the child has asthma.

CHCP **will not go outside** when there it/is are:

- a heavy/torrential rain
- a tornado warning for our area
- thunder and/or lightening
- 32 or below with a wind chill
- 100 or above with a heat index

Playing outdoors in the light, rain, snow, cold, and/or hot are great learning experiences, as well as fun for young children. Engaging in the great outdoors for children of all ages provides a sense of freedom not otherwise met by in-door play. For more information on why getting outdoors in all types of weather is beneficial for young children, check out: [Winter 2005](#) issue and/or [April 2007](#) issue NC Child Care Health & Safety Bulletin on Outdoor Health and Safety at www.healthychildcarenc.org

When we are unable to go outside because of weather, CHCP will provide at least 60 minutes of gross motor/physical activity inside.

Weather Policy

The Child Care Weather Watch is also used by the North Carolina Rated License Assessment Project to determine "weather permitting." Weather permitting is defined as every day, unless there is active precipitation, extremely hot or cold conditions, or public service announcements that advise people to stay indoors due to weather conditions that could be hazardous. The Division allows childcare operators to use their best judgment when deciding to take children outdoors in order to make sure children remain safe. *****Code Yellow-We will limit outdoor play to 30 minutes.

What Parents Provide

Clothing

Please make sure your child has a complete change of clothing in his or her cubby. Clothes worn at the preschool should be comfortable. These should be clothes that can get paint, food and dirt on them. If your child is not fully toilet-trained, you must ensure that we always have an adequate supply of diapers (or underwear if appropriate) and enough changes of clothing for the day. Please label all of your child's clothing with his or her name to prevent confusion over belongings. We have some clothing available for emergency needs. If your child needs to use our clothing, you must launder the clothing and return it the following preschool day. Applied skin protection will be either sunscreen or sun block with UVB and UVA protection of SPF 15 or higher that is applied to exposed skin (only with written parental permission to do so)

We go outside in all sorts of weather; cold, rainy, etc. Please dress your child accordingly. During the summer months, you may want to bring a sun hat for your child. During the winter months, we ask that you layer your child in warm clothes.

Items for Play and Sharing

Please do not allow children to bring guns or other toy weapons to the preschool. We do not allow children to play with toy or imaginary weapons (sticks, pointed fingers, etc.) at the

preschool. We encourage parents and children to bring in books, tapes, and nature objects to share during gathering times (no small rocks, no toys or money, please). If you wish to bring an item to the preschool for your child to share, please clearly mark your child's name on it and leave it in your child's cubby for sharing time. We will return the item to your child's cubby for you to pick up with your child. Please do not bring in items that your child cannot share easily.

Diapering Guidelines (Disposable and Cloth Diapers)

For children in diapers staff use commercially available disposable diapers. We also accommodate cloth diapers. The cloth diaper has an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering are changes as a unit.

If cloth diapers are used parents are responsible for bringing in a container with a top and are responsible for taking the soiled cloth diapers home daily. Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.

Staff check children for signs that diapers or pull-ups are wet or contain feces every two hours when awake and when children awaken. Diapers are also changed whenever they are wet or soiled. Diaper changes occur at specific changing areas and procedures are listed at each area. Staff do not change diapers elsewhere in the facility. Each changing area is separated by a partial wall or is located at least 3 feet from other areas that children use and is used exclusively for one designated group of children.

At all times caregivers have a hand on the child when the child is being changed on an elevated surface. In the changing area, staff post and follow changing procedures. Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding. Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day.

Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly by using a hands free device. Containers are kept closed and are not accessible to children.

Hand washing Practices at CHCP:

a. Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored.

b. Hand washing is required by all staff, volunteers, and children when hand washing would reduce the risk of transmission of infectious diseases to themselves and to others.

c. Staff assist children with hand washing as needed to successfully complete the task. Children wash either independently or with staff assistance.

Children and adults wash their hands: On arrival for the day; After handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals; and after diapering or using the toilet (use of wet wipes is acceptable for infants); after handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or touching any mucus, blood, or vomit); before meals and snacks, before preparing or serving food, or after handling any raw food that requires cooking (e.g., meat, eggs, poultry); after playing in water that is shared by two or more people.

When moving from one group to another (e.g., visiting) that involves contact with infants and toddlers/twos.

Adults also wash their hands:

Before and after feeding a child, before and after administering medication, after assisting a child with toileting and after handling garbage or cleaning.

Proper hand-washing procedures are followed by adults and children and include:

Using liquid soap and running water rubbing hands vigorously for at least 10 seconds including back of hands, wrists, between fingers under and around any jewelry, and under fingernails; rinsing well; drying hands with a paper towel, a single-use towel, or a dryer; and avoiding touching the faucet with just-washed hands (e.g., by using a paper towel to turn off water).

Staff do not use hand-washing sinks for bathing children or for removing smeared fecal material. Except when handling blood or body fluids that might contain blood (when wearing gloves is required), wearing gloves is an optional supplement, but not a substitute for, hand washing in any required hand-washing situation listed above.

Staff wear gloves when contamination with blood may occur. In situations where sinks are used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.

Toilet Training Guidelines

The child's readiness plays a critical role in toilet training. Readiness is a function of physical, mental and emotional maturity. Most children are ready for toilet training between the ages of two and three years. It is generally not advisable to begin the process with a child before his or her second birthday. A child is usually ready to toilet train when she or he is able to do the following:

- Stay dry for two to three hours at a time;
- Pull down his or her underwear without assistance;
- Understand "pee-pee" or other terms used for urination;
- Tell you that he or she needs to urinate before doing so;
- Comprehends the concepts of "before" and "after."
- We will try toilet training with our child for 10 days. If the child shows no interest, is fearful, or has too many accidents, your child will go back into diapers until we decide together that your child is ready to try again.

A child is physically ready to toilet train when he or she is able to effectively and intentionally control the muscles in his or her urethra and anus. These muscles allow the child to hold back or release when desired.

How We Teach the Toileting Process

As you prepare to teach a child the toileting process remember that your role is that of teacher and facilitator. Approach the teaching of this process just as you would any other skill that you teach young children—calmly, objectively, and without pressure.

Show the individual child how to manage her/his own clothing and sit on the potty. Allow the child to practice unfastening her/his own clothing and sitting on the potty. Demonstrate how to get toilet paper and how to wipe from front to back. Then let the child do it alone.

If necessary, help the child get back into his/her clothing.

Explain to the child that she may use the potty anytime she needs to, either by going to the bathroom all by him/herself or by asking you to go along with her.

Pull-ups

We allow children to use pull-ups during the toilet training process. We ask that you bring in pull-ups that open and close on the sides. We will not use pull-ups that do not meet these requirements.

Field Trips Policy

We take walking and stroller field trips to various places in the immediate vicinity. This includes nature walks around the building, visits to Whole Foods, the fire station etc.

- Staff posts a note in the classroom and on the front door informing parents of the walk or stroll. (Note will include where class is going, time class left, teacher's names that are on trip, and estimated time of arrival)

- Permission to participate in the walks and stroller rides is given by parents when they sign the Walk Authorization form located in the child's file.
- Staff will carry a cell phone and leave the number on the posted notes when they take child outside the fenced in area.
- Staff will take the "Emergency Binder" which includes all of the children's Emergency information and procedures for all types of emergencies.

Transportation

The Infant and Toddler Site does not provide transportation.

Taking pictures of children at school

As part of the program at school many pictures are taken of the children. The pictures are displayed throughout the school as part of the program. It allows children to share their experiences with other children and their families. Teachers and parents take pictures of children. Pictures will be displayed in classrooms, children's portfolios and around the center, etc. We ask for signed authorization for children to be photographed as part of the enrollment paperwork.

Pet policy

1. The following animals are allowed to visit or be kept at school as pets: fish, frogs, guinea pigs, gerbils, domestic rabbits, hamsters, mice, dogs, and cats.
2. Reptiles (turtles, iguanas, snakes, etc.) are not permitted in the school due to risk of salmonella infection.
3. Visiting animals shall be in good health, and have documentation from a veterinarian or animal shelter to show that the animals are fully immunized (when appropriate).
4. Animals will be kept clean and in clean areas.
5. Animals will be enclosed in cages or separated by some other means from children, except when adults are handling them or the children are handling them under adult supervision.
6. Children and adults will wash hands after handling animals.
7. Adults will supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to animals.
8. Staff will ensure that any child who is allergic to a specific type of animal is not exposed to that animal.
9. Animals are not allowed in food preparation areas.

*Compiled from the Model Child Health Policies, NAEYC standards, and NC Division of Environmental Health Child Care Sanitation Rules.

Holiday Policy

- Definition of Holiday Activities

It is important to define holiday activities because the words "holiday" and "celebration" mean different things to different people. For purposes of this holiday policy and to define our holiday practices in the classroom, we define "holiday activities" in the following way.

Holiday activities can be as simple as reading a book about a holiday and as elaborate and involved as having a party in the classroom with food, decorations, guests, and music.

Activities often involve a group discussion about a holiday and how a family celebrates it, or the reading of a book about a holiday. Other times teachers set up open-ended,

developmentally appropriate activities for children that relate to a holiday. We also have occasional parties to celebrate a holiday.

- Goals and Functions of Holiday

1. To validate children's and families holiday experiences and traditions at home.
2. To expose children to different ways of celebrating the same holiday.
3. To expose children to celebrations, traditions, and religions different from their own.
4. To foster respect for celebrations, traditions, and religion different from their own.
5. To provide fun and a break in the routine.
6. To mark time for children.
7. To build a sense of community, family, and togetherness.
8. To provide accurate information about holidays in a developmentally appropriate manner.
9. To encourage critical thinking about bias and unfairness.
10. To provide a stress-free environment.

- Role of Holidays in the Program

Since we plan curriculum on an emergent basis in a way that is reflective of children's needs and interests, the exact amount of time we spend on holidays will vary. We use children and families in the program as a "barometer" to help us decide how much we will do with holidays. We do have some guidelines, however, to make sure that holidays do not take over the entire curriculum. With regard to parties or actual celebrating, we will limit holiday parties to three or four per year. When we are "recognizing" a holiday (i.e. having a discussion or reading a book) or providing activities related to a holiday, we might include up to five holidays per month.

For example, on the Friday before Memorial Day, we may talk about the fact that the center is closed on the following Monday and explain why, in two or three sentences. When we are talking with children about the day, we may talk about holidays that just occurred or that are imminently approaching. These recognitions of holidays, however, are no more than a two-minute discussion about what the holiday is called and what it is all about, unless children ask to know more. Similarly, when we provide activities, they will be open-ended and one of many choices so they are not the focus of the entire curriculum

- How Decisions Will Be Made About Which Holidays to Include

Individual decisions about which holidays will be included will be made every year and at other times of the years when children and families leave or enter the program.

1. Teachers will use a variety of methods to determine which holidays are important to the children and families in their group. These will include a questionnaire and daily communication.
2. Teachers will then make a list of any additional holidays they think are important to include. These include holidays they have incorporated in the past, social justice holidays, holidays that are celebrated by the staff, and holidays that support overall classroom goals. In order to provide opportunities for teachers to help children correct wrong impressions, teachers may also discuss holidays that have traditionally reinforced stereotypes or misinformation.
3. Next, teachers will look at holidays with which the children may be unfamiliar. Before deciding to include any of these holidays, teachers will make sure they can introduce them in a relevant, respectful way that connects to children's own experiences.
4. Teachers will make sure that all the chosen holidays meet at least one of the stated goals for holidays and that none of these will offend or hurt any child or family.

- How Holidays Will Be Implemented in the Curriculum

Below is a list of general guidelines we follow as we implement holidays:

1. We are inclusive. We strive to validate everyone and exclude no one. We pay attention to the balance and the importance we put on certain holidays over others. No one holiday is portrayed as more important than any other.

2. We concentrate on reflecting a holiday in a way that is important and relevant to families at home. We work to be culturally relevant in all of our activities.
3. We involve parents/guardians as much as possible in the implementation of holiday activities and celebrations. We also keep families informed of upcoming holiday activities and events. We are careful to avoid stereotypes when presenting holiday information to children, putting up decorations, and implementing activities.
4. We provide activities that are developmentally appropriate for the ages and stages of the children.
 - How Religious Aspects of Holiday Will Be Approached

Teachers will not teach the religious aspects of a holiday or teach one religion or religious holiday as the correct one. We will explain, in a developmentally appropriate way, what the historical meaning of that holiday is if children ask us directly for that information. Religious aspects will be explained matter-of-factly, with simple language. Families will be consulted for the actual language they use when talking about religious holidays to their children. Children will also be referred back to their families for more explanation and in-depth information about religious aspects of holidays. Aside from providing answers for children's direct questions about the religious aspects of holidays, teachers in general will avoid talking about religion without sacrificing the underlying meaning of a holiday. For example, we will explain that Christmas is a time for giving and sharing and Valentine's Day is a day of friendship and caring.

- Plan for Working with Children and Families Who Don't Celebrate Holidays

We will not celebrate any individual holiday that excludes one or more children. If we have children in the program who do not celebrate any holidays we will work with the families to come up with a plan for meeting their children's needs so they are not left out.

- How We Will Evaluate the Effectiveness of Holiday Activities

We will be constantly reflective of holiday activities we have done in the past and how we might handle holidays in the future. When families join our school, we will survey them about their family background and culture, home language, and religious practices. Each April we will ask families to evaluate our holiday activities.

CLEANING SCHEDULE

<u>Cleaning Schedule</u>	
Daily and When Soiled	Weekly
Floors	Area Rugs
Tables	Cot and Mat Sheets
Carpets	Classroom Toys at Purefoy
Food Preparation Area	Dress-Up Clothes
Meal Time Utensils, Dishes, etc.	Classroom Chairs
Toilet Areas, Toilets, Sinks, Soap Dispensers	Cubbies
Mouth Toys	Shelves in Classrooms
Cribs	
Counter Tops	Windows -Monthly

High Chairs	
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Maintenance work-days are conducted monthly; including playground inspections.

GUIDANCE POLICY

The Preschool's philosophy is that guiding children's behavior should be a learning experience for the child. Teachers use guidance in order to teach children democratic life skills. The skills of expressing strong emotions in non-hurting ways, working productively with others no matter the human differences, and making intelligent, ethical decisions, are essential for general success in school and life. If young children make progress with these skills, they have a foundation that will make all future learning less challenging. Progress in these skills enhances self-worth and social competence necessary for successful functioning as a member of a class and other social groups as the child grows.

Teachers help children learn from their mistakes rather than punishing them for the mistakes they make. Our teachers view the conflicts that children have not as misbehavior, but as mistaken behavior. This shift enables teachers to think about what they can teach children as a result of the conflict, not what they have to do to the children for having it. The adults are empowered to be mediators and teachers rather than rule "enforcers".

Teachers give children information about expectations, telling children what to do rather than what not to do. When there is a conflict, encouragement, describing the process, is used to help the child choose acceptable behavior. Children learn about consequences and alternative choices. Children are encouraged to learn words to express feelings, solve problems, and understand how their actions affect others. For example, "When you take my toy, I get angry." Or, "It hurts when you push me." Or, "I don't like it when you hit me." Teachers use redirection with children when they are needing a new environment. Teachers are the models for the kids to follow in how they treat each other.

Diversion to another area is used when a child cannot follow limits. For example, if a child throws sand, she leaves the sand area. A child having trouble in a group setting may be asked to play somewhere else until she is ready to return and be part of the group again.

Time-outs are not used. However, we will remove a child from the group to allow time for the child to calm down without stimulation from others. When the child is ready to talk and listen, the teacher may remind the child of what happened and ask if the child can think of another way to have handled the problem, and see if the child is ready to return to the group. If a child requires more than 15 minutes away from the group in order to regain control of her behavior, parents will be notified and the incident will be documented by the staff.

If, in a teacher's judgment, a child's behavior prevents her from coping with the demands of a group situation on a particular day, the parents will be called to take the child home for the remainder of the day.

If a child develops a pattern of disruptive or destructive behavior, the Director, in consultation with the teachers, will notify the parents. The parents, the teacher, and Director will meet to develop a mutually agreeable plan to address the mistaken behaviors. Use of outside community resources, such as KidsCope, will be discussed. If a plan cannot be agreed upon, the parents will be asked to remove their child from the Center. If a plan is developed but fails to prove successful after a reasonable period of time, the parent, teacher, and Director, will meet again. A new plan may be developed or the parents may be asked to remove their child from the

Center. The Center will attempt to aid the parents in obtaining services in the community that can better meet the needs of their child.

Consistency in guiding behavior is extremely important. Teachers discuss methods regularly at staff meetings and form plans if needed for dealing with specific problems.

Punishments, physical or psychological, are not used at the Preschool. Parents may not punish (spank, hit, yell, threaten, etc.) their child on school grounds. It is important for school to be a safe place for all of our children. Neither food nor rest is denied as punishment. Both are important parts of a child's day and should be seen as pleasant times. Children are not forced to eat or sleep, though encouragement is offered for both.

Toileting accidents are expected in a preschool at any age. Children's accidents are treated casually. The school's toilet-training methods are easy-going, with the goal of making toileting a natural, comfortable experience for the child.

Our teachers work to create a foundation of trust and acceptance between them and every child, with the goal of building and maintaining encouraging classrooms in which all children feel welcome as fully participating members. Guidance methods like conflict management, guidance talks, class meetings, and comprehensive guidance are used. Teachers work with other adults, both teaching team members and parents, to form partnerships that anchor our encouraging classrooms.

“Conscious Discipline” by Dr. Becky Bailey was used as a guide in developing our Guidance Policy.

Protocol for Calling Parents to Pick Up Early

If, in a teacher's judgment, a child's behavior prevents her from coping with the demands of a group situation on a particular day:

Step 1: The teacher will consult with the Director. Factors considered in the decision about whether or not to call the parent include frequency and severity of the behavior.

Step 2: The Director will make the decision about whether or not the parents should be called to pick up the child early.

Step 3: The Director will decide who should make the phone call, the teacher or the Director.

Step 4: If the Director is unavailable, the Site Director from the other site will be consulted and will make the necessary decision.

****Numbers for Directors are listed in the emergency binders in the office.

BITING POLICY

Biting is an age and developmentally appropriate behavior for young children and toddlers. Teething, frustration, oral stimulation and exploring, cause and effect are some of the most common reasons for biting. Even in high-quality settings such as the Preschool, biting will occur.

We reduce the impulse and opportunity to bite by providing teething toys and tactile experiences, teaching communication, reducing the need for sharing by providing duplicates of favorite toys and being aware of friends' space and emotional needs.

When a child does bite, our approach is to focus attention on the victim rather than the child who bit him or her. Immediate response includes shielding the victim from the child who bit him or her, initiating first aid as necessary and consoling the victim. A child who bites or attempts to bite someone may be removed from the immediate presence of other children until he or she has calmed down and can be redirected to other play. Out of respect for the confidentiality of all families involved, we do not share the names of children involved in the incident.

Strategies For Preventing Your Child From Biting Other Children

We use a variety of developmentally appropriate techniques to address children's biting behavior. These techniques, which are consistent with our behavior management principles, are described below. We encourage parents to use these techniques at home as well.

- We give teething children cloths, towels, bibs, teething rings or frozen bead strips for biting. This reduces the sensitivity of their teeth and gums, satisfies their biting needs, and reduces the likelihood that they will bite other children.
- We plan activities that help children release tension through other acceptable tactile experiences, such as use of water play, play dough, finger-painting, goop (cornstarch and water), etc.
- We teach children the nature of cause-effect relationships through games and toys, such as rolling balls back and forth or down ramps, swinging beach balls hung from the ceiling, pop-up toys, jack-in-the-box, pounding balls, etc.
- We use a lot of praise when children are playing cooperatively with one another. We try to catch the children being good!
- We teach toddlers simple words to communicate their wants and needs. Toddlers usually do not remember the words if you say "use your words." Each time there is a conflict, we remind toddlers about how to say, "Stop," "no," "don't," or "please."
- We provide a generous variety of toys and materials that encourage children to stay involved. Toddlers are not developmentally ready to share. We try to provide duplicates of favorite toys so that children will not be tempted to fight over their favorites.
- We stay close by toddlers who are in a "biting phase" and try to be ready to intervene quickly before a conflict occurs.
- We avoid crowding toddlers. We provide spaces for individual children to be alone when privacy is needed. Smaller group sizes and enhanced individual attention reduces frustration and competition for adult attention

FAMILY PARTICIPATION AND INVOLVEMENT

The Preschool's orientation is cooperative in character. Our objectives are to:

1. Give children, parents and teachers an opportunity to get to know one another and work cooperatively with common goals in a preschool setting;
2. Give parents some of the benefits of working with people from diverse backgrounds;
3. Achieve high-quality care for children;
4. Facilitate partnerships between parents and staff based on trust and respect.

Each family must donate six hours of volunteer time per month to the Preschool (as explained in the required Participation Agreement Form that you sign when enrolling your child). If you have a child at the IT site and a child at the Purefoy site, you are required to do 3 hours of participation at one site and the other 3 hours at the site. You have many options for participation. These options include serving as a parent aid, a board Member and assisting with cleaning and washing. At the beginning of each month, you must choose one or more activities in which you will engage during the month. The participation chairperson coordinates activities

and record keeping. If you are delinquent in your parent participation hours, a fine of \$10/hr will be deducted from your security deposit.

The Preschool's Board of Directors is composed of parents and representatives of the community. We post the board meeting times and dates on the bulletin boards at both sites. All parents are invited and encouraged to attend the board meetings. Each fall we hold a general meeting of the Preschool families. A parent from each family is required to attend this meeting.

Each spring, the Preschool Directors arrange a required All Parent Workday at each site. A parent from each family must attend and assist with tasks such as cleaning, repairs, and other handiwork. If you have a child at each site you are required to attend both Workdays at each site. If you are leaving the school at the beginning of the summer session you are required to attend the Workday at your child's school. If you do not attend or make other arrangements you will be billed a \$150 participation fee for not attending.

Each Spring, families of the Preschool are given the opportunity to evaluate the program. We encourage you to visit the Preschool frequently to observe the program and your child. If you have questions, please ask the teachers, the Director, or board members. You may refer any complaints concerning the program to the Director, board members, or the North Carolina Department of Health and Human Services Division of Child Development (1-800-859-0829).

Families will be provided information, verbally or written, about their child's development, on a quarterly basis. Twice during the year we arrange parent-teacher conferences. We use these conferences to discuss your child's progress. A written report of your child's development will be presented to you. You may also use these conferences to discuss any Preschool matters that are important to you. We encourage you to communicate with your child's teacher on a daily basis by emailing, leaving notes in cubbies, making phone calls during nap time, or having brief conversations at arrival and departure time. Our first priority, however, is to care for the children under our supervision, so your conversations during working hours may be interrupted. You can guarantee your teacher's full attention by scheduling a conference.

If your family needs translation services for Preschool communications, please inform the Director. Every effort will be made to provide translation services when needed.

ARRIVAL AND DEPARTURE PROCEDURES

Arrivals

Preschool children, no matter how trustworthy they may seem, cannot be counted on to find their way to their classrooms on their own. You must accompany your child or children all the way inside the building and make sure a teacher is aware of your arrival at the preschool. Teachers will engage you in a brief conversation to help with the transition for you and your child. Teachers normally attend to the children who are present and therefore may not notice a child's arrival (particularly if the teachers are outside with the children). It is therefore critical that you make direct contact with a teacher before leaving your child at the preschool. Also, upon arrival, you must sign your child in using the notebook designated for this purpose. At the Infant/Toddler Site, notebooks are kept in the individual classrooms. If your child must miss preschool on a given day, please leave a written note in advance if it is a planned absence or call in the morning if the absence was unplanned. Children cannot be dropped off before 7:30 AM.

All children are required to wash hands upon arrival. In the infant room please remove your shoes when you enter and please take your child's shoes off as well. We try to keep out as much debris as we can from the floor of the infant room.

Children need to arrive at the IT Site by 9 a.m. and at the Purefoy site by 9 a.m.

Departures

Before departing the preschool with your child or children, notify a teacher and sign the child out using the designated notebook. When making arrangements for someone other than a parent to pick up your child, you must inform the child's teacher in writing. Specifically, the teacher must be given the name of the individual who is authorized to pick up your child from the preschool. If staff have not met this person before please have the pick up person be a picture ID. The safety and well being of the preschool's children is our highest priority; therefore, we routinely assess the competence of the parent or other authorized person who comes to the preschool to pick up a child. If we perceive that an individual who comes to retrieve a child is under the influence of alcohol or another impairing substance, we try to persuade him or her to make alternative arrangements for getting home with the child. If the individual refuses to make alternative arrangements and insists on leaving with the child, we call the Chapel Hill Police Department and request assistance.

Late Departure Fees

Three quarters day children must be picked up and off the playground by 3:00. Full day children must be picked up and out the door by 5:30. If you pick your child up from the preschool after the scheduled departure time (3:00 PM for the three-quarter-day, and 5:30 PM for the full-day programs) you will be charged a "late departure fee." The late fee is \$10 for one to ten minutes late, \$20 for eleven to twenty minutes late, etc. Late fees are doubled for the second – and tripled for the third late pick up within one month (but revert to the standard fee in the following month). If you know you are going to be late please call the school and let the teachers know.

HEALTH POLICIES AND CARE OF ILL CHILDREN

Health Status of the Child

Children enrolled in the preschool must meet certain health requirements. In order for us to ensure that your child meets these requirements, you must complete a Medical Form for your child within 30 days of the child's date of first enrollment. Completion of this Medical Form requires a health status assessment conducted by: (1) a licensed physician, (2) a physician's authorized agent who is currently approved by the North Carolina Medical board or by a comparable certifying board in any state contiguous to North Carolina, (3) a certified nurse practitioner, or (4) a public health nurse who meets the Department's Standards for the Early Periodic Screening, Diagnosis, and Treatment Program. The Medical Form must be signed and dated by one of the above health practitioners and must also contain your child's vaccination history.

Children with known medical or developmental problems or conditions that might require special care in an emergency (asthma, allergies, seizures, etc) will have a special care plan. Copies will be kept in the child's file and in a special care plan notebook, kept in the child's classroom.

Emergency Procedure

If your child requires emergency first aid (for example, if a problem arises due to food intake, accidents or unusual behavior, dental), a trained staff person will take appropriate action to alleviate the problem until professional care can be rendered. We will notify you as soon as possible. If we determine that your child needs emergency medical attention, we will call an ambulance. If the Emergency Medical Technician at the scene advises us that your child should be taken to a hospital emergency room, a staff member will accompany him or her in the ambulance, and they will be taken to Memorial Hospital. If you choose to take your child to a private doctor following a (non-emergency) health event, you must come directly to the preschool to pick up him or her. An Incident Report must be completed by the teacher, signed by the parent, and submitted to the Licensing Consultant within 48 hours after the incident had occurred. When bringing your child back to the preschool, please let your child's teacher know about the outcome of the doctor visit and your child's health status.

Illness and Communicable Diseases

Despite your and our best efforts to keep your child healthy, it is inevitable that he or she will become ill. Young children, in particular, get sick more often because: 1) their immune systems do not fight illnesses as well as the immune systems of adults; 2) they have not previously been exposed to many of the germs (viruses, bacteria, fungi, or parasites) that cause infection and therefore have not built up defenses against these germs; 3) they learn about and explore their environments with their hands and mouths; 4) they and their classmates have not yet learned to control their secretions and excretions, which are carriers of infectious germs; 5) they catch contagious diseases from other classmates, often ones who do not look or feel sick but who are nevertheless capable of transmitting illnesses.

Maintaining health and preventing the spread of contagious illnesses are responsibilities shared by parents and child care providers. We have clear policies for managing and preventing illnesses. We train our staff in illness-prevention practices designed to limit the spread of infections. We follow the recommendations of the American Academy of Pediatrics and the United States Public Health Service in requiring parents to have their children immunized against the following major diseases: diphtheria, tetanus, pertussis, Haemophilus influenza type B disease, poliomyelitis, measles, mumps, rubella, hepatitis B, and for children born after April 1, 2001, chicken pox (requests for exemptions for religious and medical reasons are considered on a case-by-case basis).

In addition to vaccinations, we also try to prevent illness through our behaviors. The single most effective way to limit the spread of infection is by frequent hand washing. We require that staff, and request that parents and children wash their hands thoroughly when entering and before leaving the preschool. Staff and children wash their hands numerous times throughout the day, including after each "dirty situation" (changing diapers, helping with toileting, wiping noses, handling toys that have been in children's mouths, etc.). We teach children to wash their hands continuously for 20 seconds so that cleaning is adequate, and we supervise children to ensure that these procedures are followed. Our staff follows the same procedures. We encourage parents to reinforce their children's learning by modeling and rewarding frequent and proper hand-washing at home as well.

When illnesses do occur, we rely on our established procedures for handling and reporting illness exposures, identifying an ill child, and communicating with parents about these and related matters. If a child is too ill to wait for pick up in the classroom, she will be cared for in the office until the parent arrives. We also have access to a health consultant to advise us about these issues, as needed. Parents are responsible for providing up-to-date emergency phone numbers,

promptly picking up their ill children, and consulting with the appropriate health care providers about diagnosis and care. The teacher (or director) must be notified if a child or any other member of the household has contracted a contagious disease. Upon notification, we will post a sign on the front door notifying parents of possible exposure and of the disease in question (of course, without identifying the individual or family).

The policies regarding communicable diseases and attendance at the preschool also apply to the staff and volunteers.

Recognizing Signs of Illness in Children

Childcare staff and parents learn to recognize the signs and symptoms of illness in the children under their care. Fever, which may be a symptom of contagious or serious illness, is often used by parents and childcare providers to identify a child who may be ill. The child's physical appearance and behavior provide additional signs. Examples of such signs include: unusual drowsiness or fussiness, persistent or excessive crying, wheezing, uncontrollable coughing, breathing difficulty, food or liquid intolerance, refusal to play, and complaints of pain. If we perceive these symptoms in your child, we will ask you to get your child checked by a physician.

When a Child Should be Kept or Taken Home

If your child is ill, he or she cannot remain at the preschool. We do not provide sick childcare. If your child has a fever, he or she should be excluded from the childcare setting until the symptoms of illness have disappeared.

You should not bring your child to the preschool if he or she has had any of the following symptoms in the previous 24 hours:

- fever, (defined as a temperature of 100.4°F degrees or more
- extreme behavior changes; diarrhea; vomiting; mouth sores with drooling; rash with fever or behavior change; moist skin lesion;
- pink eye with white or yellow eye discharge (until 24 hours after treatment has started);
- scabies, head lice or other infestation (that have been treated and only if your child is nit free)

***** Children must be free of symptoms-without medication- for 24 hours before returning to school. Some contagious diseases require specific management before a child can return to a group care setting, as specified in state child care regulations.

If your child wears diapers and has two incidents of diarrhea or any instance of diarrhea/loose stool that leaks from the diaper, he or she may not remain at the preschool.

Children who are feeling lousy are fussy, difficult to console, and want (and need) to be held and pampered and should be cared for at home. Unfortunately, we do not have enough staff to provide this level of care for ill children. Unlike adults, who have the coping skills to function outside the home even when sick, children who are ill have great difficulty dealing with group settings, sharing toys and space, and cooperating with others. Children who have coping difficulties or behavior problems when healthy are particularly difficult to manage when they are

ill. Unlike adults, children who are ill do not modify their own behavior by taking it easy. Last, sick children put shared toys in their mouths and engage in other play that put healthy children at risk for illness. For all these reasons, if your child is not feeling well, please do not bring him or her to the preschool. If your child develops these symptoms while at the preschool, please arrange to remove him or her from the preschool as soon as possible. Remember, fever-reducing medication can mask a child's symptoms but it does not eliminate the child's illness. Accordingly, if your child has a fever, do not expect him or her to function well at the preschool. Keep your child home until he or she is healed and ready to return to the preschool. When your child has recovered enough to cope, play, and enjoy the stimulating and active group setting, bring him or her back to the preschool.

When a child shows serious signs of illness, the decision to keep him or her home is normally an easy one for the parent. When a child has ambiguous or unclear symptoms or has signs of mild illness, the decision may be more difficult due to competing priorities. If you bring your child to the preschool and our staff perceives that your child is too ill to be here, the director or her designate may request that you come to the preschool and retrieve your child.

The director (or her designate) has the final authority to exclude a child from the childcare setting due to illness. If this happens, you must comply with the director's request.

Arranging Alternative Child Care

Young children typically experience 8 to 12 upper respiratory infections a year in addition to other illnesses. When you enroll your child in the preschool, you must also make a plan for caring for your child when he or she is ill. We know that it will happen; we just do not know *when* it will happen. Our staff cannot care for sick children even for a short time while alternative care is arranged. This also means that you must have a plan for being able to retrieve your child from the preschool on short notice if your child develops signs of illness while at the preschool – and this is not an unusual occurrence. The preschool staff **MUST ALWAYS** be able to contact you. Make sure that we have your current contact numbers.

Medication Policy

Medication Policy-

The IT site follows all Rules and Regulations for Medical Care as described in the NC Division of Child Development Child Care Handbook. This Handbook is available in the Office.

Each classroom is responsible for the administration of Medication to the child/children. At least one staff member has been trained in 5 right practices of medication. Medicine is kept in a locked cabinet in each classroom labeled with the child's name.

1. Medication will be administered only if the parent or legal guardian has provided written, signed and dated consent to include (teachers have the form that parents fill out with this information):
 - a. Child's first and last name
 - b. Name of medication
 - c. Time the medication should be given and how often

- d. Criteria for the administration of the medication
 - e. How much medication to give
 - f. Manner in which the medication shall be administered (oral, topical, injection, etc.)
 - g. Medical conditions or possible allergic reaction length of time consent is valid
2. The length of time the consent is valid:
- i. **6 Months:** Prescription Medication shall be valid for the length of time the medication is prescribed to be taken up to 6 months.
 - ii. **Up to 12 Months:** To apply over the counter topical ointments, gels, lotions, creams, or powders such as sunscreen diapering creams, baby lotions, baby powder, insect repellent or teething gel to a child when needed.
 *****Sunscreen or sun block needs to have UVB and UVA protection of SPF 15 or higher that is applied to exposed skin.
 *****Insect repellent- only DEET or an acceptable alternative approved by the public health authority can be used. Child has to be over 2 months of age and we only apply it one time a day.

We do not administer Over the Counter Medication or others: (Such as cough syrup, decongestants, acetaminophen, ibuprofen, topical antibiotic cream for abrasions or medications for intestinal disorders.

One Time Dose of Acetaminophen

We will accept request for a One Time Dose of Acetaminophen ONLY when there is a documented (Dr.'s note) risk of febrile seizures. The authorization form is good for the duration of the children's enrollment, but should be updated annually to ensure appropriate dosage by weight. Parents will supply the acetaminophen.

Prescription Medication

(Such as antibiotics, seizure medications or others):

**Must be administered only to the child for who they were prescribed

**Must be in its original child resistant container labeled by a pharmacist to include:

- *Child's first name and last name
- *Name of medication
- *Date prescription was filed
- *Name of health professional who wrote the prescription
- *Medication expiration date, storage information
- *Instructions on administration dosage amount frequency and specific indications for "as needed".

Medication will not be given if it is:

- Not in its original container
- Beyond the date of expiration on the container
- Without written authorization
- Beyond expiration of the parental or guardian consent
- Without the written instructions provided by the physician or other health professional legally authorized to prescribe medication
- In any manner not authorized by the child's parent/guardian, physician or other health professional.
- For non-medical reasons, such as to induce sleep.
- If the medication is not age appropriate and does not say it on the container.

***** Additional information on prevention and health related issues can be obtained from our Health Care Consultant, Debbie Hamlin-Aggrey, at 919-245-2468.

USE OF COMMUNITY RESOURCES

We offer parent-teacher conferences so that our teachers and parents can share information about the children. We try to handle any problems that arise through cooperative efforts established at these conferences. We sometimes discuss these problems during staff meeting so that we can obtain input from other experienced teachers. If we are unable to solve a problem and deem that outside help is necessary, we refer families to community agencies and professionals. Community agencies and professionals to whom we may make referrals include:

- Chapel Hill / Carrboro Preschool Program 918-2156
- Children's Developmental Service Agency Market St. Suite 201 (919)560-5600
- Carolina Institute for Developmental Disabilities UNC-Chapel Hill (919)966-5171
- Institute of Speech and Hearing Sciences Chapel Hill (919)966-1006/1007
- Orange County Preschool Interagency Council 245-2429
- Kidscope 644-6590

The Director is responsible for the information about family service programs referred to in this document.

SPECIAL NEEDS

Staff will work with service providers to help implement IFSP's, IEP's and other individualized plans for children with disabilities and other special learning needs when appropriate.

When program staff suspect that a child has a developmental delay or other special need, this possibility is communicated to families in a sensitive, supportive, and confidential manner and is provided with documentation and explanation for the concern, suggested next steps, and information about resources for assessment.

Research

The director in consultation with the teachers must approve all research. Although we desire to support the research needs of local students and professors, our first priority is our children's well being and we do not let research interfere with the normal functioning of our program.

Insurance

We are insured for general liability and injury. Our insurance carrier is: Dupree & Webb, Inc., 1633 Glenwood Ave., P.O. Box 670, Raleigh, NC 27602.

Hazards

Smoking, Firearms or other hazardous materials are prohibited on school grounds.

Grievance Policy and Procedures / Conflict Resolution

Given our goal of partnership, we understand that both parents and staff will evaluate the mutuality of their relationships. Naturally, both parties have a say in the continuation or termination of their partnership.

To maintain harmony, strengthen the cooperative spirit and preserve respect for families, the

school wishes to provide its participants, both staff and parents, avenues for addressing grievances in a constructive manner that is fair to all parties.

During your child's enrollment there may be occasions when you have a disagreement with the way a Center policy is carried out. You may also have a disagreement with the way procedures are being implemented in the classroom. While part of the Center's mission is to be supportive of families through meeting the needs of the individual children, it must do so in a way that is feasible in a group care setting.

If you have a disagreement about how a policy affects your child or a question about how procedures are being implemented in the classroom, please go to the person most closely related to the issue, so that she has the opportunity to work the problem out with you, or clarify the policy or regulation. Of course, any time you feel uncomfortable speaking to the teacher involved, you can go directly to the Director to voice your concerns. In our experience concerns are not effectively resolved when individuals revert to emailing or discussing issues with individuals who have no ability to solve such problems.

When addressing a question or concern we ask that you follow the following steps:

Step 1.

Talk to the person involved. Address any issue with your child's teacher as soon as it becomes a concern.

Step 2.

If the concern cannot be resolved at that level, speak to the Director within five business days of speaking to your child's teacher.

Step 3.

If you have met with the Director and are still not satisfied, contact the Board Chair within five business days of your meeting with the Director. Fill out the form designed for formal grievances and present it to the Board Chair. You can find the form in your parent handbook, or ask the Director for a copy.

Step 4.

Once the Board Chair has sent your concern to the appropriate committee you will receive written and/or a verbal response from the board chair within ten business days.

Transfers

If your child is already enrolled and you wish to change your child's status to a different schedule and tuition rate, you must make this request to the Director. Occupancy in each time slot is carefully planned in light of budget and resource needs. Transfer requests often require a waiting period, so make these requests long in advance if possible.

Procedures for Substitute Teachers

If a teacher is unable to come to work, he or she is required to notify the director as soon as possible. The Director will find a replacement for the absent teacher. In the absence of the director, the floater at the Purefoy Site and the full-time floater teacher at the Infant/Toddler Site will be in charge of their respective sites and will need to follow this procedure.

Substitute teacher must submit a completed Medical Form with a TB test result (must be negative) and an Emergency Information Form. We perform a Criminal Record Check on substitutes and require clean criminal records. We require potential substitute teachers to, before being asked to work, spend time at the preschool to learn the routine, talk to staff, and become acquainted with the children.

Guide for All Teachers, Parent Aides and Volunteers

We really depend on your assistance! It may take a few visits to the Preschool before you find your place and get to know the children. At first, it may seem that there is enough staff without you, and you may not know what to do; be sure to ask the other teachers for suggestions because there is always a lot that needs to be done. Do something special to get to know just one or two of the children. Read a story to a child; write a child's story down; talk to a child about artwork or other activity that he or she has done; do anything to show interest and special attention to a child. Also, we always need help with cleaning and straightening.

If you make a commitment to come to the Preschool at a specified time, be there! We are counting on you. Signing up but not showing up is a bigger problem than not signing up. If you can't come because of an illness or an emergency, please try to call the day before or at least by 8:00 a.m. Teachers and volunteers should call the Director at home so that she can find a substitute. Parent aides should try to work something out with other parents such as exchanging schedules when necessary. If you are a parent aid and you have to change your schedule but cannot find another parent to replace you for a given day, call the Preschool and let the Director know.

Communications

At the IT site, there are many ways to get information, share ideas, express concerns, and ask questions. There are many teachers who work with your child, and because teacher's schedules vary and may not match your schedule, it sometimes takes some work and planning to find a way to communicate that works best for you. Please know that the staff is committed to working in partnership with parents for the benefit of the children. If your family needs translation services for school communications, please inform the Director. We will make every effort to provide translation services when needed.

Daily Communications

- Ideally combining a brief verbal exchange with a written note works best.
- Notes to Director or Teacher can be left in the office. Each teacher has a cubby in the office.
- Notes from the Teachers or Director are put in the daily sign-in/sign-out book or in your parent mailbox.
- Phone conversations can be arranged by asking the teacher when she would be available to talk. Teachers can use their cell phones only when on Break and texting is never used to communicate with families during working hours.
- Brief exchanges at arrival and departure time are possible. Please remember that staff is responsible for the group of children whom they are supervising. It is not appropriate to talk about children in front of them.
- Email-Teachers may send or receive emails while on their Break, not when they are in the classroom.

Weekly Emails

Teachers write weekly emails to families updating them on information relating to Gathering time, school events, etc. This form of communication is usually sent through email, but if a family does not have access to a computer, the message is left in the parent's school mailbox.

Standing Information

- A tuition folder is located in the Office, on the wall next to the office door.
- Parents Participation Calendar Sign-up is located next to the hallway bulletin board.
- This Family Handbook is given to all parents when their child is enrolled. This document is full of information about programs and policies. Keep it as a handy reference.
- A food menu for the week is posted on the main bulletin board in the hallway.

Newsletters

Newsletters are distributed by email once a month from each classroom.

Preschool Board

The Board meets at least 6 times annually, usually the 3rd Thursday of the month. A notice announcing time, date and location is posted one week prior. Parents are welcome and encouraged to come to board meetings. If a parent has an issue to bring to the Board, he or she can speak to the Director or Board Chair and ask for the issue to be put on the meeting agenda.

Birthday Parties

If you are planning a birthday party at home for your child and wish to invite children from the preschool, please do not distribute invitations at the preschool unless you are inviting all of the children in a class. We prefer that you mail invitations to parents or call them, and we provide each parent with an enrollment list to facilitate contact between parents. Some parents give parties at the preschool for their children's gatherings. If you choose to do this, please provide foods that are consistent with the preschool's nutritional program—not overly sweet and no "junk" food (chips, soft drinks). Please consult with the cook or the director for suggested types and quantities of foods.

Financial Assistance

Purpose of Financial Assistance

Chapel Hill Cooperative Preschool will provide limited financial assistance when resources allow:

- a) To provide emergency and temporary assistance to current children and families enrolled in the preschool that are undergoing some hardship and find it temporarily difficult to pay the tuition.
- b) To pay for a portion of tuition in order to maintain racial and social-economic balance at the preschool as outlined in the preschool by laws, and

Composition of the Financial Assistance Committee

The Financial Assistance Committee is composed of two community representatives on the Preschool Board of Directors and at least one Site Director. (The other site director may participate.) The Committee will report to the Board the number of recipients and the total amount awarded.

Procedures

- a) Financial assistance will be given depending on the financial resources of the Preschool, and will vary from year to year. The Preschool Board determines the total amount of scholarship assistance available with advice from the treasurer after review of the budget.
 - b) Funds are given at the discretion of the Financial Assistance Committee, based on this policy, which is approved by the Preschool Board.
 - c) There will be two types of funds available: Emergency funds and minimal assistance funds.
 - *Emergency Funds* to provide temporary emergency assistance to current children and families enrolled in the preschool who are undergoing some hardship and find it temporarily difficult to pay the tuition. The goal is to provide continuity in childcare through a time of family stress. These funds will be given for a defined period of time, and then reviewed by the Financial Assistance Committee, and can be renewed. Priority is given to Emergency Funding. If semester assistance is given, some money will be reserved for emergency funds.
 - *Minimal assistance* funds may be awarded for a six-month period at which time new applications will be submitted and reviewed by the committee.
 - d) For both types of assistance, families must complete the Orange County Universal Child Care Subsidy application. These are available from the Site Directors. One copy must be submitted to Child Care Services, and a second copy given to the Site Director. In addition, applicant families should submit a written statement which addresses the following questions:
 - Why is there a need for financial assistance at this time? What changed about the families' financial circumstances?
 - When will you expect that the financial assistance will no longer be needed?
- 2) Applications for assistance are due October 15. Applications for the emergency funds can be taken at any time. Families will receive an answer on their application no later than 30 days after receipt of the application.
 - 3) Information about both types of assistance will be disseminated to families through the Operational Policy and in the September Preschool newsletter.
 - 4) The Financial Assistance applications, committee discussions and decisions, as well as the granting of any funds, is to be conducted in a confidential manner.
 - 5) Families who are receiving financial assistance are asked to inform the Site Director and the Financial Aid Committee if their financial circumstances change.
 - 6) Suggested guidelines for distribution of funds
 - Minority families
 - Families with low income
 - Families with health problems or other extraordinary family circumstances.

Confidentiality

Professionals who work with young children are entrusted with sensitive information about individual children's development and their families. Such information will be held in strict confidence and will not be discussed with anyone outside of the Center without parent's permission and if discussed inside the Center only when it will benefit the children. Any requests for information about the children are to be referred to the Director.

Individual child screening and assessment results are used by CHCP staff to plan for developmentally appropriate curriculum and to guide our work with the children. We treat child

assessment information confidentially and share this information only when there is a legitimate need for it. Disclosure of children's records beyond family members, program personnel, and consultants having an obligation of confidentiality shall require familial consent (except in cases of abuse and neglect). Parents are asked to sign a "Permission for Access to Children's Information" form noting the individuals who may access the child's information, including files and medical information.

To protect the privacy of the personal information of CHCP's children, families, and employees, CHCP will not share any confidential personal information without consent.

Suspected Child Abuse and Neglect

North Carolina State law requires that the person who suspects the abuse or neglect make the report to the Department of Social Services, Child Protection Division. ("DSS") Any such concern must be communicated to the Director immediately. If either the employee or the Director believe that abuse/neglect may be occurring and further investigation is warranted, the employee will make the call in the presence of the Director. Call Child Protective Services at 336-641-3795.

Give the following information:

- Child's name, date of birth, age, and address
- Child's present location
- Parent's names and address
- Nature and extent of suspected abuse or neglect
- Reporter's name and location
- The nature and extent of any injury or condition resulting from suspected abuse or neglect
- Any other information reporter believes might be helpful in establishing the need for protective services or court intervention

After the report has been made, Child Protective Services will do the following:

Investigation begins no later than 24 hrs after CPS has received report of suspected abuse, 72 hrs after CPS has received report of suspected neglect. (The county DSS has the authority to classify report as abuse or neglect) A thorough investigation is completed in order to determine the facts in in the case, the extent of the abuse or neglect and the risk of harm to the child. The outcome of the investigation determines that either the employees report has been substantiated or not. The Director will be responsible for notifying the parent once a report has been filed.

CHCP takes the following responsibilities for incidences of abuse and neglect:

For CHCP employees:

- Providing employees with training on the identification and reporting of child abuse and neglect during the employee orientation
- Educate all employees on their obligation to report suspected child abuse and neglect
- Educate all employees on how to make a report to CPS
- Place any employee who is accused of suspected child abuse on leave with pay pending an investigation into allegations.
- Terminate an employee immediately if the investigation confirms the allegation. The employee may be subject to legal action

For CHCP Parents:

- Inform parents of CHCP's policy regarding child abuse and neglect

Procedures for Managing Biting Behavior

<u>For the child who was bitten:</u>	<u>For the child who bites:</u>
<ul style="list-style-type: none"> • Comfort and examine the child • Clean the area, apply ice and administer other first aid as necessary • Notify parents of the child • In cases where the skin is broken, suggest a medical consultation • Document incident on daily sheet 	<ul style="list-style-type: none"> • Calmly, but firmly tell the child, “No, biting hurts.” • Explain other ways to communicate with the children around them. • If necessary, separate the child from other children for a brief period until he or she has calmed down and can be redirected to other play with the group. • If biting has become a repeat behavior for this child, call the parents to report the incident • Staff will consult with the Director to determine based on the emotional state and behavior of the child on that day whether the child needs a greater level of attention than can be provided in a group setting; if so, parents will be asked to pick their child up. • Complete report of biting incident

Following a biting incident, we work with children and their families to reduce the opportunity and impulse to bite.

If biting becomes a repeat behavior for a child, staff engage in the following to work with families to reduce biting behavior:

- List date of biting incident
- Offer educational resources to parents (provided at time of first biting incident)
- Meet for a conference with parents
 - During the conference, discuss policy as follows:
 - Staff will consult with the Director to determine based on the emotional state and behavior of the child on that day whether the child needs a greater level of attention than can be provided in a group setting; if so, parents will be asked to pick their child up.
 - During the conference discuss effective behavior management and redirection techniques that can be supported both at home and at school.

Chapel Hill Cooperative Preschool

Formal Parent Grievance Documentation

This form is used when, after speaking with a teacher and/or director, your concern has not been addressed to your satisfaction.

To: _____
Board Chair

From: _____
Parent's names

Parent Grievance / Concern:
(Please be as specific as possible, give dates, names, etc.
Use the back or a separate sheet if needed_

Parents suggested approach for solving the problem:

Signatures _____
Parents

Date _____

Chapel Hill Cooperative Preschool

Formal Parent Grievance – Resolution Response Form

To: _____
Parent's Names

From: _____
Board Chair

Meeting (if held) Date: _____

In Attendance: _____

Comments:

Course of Action:

Parent Signature _____ date _____

Board Chair Signature _____ date _____

