

CHAPEL HILL COOPERATIVE PRESCHOOL

Family Handbook

2015-2016

Purefoy Site



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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.

Core Values:

1. Appreciation of childhood as a unique and valuable stage of the human life cycle.
2. 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.
3. Respecting the dignity, worth, and uniqueness in each individual child, family member, and colleague.
4. 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.
5. 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.

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 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.or 1:6 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. These ratios enable us to ensure that each child under our care is receiving attention and is getting the support she needs throughout the day.

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.

Our curriculum is the Creative Curriculum. This curriculum explains the ongoing cycle of observing, guiding, learning, and assessing children's progress using The Developmental Continuum for children ages 2 – 5. 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.

The Creative Curriculum allows the Preschool to modify and structure the program specifically to the individual needs and learning styles of all the children in our program. The Creative Curriculum is inclusive of all children -those developing typically, children with disabilities, and English language learners. We use the Creative Curriculum to guide us in planning a program that includes choice time, small and large group time, and studies that integrate learning across all of the content areas: literacy, math, science, social studies, and the arts.

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.

- Every attempt is made to maintain continuity of relationships between teaching staff and children and among groups of children.
- 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, enriched flours, peanut butter or foods with high fructose corn syrup, trans fats or hydrogenated oils. We do serve chicken, fish, and protein alternatives, whole grains, and fresh fruits and vegetables. When cost is not prohibitive we serve organic food.

Child Assessment

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 request. Families also receive information about their child's development and learning at informal phone conferences that take place in June and in August.

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 supports families in accessing community resources that may be helpful in addressing their child's needs.

CHCP staff treats 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 "Permission for Access to Children's Information" form noting the individuals who may access the child's information, including files and medical information.

Developmental Screening

Ages and Stages is an age-specific screening tool that measures social/emotional, physical, cognitive, and language development. We use Ages & Stages as a tool to help us meet each child's specific developmental needs. In the fall, new families will be given surveys to fill out and return. We will then score the surveys and notify families if the scores fall within typical development ranges, or if there are indicators that an area of development needs further screening and support.

T SHIRTS – POWER PLAY – SUPERHEROES - HEROES AND SHEROES

T Shirts

We ask that you do not send your child to school in a t shirt with superheroes or other trade mark characters. If children come to school in character shirts, teachers will help them change into a different shirt. We handle this situation in a very easy, matter of fact manner.

While we would like to avoid all clothing with superheroes and other trade mark characters, we realize that it is very difficult to do that. We will just pay attention to T Shirts (not shoes, diapers, et.).

Power Play

Power play -the “good guys” versus the “bad guys” -is a part of four year old play, relegating the role of bad guys or losers to some children. This may take the form of superhero play with weapons, aggressive and hurtful behaviors or princess play with behaviors that exclude and are hurtful. 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. We tell children that at Preschool, we play Preschool games and sing Preschool songs. 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.

Superheroes, An opportunity for Pro Social Play*

Pretend play builds children's understanding of emotion, which helps them regulate their feelings. Teachers promote children's social-emotional skills by supporting pretend play, expanding on children's themes and roles. All types of pretend play, including superhero play, can have a positive impact. We encourage our children to create superheroes from their own imaginative and creative play rather than from the media.

Teachers work to guide children's pretend play themes and roles, combining superhero play with the characteristics of kindness and caring and with negotiation and problem-solving skills- our primary focus in promoting children's social-emotional development. Non commercial superheroes, like everyday people who do good deeds, encourage positive social interactions among the children. Allowing young children to explore the possibilities of heroism while feeling safe and not intimidating others is both healthy and fun. We acknowledge and respect the needs of young children to feel invincible and powerful through superhero play.

*adapted from an article by the same title in NAEYC's “Young Children” magazine, July, 2011

Heroes and Sheroes

By idolizing cartoon superheroes, bigger-than-life sports figures and entertainment stars, children vicariously transcend their own perceived lack of control over the world around them. Yet these heroes often foster exaggerated concepts of excellence and many compromise young children's capacity to recognize admirable traits in others. Fixation on "superheroes" can make children less aware of the real champions in their own lives.

Superhero play is often violent, repetitive and simplistic. It generally lacks the critical thinking, problem-solving and creative elements that characterize other pretend play interactions.

Heroes and Sheroes that are commercially packaged and "imposed" on children represent a different type of role model from those that originate in folk traditions and literature. The latter are shaped by a communal aesthetic over time and endowed with lasting cultural value.

Attributes such as bravery, helpfulness, kindness, patience and pride are all "heroic" qualities children can learn to identify in individuals they admire and love. The task for teachers and parents is not simply to present alternatives to media superheroes. Rather it is to help children develop the capacity to admire true heroism in others and to recognize this potential within.

Open Door Policy

Parents are welcome to visit at the Preschool 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.

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.

Hours and Days of Operation

The Preschool is open for 49 of the 52 weeks each year. Both sites are closed for two weeks in December for Winter Break and both sites are closed for one week in June for teacher workdays, and 3 days in August for teacher workdays.

Hours of Operation

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

Program	Starting Time	Ending Time
Half-Day	7:30 AM	12:00 PM
Three-Quarter Day	7:30 AM	3:00 PM
Full Day	7:30 AM	5:30 PM

Schedule for School Closings

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
Teachers Workdays June	5 days in June- Both Sites
Independence Day	July
Teachers Workdays- August	3 days in August – Both sites
Teacher Work Days	1 in Fall / 1 in Spring

Weather-Related School Closings

We will announce weather-related Preschool closings by 7:00 AM on television station WTVD (the ABC affiliate), and the preschool voice-mail system. 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 or open late. 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. If enough staff can be present to maintain all licensing regulations, the school will open, if not the school will close.

Thunder/Lightning Safety Policy: When we hear thunder everyone goes inside and stays until no thunder heard for 30 minutes.

Tragedies/ Emergency Closings (not weather related)

The Directors 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

If you wish to enroll your child in the Preschool, you begin the process by completing a formal application and submitting it to the Director together with a non-refundable, \$25 fee. We then place your child's name on the waiting list. We strongly encourage you to visit and observe the Preschool in action before and/or after applying for your child's enrollment, but please call in advance to arrange a visit. We do not have extra staff on hand, so we find it difficult to accommodate unscheduled visitors.

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 we offer you admission and you accept, you must give a one-half month deposit plus a \$100 registration fee to guarantee enrollment.

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.

Forms Required Upon Enrollment:

- ***Medical Form.*** 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.
- ***Financial Agreement Form.***

NCChild Care Law and Rules form signed

Participation Agreement Form.

- ***CACFP Eligibility and Enrollment Forms.*** We request that you provide income information and the last four digits of a social security number so that we can seek reimbursement from the Child and Adult Care Food Program for food expenses. We are **required** to collect an enrollment form for every child in the program. These are collected and updated annually. Every child in the program must have a current CACFP Enrollment form on file.
- ***Field Trip Permission Form/Permission to Play outside fenced areas***
- ***Authorization for Photograph / Video use***
- ***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.
- ***Review of Discipline Policy Form***

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 60 days notice of withdrawal. Notice must be given at the end of the month. You are responsible for a full month's tuition even if attending for a partial month.)	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 minutes \$20/per ten min. (if twice in same month)

***Additional Summer Enrollment Information for Preschool and Infant Toddler Site:**

The summer session, lasting between mid June and the third week of 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 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 April 1st.

Fees vary depending on length of day at the Preschool. Your first tuition payment is due on the first day of your child's attendance. Tuition rates are posted at each school and will be part of the financial agreement. If your child begins on the first day of a month, you will

need to pay for a full month's tuition. If your child begins sometime during the month, tuition for that month will be prorated. \$25 Application fee is due with the application. A security deposit of one half month's tuition and \$100 enrollment fee are due with the acceptance of the slot.

Tuition is due on the first day of each month. If your tuition payment is received after the 10th of the month, we will charge you a \$30.00 late fee. If tuition is not paid by the 30th, your child will no longer be enrolled and your security deposit is forfeited. Any unpaid late fees will be added to your tuition statement.

There is a \$10 fine for each 10 minute period that your child is at school beyond his/her scheduled time of departure. This fee doubles each additional time you are late within a given month.

If you are delinquent in your parent participation hours a fine of \$10/hour will be deducted from your security deposit.

You are eligible for a refund of your half-month deposit under the following circumstances: (1) your child has not yet enrolled in the preschool, and you have requested a refund of deposit at least 60 days before the scheduled date of enrollment, or (2) your child is enrolled in the preschool and you have notified the director at least 60 days before your scheduled departure.

Financial Assistance

1. 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 who 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.

2. Composition of the Financial Assistance Committee

The Financial Assistance Committee is composed of one representative from the Preschool Board of Directors and both Site Directors. The Committee will report to the Board the number of recipients and the total amount awarded.

3. 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. This amount is typically the amount of funds collected the past year through the Good Groceries Fundraising Program.
- 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 DSS, 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?
4. 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.
5. Information about both types of assistance will be disseminated to families through the Family Handbook and in the September Preschool newsletter.
6. The Financial Assistance applications, committee discussions and decisions, as well as the granting of any funds, is to be conducted in a confidential manner.
7. Families who are receiving financial assistance are asked to inform the Site Director and the Financial Aid Committee if their financial circumstances change.
8. Suggested guidelines for distribution of funds
- Minority families
 - Families with low income
 - Families with health problems or other extraordinary family circumstances.

Services Provided, Activities, and Programs

Daily Schedules

We use a learning center approach to education. We have five sets of schedules reflecting the needs of the different age groups: infants, toddlers, two-year-olds at the Infant/Toddler Site, two-to-three-year-olds at the Purefoy Site, and three-to-five-year-olds at the Purefoy Site. We also have separate "rainy day" schedules. You will find most of these schedules at the end of this document.

Food / Nutrition Policy and Procedures

At the Purefoy site we serve breakfast between 9:15 and 9:45, lunch between 12:00 and

12:30, and a snack between 3:15 and 3:45. 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 nuts, pork, red meat, tuna, enriched flour or foods with high fructose corn syrup, trans fats or hydrogenated oils.

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 grapes, nuts, popcorn, raw peas, hard pretzels, chunks of 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, 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 may not be kept in children's cubbies.

All food brought from home must be labeled and dated and placed in the small refrigerator in the purple, yellow or blue rooms. 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.

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 on the bulletin boards in the classrooms and kitchens.

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*

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.

Feeding Schedule		
	Infant/Toddler Site	Purefoy Site
Breakfast	9:45 – 10:45	9:00 – 10:00
Lunch	11:45-12:45	12:00 – 12:30
Snack	2:30 – 3:30	3:00– 4:00

Naptime

We provide mats and sheets for all children who nap. If you have an infant enrolled at the Infant/Toddler Site and he or she sleeps in a crib, you must provide a clean sheet every day. Naptime is scheduled for children at the Purefoy Site and children at the Infant/Toddler Site. Infants nap as needed. All infants are placed on their backs for sleep.

Field Trips Policy (at the Purefoy Site only)

Field Trips are a fun and educational experience and a wonderful way to supplement the social learning and educational component of Preschool life. Children are ready to go on field trips when they are able to behave appropriately and attend to teacher instructions. State licensing rules allow for field trips only for children ages three and older.

Gathering teachers plan and coordinate field trips for their Gatherings. We encourage you to participate. Indeed, we often need assistance with transportation and additional supervision. When possible, we use city buses for transportation. In accordance with state law, we secure each child in an appropriate seat restraint when riding in cars. If you would like for your child to participate in a field trip experience, you must sign a permission form in advance of the trip.

Field trips should not cost teachers money. The cost of the trip (parking, gas, admission, etc.) is included in the children's fees. Sometimes this means the trip costs a bit more than you would expect for just your child. If you have concerns about the cost of field trips there is a scholarship committee that may be able to help those who are experiencing financial hardships. Please discuss your concerns with the Director, rather than your child's teacher.

WHEN CHILDREN PARTICIPATE IN FIELD TRIPS OFF PREMISES THE FOLLOWING GUIDELINES APPLY:

- CHILDREN UNDER THE AGE OF 3 DO NOT PARTICIPATE IN FIELD TRIPS THAT REQUIRE CHILDREN BEING TRANSPORTED IN MOTOR VEHICLES
- PARENTS HAVE GIVEN WRITTEN PERMISSION FOR THE CHILD TO LEAVE THE SCHOOL'S PREMISES FOR FIELD TRIPS
- TEACHERS WILL POST A SCHEDULE OF FIELD TRIP ACTIVITIES, WHERE THE PARENTS CAN VIEW THEM.
- TEACHERS WILL TAKE A LIST OF THE CHILDREN PARTICIPATING IN THE ACTIVITY WITH THEM. A COPY OF THE LIST WILL BE LEFT AT THE PRESCHOOL WITH THE DIRECTOR.
 - The total number of children and adults transported in a vehicle will never exceed

the number of available seat restraints in the vehicle.

- We will not leave children unattended in a vehicle.
- Children will enter and leave the vehicle from the curbside unless the vehicle is in a protected parking area or driveway.
- Each child under six years of age will be seated in a child passenger restraint device and will remain seated while the vehicle is in motion.
- We will only use properly installed restraint devices that have been approved by the Commissioner of Motor Vehicles.
- The driver and all adult passengers will be restrained by seat safety belts when the vehicle is in motion.
- There will be no loose heavy objects in the passenger area of any vehicle.
- We will keep all doors locked whenever the vehicle is in motion.
- We will only use vehicles that meet the safety inspection standards of the Department of Motor Vehicles of the North Carolina Department of Transportation.
- The Preschool staff and transportation provider will comply with all applicable state and federal laws and regulations.
- Each child is covered by an accident insurance policy that covers any accidents that might occur while the children are away from the preschool on field trips. Our insurance company is Dupree and Webb. Field trips require insurance for liability as by North Carolina laws governing transportation of passengers.
- We will take a first aid kit and a cell phone on the field trip.

Staff will accompany children on the field trips. It is the staff member's responsibility to coordinate transportation for field trips using either city buses or privately owned cars. When using privately owned cars on field trips, the staff-child ratio will be at least one adult for each group of eight four to five-year olds. When using city buses, the staff-child ratio will be one adult for each group of eight, three-to-five-year-olds. The staff is responsible for ensuring that these requirements are met.

- We will take your child on a scheduled field trip only with your permission. At the time of enrollment, we will invite you to sign a field trip permission form for trips to be taken during the Preschool year.
- Parents who help with transportation will have had the opportunity to review the transportation policy in the Family Handbook at the orientation with the Director. Field trips will be planned well in advance so that the transportation rules can be reviewed with the children prior to departure. We will post a notice before each field trip to inform all parents of the schedule and trip details. The notice will state the

date of the field trip.

departure time, return time, means of transportation and destination. If we have to cancel a scheduled field trip, we will post another notice.

- We follow this procedure for reporting any traffic accident that occurs while on a field trip. We will notify the local Police Department so that a report can be written and filed.
- The Director or designated staff member will notify each parent of the accident. Each adult and child will be checked by medical personnel for signs of injury. The Director or teacher will contact our local insurance agency (Dupree & Webb, Inc., 1633 Glenwood Ave., P.O. Box 670, Raleigh. NC 27602 919-828-3241).
- If a car or bus carrying children on a field trip breaks down or if the group will be returning to the Preschool later than expected, the staff member will call the center and notify the Director. The Director, or another staff member, will notify the parents by telephone or in person

Transportation

With the exception of field trips as described above, the school does not provide transportation.

Media Use Policy

The Preschool staff may use the television or DVD player at the Purefoy Site on rainy days from 10:00 to 10:30 and from 11:30 to 12:00, and in the afternoon from 2:30-3:00. We may also use the TV/VCR in the afternoons on code red or code orange days. TV/video use is limited to a total of 1 hour daily.

We pre-screen all programs for sexist, racist, and violent content. We only show developmentally appropriate, culturally sensitive programs. We do not use unsolicited tapes from children's homes. We avoid using tapes based on programs that are associated with marketing plans (for example, Disney), but we do occasionally show PBS programs. We always provide alternative activities whenever the media program is in use. If we use the television on rainy days, we show only PBS programs. Staff are actively involved, watching with the children.

Teachers occasionally use videos to support and extend classroom themes and activities. Most of the materials used encourage active involvement (discussions, singing, dancing, etc.)

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, monthly newsletters, 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 religions 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 in a matter-of-fact way, 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.

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."

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 staff will document the incident.

When a child exhibits persistent, serious, challenging behaviors, the teacher will notify the parents. Challenging behavior is any behavior that (1) interferes with children's learning, development, and success at play, (2) is harmful to the child or other children or adults, or (3) puts a child at high risk for later school problems or school failure. The parents, the teacher, and Director will meet to develop a mutually agreeable plan that addresses the mistaken behaviors and supports the child's inclusion and success. Part of the plan may be to consult with an outside professional. 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. Any teacher who has a concern about a particular child can add that child's name to the weekly staff meeting agenda.

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.

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 the 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 the child up 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 decisions.

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."

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.

Steps in Potty Training

To test whether your child has the bladder control required to begin toilet training, keep a chart for three to five days. Check your child's diaper every 1/2-hour so you will know how often he or she is urinating. If you do not find a pattern with respect to frequency of urination, give your child a glass of juice or water and determine how long it takes for it to pass through the child's system. If it takes two to three hours, your child is probably physically ready for toilet training.

After you have determined that your child is physically ready to be trained, use these guidelines to assure your child's success:

1. Eliminate the cues that tell the child that wetting his or her diaper is acceptable. Do

not put diapers on your child again while he or she is awake. Dress your child in training pants or regular underwear during waking hours. When your child does wet his or her underpants, the feeling of discomfort from wetness should make your child appreciate, by contrast, the comfort of dryness. “Pull-ups” are an unnecessary step between diapers, and training pants and can even add to a child’s confusion during the training process.

2. Use the chart you created to estimate the times during the day when your child is likely to urinate. Take your child to the potty and sit with him or her for a minute or two (use a kitchen timer if it helps). Make the experience a happy one by reading a story or singing a song with your child.
3. Give your child a lot of praise when he or she pees in the potty, even if it is just the smallest trickle. Tell your child how happy you are that he or she is learning to use the potty. Having a poster in the bathroom to which your child can add a sticker or star for each successful use of the potty is another way to make the event enjoyable and to encourage your child in his or her training.
4. No matter how disappointed or frustrated you become when your child does have an accident, do not become angry or sarcastic, and do not use threats or punishment. These negative forms of attention are likely to reduce a child’s self-esteem, and, in addition they may backfire, for some children engage in behaviors that draw negative attention because they like attention of any form. Just say something like, “Your pants are wet; next time try to remember to use the potty,” and let your child put on dry clothes. During the training process, be sure to teach your child how to pull her or his pants up and down, first by guiding her or his hands, and then by encouraging your child to do it alone. Dress your child in clothes they can manage all by themselves (like elastic waist pants).
5. If you use a potty chair instead of a regular toilet with a step stool, put the potty chair in the bathroom. Your child should learn from the beginning where toileting takes place.

The training process typically takes two to three weeks when a child is ready for the training. A longer, more difficult training process may be a signal that training was premature.

Do not force you child to sit on the potty. If your child is not interested, try again later, and think of other ways to make potty time fun for him or her.

Most children aren’t completely night-trained until about age six. Check your child’s diaper at naptime and when your child awakes in the morning. Once you find that your child’s diaper has been dry for three or four days in a row, it is time to stop using diapers altogether. Decrease your child’s intake of both liquids and sweets after dinner to prevent bed-wetting.

Toileting accidents are expected from preschool children of all ages. We treat children’s toileting accidents at the Preschool casually and without threats, sarcasm, denigration, or punishment. Our toilet-training methods are easy-going. We try to make toileting a natural, comfortable experience for the children.

What Parents Provide

Clothing / Diapers

You must always ensure that 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. We recommend pants for girls and boys, as all of the children frequently sit and play on the floor. 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. We use only disposable diapers or pull ups (no cloth diapers). 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 to the Preschool the following day.

We go outside in all sorts of weather; cold, rainy, etc. Please dress your child accordingly with raincoats / hats / boots on rainy days, and lots of warm layers on cold days.

We also encourage parents to apply sunscreen before sending their child to school.

Bedding and Security Items

You may bring a blanket and other security items (for example, a teddy bear) for your child's comfort during nap time. All such items must be taken home weekly to be washed. Please label each item with your child's name.

Items for Play and Sharing

We discourage children from bringing toys into school, "toys from home stay at home". It is often a source of conflict as it is too difficult to share. We do not allow children to play with toy or imaginary weapons (sticks, pointed fingers, etc.) at the Preschool, please do not allow children to bring guns or other toy weapons to the Preschool. We encourage parents and children to bring in books, tapes, and nature objects to share during Gathering times (no toys or money, please). Check with your child's Gathering teacher 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 Gathering 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.

Cleaning Schedule

Cleaning Schedule	
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	

Maintenance workdays are conducted monthly; including playground inspections.

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). 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. a fine will appear on your monthly invoice. Unpaid fines 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.

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 all the way inside the building and make sure a teacher is aware of your arrival at the Preschool. It is critical that you make direct contact with a teacher before leaving your child at the Preschool. To ensure children's safety, we ask you to keep your child with you at all times, both inside the building and in the parking lot. Please do not allow children to run off, exploring classrooms or the outside environment. Help your child to follow the school guidelines, using walking feet inside, and staying with the adult (teacher or parent) who is taking care of you.

Upon arrival, sign your child in using the Sign In/Sign Out Notebook. There is one notebook for all children, and is kept on the table by the front door. If your child must miss Preschool on a given day, please leave a written note in advance if it is planned absence or call in the morning if the absence was unplanned. Children cannot be dropped off before 7:30am. Teachers are here earlier, but are busy preparing for the day and are not available for children until 7:30. Children should arrive by 8:45 to allow a smooth transition into gathering at 9:00.

All children are required to wash hands upon arrival.

Departures

Before departing the Preschool with your child, notify a teacher and sign the child out using the Sign In/ Sign Out Notebook. To ensure children's safety and to avoid disrupting our afternoon program, we ask you to keep your child with you at all times, both inside the building and in the parking lot. Please do not allow your child to run off, exploring the classrooms or outside environment. Help your child to follow the school guidelines, using walking feet inside and staying with the adult (teacher or parent) who is taking care of you.

When making arrangements for someone other than a parent to pick up your child, you

must inform the school in writing. Specifically, the teacher must be given the name of the individual who is authorized to pick up your child from the Preschool. The safety and well being of the Preschool's children are 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 to request assistance.

Health Policy 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 at the First Aid Station.

Emergency Procedure

If your child requires emergency first aid (for example, if a problem arises due to food intake, accidents or unusual behavior), 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 your child. 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).

If a child is under-immunized because of a medical condition (documented by a licensed health care professional) or the family's beliefs, the child must be excluded if a vaccine preventable disease to which children are susceptible occurs in the program.

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 15 second 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 parents arrive. 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 public bulletin board 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 not well enough to be outside, please keep them at home. We take children outside to play in all sorts of weather, cold, drizzly, etc. and ask parents to dress their children accordingly, with layers in cold weather and rain gear on rainy days.

If your child is ill, he or she cannot remain at the Preschool. Ill children will wait in the office with the Director for pick up. 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 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 that leaks from the diaper, he or she may not remain at the Preschool.

Children who are feeling ill 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. 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 within 30 minutes of being called. 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.

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

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 – Purefoy Site

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

One appointed staff member with training in the 5 right practices of medication administration is responsible for all Medication issues, including administering medications, checking the Medication Board in Office daily and monitoring monthly to ensure that all forms and medications are up to date and that we are complying with all rules and regulations related to Medications. In the absence of the appointed staff member, the Director will assume responsibility for Medications

Prescription Medications

All Medications administered at school must be accompanied by a Dr.'s prescription. Parents must complete a Medication Form, available in the office. A parent's written authorization for the administration of prescribed medication is valid for the length of time the medication is prescribed to be taken. Completed forms should be reviewed by the staff person assigned to monitor Medications. Completed Medication Forms are posted on the Medication Board in the office.

Storage: In Locked Medication Box on high shelf in Office

Over-The-Counter Medications

We do NOT accept over-the-counter medications, unless accompanied by a Dr.'s prescription. This includes hand cream, Chap Stick, etc. Permission to administer over-the-counter medications is valid for up to 30 days at a time. See info about prescription medications above.

Storage: In Locked Medication Box on high shelf in Office.

Diaper Creams, Sunscreen, and Insect Repellent

Parents may give authorization for up to 12 months to apply diaper creams, sunscreen, and

insect repellent.

Insect Repellents must contain Deet or an acceptable alternative approved by the public health authority. Insect repellent may be applied only once daily at school.

Storage: Sunscreen and insect repellent: Purple Room – Black Box on high shelf.

Diaper Creams: Bathrooms -on shelf out of reach of children (5'+above floor).

Medications for Chronic Conditions or Allergic Reactions

Parents may give authorization for up to 6 months to administer prescription or over-the-counter medication to a child, when needed, for chronic medical conditions (asthma) and for allergic reactions.

Storage: Medication is stored in zip bags with authorization form and special care plan.

For 3-5's: Office -in White Binder, on high shelf.

For Blue Room Children: Blue Room -in the Wooden Box above cubbies.

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.

Storage: Office -in Locked Medication Box on high shelf.

ALL medications kept at school must be in original containers and must be accompanied by the proper completed Authorization Form. Medications left at school beyond their expiration date or without up to date authorization forms, will be disposed of.

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 919-918-2156

Children's Developmental Service Agency

115 Market St. Suite 201

919-560-5600

Carolina Institute for Developmental Disabilities

UNC-Chapel Hill 919-966-5171

Institute of Speech and Hearing Sciences, 76 Medical School, Wing D (208H)

Chapel Hill 919-966-1006 / 1007

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. All staff is trained in confidentiality.

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. Written parental permission is always required.

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 and Firearms are prohibited on school grounds.

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.

Substitute teachers 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.

Communications

At the Preschool, 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 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.
- The bulletin boards (one on the wall /one hanging above the sign-in table) at the entrance are used for daily notes and information. The nap chart is kept there for children who nap in the upstairs activity room.
- The bulletin board on the purple closet door in the Purple Room has a place for noting if anyone other than parents is picking up your child.
- Email. Teachers may send or receive emails while on their Break, not when they are in the classroom.

Standing Information

- A tuition box is located in the Office, on the Director's desk.
- A cat Bulletin Board is located upstairs in the Preschool foyer. One side is devoted to notices about community services and activities. The other side is for Family Communications.
- The Medicines Bulletin Board is located in the Office. Staff can administer medication that parents have authorized by completing the required form.
- Parents Participation Notebook is located next to the Participation Calendar Sign-Up by the Cat 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.

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. A beginning of term checklist is completed. Families are asked to update their emergency contact and health care information at each of the four conferences.

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.

Teachers write one child specific email each week.

Communications Concerning Changes for Children

In June and August before the beginning of the Summer and Fall Terms, the Director will post a notice of Gatherings / Lunch Groups / Non Napper Groups / PM Snack Groups. Gathering teachers will communicate to parents about any changes in a child's group.

Newsletters

Newsletters are distributed by email quarterly

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. The names and phone numbers of Board members are posted on the bulletin board above the sign-in table.

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 share a birthday treat 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.

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. Be sure to check the Participation Guide for suggestions on how to work with the children and how to deal with problems in the open classroom setting. This is good reading material for parents and teachers.

Guidelines for Children's Behavior at the Purefoy Site

We developed the following guidelines in order to ensure a consistent and manageable routine for the children.

1. We ask children to use their "inside voices" and "walking feet" when inside.

2. Food and eating:

We serve breakfast to the children during Gathering time.

We ask that parents bring snacks for their children only if the snacks are to be shared with all children. We encourage children to serve themselves during designated meal and snack times. Children learn to pour their own milk and help themselves to portions of food.

3. We encourage children to return toys to their proper rooms, shelves, or other places of storage.

4. Clean-up time: Each child is responsible for putting away his or her own activity when completed, with help and encouragement as necessary. Everyone participates in cleanup activities in some form.

Outside clean up—Children and adults pick up papers and straighten up the fenced area at the end of the afternoon.

Inside clean up—Everyone participates.

5. Use of the upstairs space: Children may play in the Earth, Rainbow, Green, and Large Activity Rooms. (There is no access to Large Activity Room after pick up times, please do not allow children to run or play in there)

6. Outside:

- a) Children may go to the "playground" only under adult supervision.
- b) Outside toys remain on the designated playgrounds.
- c) Sticks and rocks stay on the ground.
- d) Children are not allowed to hit one another (or anyone else!)

7. We ask children to : use gentle hands and kind words, have safe bodies, listen to teachers and friends, use toys appropriately and keep their hands on their own bodies.

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

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.

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 _____

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 _____

Times	Activity	Min.
7:30-8:30	Arrival and Free Play—Children arrive and are welcomed by a teacher. In the Blue room, free play activities are available in all open centers (art, blocks, manipulative dramatic play, and books). In wet weather the Yellow and Purple rooms are open at this time. Children are free to choose activities, which include creative art, manipulative toys, puzzles, table blocks, looking at books, listening to a story and dramatic play.	60
8:00-9:00	The playground is available for climbing, running, sand play, block building and outdoors games. Centers are also set up at tables on the playground for art, manipulative, books and music or story tapes. Skills developed by activities available during this time period include large- and small-muscle development, social interaction, language development and creativity.	90
9:00-9:15	Friday Group Sing—All Gatherings together for songs, finger plays and introduction to musical instruments. Children will develop memory skills, verbal and number abilities, listening skills, practice in following directions, gross motor and creative movement skills. Activities will be planned to include all developmental levels and interests.	15
9:00-9:45	Gathering—Teachers meet daily with the same group of children in small groups formed on the basis of age and maturity level. This time provides a form of group identification. Activities are both free choice and teacher-directed and are planned to meet the needs of the children in the group. Gathering activities include sharing and conversation, art, dramatic play, listening to stories, math, music, group games, language arts and field trips. Skills developed through gathering activities include self-help, small-muscle development, and quantification, and symbol recognition, visual discrimination, social interaction, language, and the development of a positive self-image.	45
9:45-10:00	Breakfast— Children are served family-style. All groups serve and feed themselves, as they are able. Social skills such as waiting, asking for food, and conversation will be learned as well as eye-hand coordination, fine-motor skills, and language skills.	15
10:00-10:30	*Outdoor Play—The following activities are available daily: balancing, running / jumping, throwing / kicking / rolling balls, pulling / pushing, lifting / building, digging, and pouring. Other activities may include group games, creative movement, sand and water play, stories, and walks. Skills developed during outdoor play include large- and small-muscle coordination, social, self-help, quantification, and creativity.	30
10:30-11:30	Open Rooms—All learning centers are open. Children self select activities of interest by choosing a colored bracelet that matches a room. By placing a bracelet on the door knob a child may then leave the room to then move onto another activity of interest Three activities are available per room, and one is generally teacher directed. <ol style="list-style-type: none"> 1. Creative Art / Wood Working—Yellow Room. Activities: painting. Drawing, pasting, cutting. Printing, and woodworking. A wide variety of media and techniques are available. Skills: small-muscle coordination, self-help, visual discrimination, creativity, sensory awareness, self-image / self-esteem. 2. Science / Discovery and Math / Manipulative—Purple Room. 	60

	<p>Activities: weighing, measuring, gardening, caring for plants, tactile experiences, observation of plant life and lower level math activities. Skills: language, small-muscle coordination, concept formation, sensory awareness and quantification.</p> <p>3. Readiness Activities/ Language Arts and Math / Book Area—Rainbow Room. Activities: story, story telling, listening writing, and math readiness; language arts; counting; grouping and classifying of objects; games and puzzles.</p> <p>4. Blocks and Construction and Music—Activity Room. Activities: blocks, trucks, gross motor equipment, and other construction materials of varying sizes and shapes are available for use. A music center is also available daily. Skills: language, problem solving, small and large muscle coordination, social interaction, visual discrimination, self-help, creativity, self-image, concept formation and quantification.</p> <p>5. Dramatic Play—Green Room. Activities: dress-up, housekeeping and prop box; dramatic play; acting out stories; puppetry; dance and fantasy. Skills: language, problem solving, social interaction, self-help, creativity, self-image, and concept formation. *children transition outside for outdoor play.</p>	
11:30-12:00	*Outdoor Play—see Morning description. *children transition inside for lunch.	30
12:00-12:30	Lunch—See Breakfast for description.	39
12:30-2:30	Nap Time-Children will be encouraged to rest or sleep on their cots. They will have the opportunity to listen to quiet music and read books, but they will be encouraged to remain on their cots and rest.	120
12:30-2:30	Non-Nappers. Four-year-olds who no longer need an afternoon nap meet for a period of listening to stories followed by playground time and small group activities which may include art, puzzles, manipulative toys, games, listening center, cooking, reading, writing and number concepts. Skills developed during this time include listening, language, small-muscle coordination, concept formation, quantification, symbol recognition, visual discrimination, creativity and sensory awareness.	120
2:30-3:00	Blue Room Free Play activities are available in all open centers (art, blocks, manipulative, dramatic play, and books).	30
2:30-3:30	*Children transition outside for outdoor play. *Outdoor Play—See Morning description.	60
3:30-3:45	Snack—See Breakfast for description. Tooth brushing after Snack	15
3:45-5:00	Afternoon Activities—Both free-choice and teacher-directed activities. Free Play activities are available in all open centers (art, blocks, manipulative dramatic play, and books and playground)	75

RAINY DAY SCHEDULE FOR 3-5 YEAR OLDS (For description of activities, refer to regular Schedule of Daily Activities)		
Times	Activity	Min.
7:30-9:00	Arrival and Free Play—Yellow, Purple, and Blue Rooms open. Free Play Activities are available in all open centers (art, blocks, manipulative, dramatic play, and books).	90
9:00-9:45	Gathering	45
9:45-10:00	Breakfast	15
10:00-10:30	Gathering time will be extended until 10:30. Teachers will have room ready for Dot Time at 10:30	30
10:30-11:30	Open Rooms —Free Play Activities are available in all open centers (art, blocks, manipulative, dramatic play, and books). Music is available.	60
11:30-12:00	Gross Motor activities are available in the Breezeway. Earth Room open for activities. Prescreened video in Entryway	30
12:00-12:30	Lunch	30
12:30-2:30	Nap	120
12:30-2:30	Non-nappers	120
2:30-3:30	¾'s Day children in Yellow and Purple. Full Day children upstairs: Rainbow Room open with prescreened video. Green Room open for activities. 3:30-Snack is given Toothbrushing after Snack	60
3:45-5:00	Purple, Yellow and Blue Rooms open. Free Play Activities are available in all open centers (art, blocks, manipulative, dramatic play, books). Gross motor activities available in Activity Room. On Thursday: Music with Mr. John	75
5:00-5:30	Clean up and prepare to go home	

DAILY SCHEDULE FOR 2-3 YEAR OLDS		
Times	Activity	
7:30-8:55	Arrival and Free Play—Children arrive and are welcomed by a teacher. Free Play Activities are available including manipulative, creative art, puzzles, small locks, dramatic play, and books. The playground may also be open for running, climbing, and sand play. Skills developed during this time period are social interaction, fine- and gross-motor development, language and creativity.	85
8:55-9:05	Toileting—a teacher accompanies Children to the bathroom. Skills developed are self-help, dressing and undressing, hygiene, and language skills.	10
9:05-9:30	Breakfast—Children are served family-style and assisted in pouring, spooning and asking for food. Social and self-help skills are emphasized: waiting, asking, conversation, eye-hand coordination, fine-motor development, and language skills.	25
9:00-9:15	Friday Group Sing—All gatherings together for songs, finger plays and introduction to musical instruments. Children will develop memory skills, verbal and number abilities, listening skills, practice in following directions, gross motor and creative movement skills. Activities will be planned to include all developmental levels and interests.(breakfast follows on Friday)	15
9:30-9:45	Singing/Story time, teacher sets up Open centers	15
9:45-10:30	<p>Open Centers— Free Play Activities are available in all open centers (art, block, manipulative, dramatic play, and books).</p> <ol style="list-style-type: none"> 1. Creative Art. Activities: usually teacher-directed painting, pasting, cutting, coloring and exploring new mediums. Skills: self-image, fine motor, creativity and listening. 2. Blocks and Construction Activities: blocks, trucks, gross motor equipment, and other construction materials of varying sizes and shapes are available for use. Skills: language, problem solving, small and large muscle coordination, social interaction, visual discrimination, self-help, creativity, self-image, concept formation and quantification. 3. Language / Book Area. Activities: reading, flannel board, puppets. Skills: giving children words to use to express themselves; teachers try to provide models for good communication. We constantly emphasize using words, repeating words children use and talking often to encourage the two year-old's words. 4. Dramatic Play. Activities: dress-up hats, shoes, clothes and pocketbooks are available, as well as baby dolls and house play furniture, for acting out stories, puppetry, dance and fantasy; Skills: social interaction, self-help, self-image, creativity, fine and gross-motor skills.5. 5. Manipulative- Activities: puzzles, Duplos, Bristle Blocks, link chains, snap beads. Skills: fine-motor skill development. 	45

	*children transition outside for outdoor play	
10:30-11:15	Outdoor Play	45
11:20-11:55	Gathering Time: This time provides a form of group identification. Activities are both free choice and teacher-directed and are planned to meet the needs of the children in the group. Gathering activities include sharing and conversation, art, dramatic play, listening to stories, math, music, group games, language arts and field trips. Skills developed through gathering activities include self-help, small-muscle development, and quantification, and symbol recognition, visual discrimination, social interaction, language, and the development of a positive self-image.	35
11:55-12:00	Toileting/diapering/hand washing	
12:00-12:30	Lunch—see Breakfast description.	30
12:30-2:30	Nap Time—Children sleep in the Blue room. They are encouraged to sleep after looking at books and listening to quiet music. The ones who don't sleep are encouraged to stay quietly on cots for a needed rest.	120
2:30-3:15	Toileting / diapering *children transition to outdoor play Outdoor play	45
3:15-3:45	Snack—See Breakfast for description. Tooth brushing after Snack	30
3:45-5:00	Afternoon Activities—Both free-choice and teacher-directed activities. Free Play activities are available in all open centers (art, blocks, manipulative, dramatic play, and books, and playground). Thursdays: Music with Mr. John	75
5:00-5:30	Clean Up and Prepare to Go Home—After helping with clean up, the children sit for a story or small-group activity. *During transition children participate in singing songs, finger plays, book reading, talking with teachers, and playing with toys.	

RAINY DAY SCHEDULE FOR 2-3 YEAR OLDS (For description of activities, refer to regular Schedule of Daily Activities)		
Times	Activity	Min.
7:30-9:00	Arrival and Free Play—Yellow, Purple and Blue rooms open. Free Play Activities are available in all open centers (are, blocks, manipulative, dramatic play, and books).	90
9:00-9:30	Toileting / Hand Washing / Breakfast.	30
9:30-9:45	Singing/ Story Time (set up for Open Centers)	30
9:45-10:30	Activities are available in all open centers in the Blue Room: Art, Blocks, Manipulatives, Dramatic Play, and Books)	30
10:30-11:15	Gross-motor activities in the Breezeway.	30
11:15-11:55	Gathering Time	40
11:55-12:00	Toileting / Hand Washing	10
		10
12:00-12:30	Lunch.	30
12:30-2:30	Naps	120
2:30-3:15	Toileting Blue Room Free Play activities are available in all open centers (art, blocks, manipulative, dramatic play, and books).	45
		60
3:15-3:45	Snack. Tooth brushing after Snack	30
3:45-5:00	Purple, Yellow and Blue rooms open Free Play Activities are available in all open centers (are, blocks, manipulative, dramatic play, and books). Gross Motor Activities are available in the Activity Room or the Breezeway.	75
5:00-5:30	Clean Up and Prepare to Go Home After helping with clean up, children may join the teacher for a story or small-group game.	30

