Child Care Education Program

Family Handbook

Department of Human Development & Family Studies
School of Health and Human Sciences
The University of North Carolina at Greensboro
2014
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy and Purposes</td>
<td>1</td>
</tr>
<tr>
<td>Research and Lab School Setting</td>
<td>3</td>
</tr>
<tr>
<td>Confidentiality</td>
<td>4</td>
</tr>
<tr>
<td>Curriculum Planning and Assessment</td>
<td>4</td>
</tr>
<tr>
<td>Consistency in Child Care</td>
<td>5</td>
</tr>
<tr>
<td>Looping and primary care</td>
<td></td>
</tr>
<tr>
<td>Transitions</td>
<td></td>
</tr>
<tr>
<td>Kindergarten transition</td>
<td></td>
</tr>
<tr>
<td>Program Operations</td>
<td>7</td>
</tr>
<tr>
<td>Program Policies</td>
<td>8</td>
</tr>
<tr>
<td>Enrollment</td>
<td></td>
</tr>
<tr>
<td>Admission Orientation</td>
<td></td>
</tr>
<tr>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td>Arrival and Departure</td>
<td></td>
</tr>
<tr>
<td>Late Fees</td>
<td></td>
</tr>
<tr>
<td>Health Policies</td>
<td>11</td>
</tr>
<tr>
<td>Immunizations</td>
<td></td>
</tr>
<tr>
<td>Illness</td>
<td></td>
</tr>
<tr>
<td>Medication</td>
<td></td>
</tr>
<tr>
<td>Accidents</td>
<td></td>
</tr>
<tr>
<td>Snacks and Meals</td>
<td>14</td>
</tr>
<tr>
<td>Lunch requirements</td>
<td></td>
</tr>
<tr>
<td>Guidance</td>
<td>16</td>
</tr>
<tr>
<td>Closings</td>
<td>17</td>
</tr>
<tr>
<td>Inclement weather</td>
<td></td>
</tr>
<tr>
<td>Workdays</td>
<td></td>
</tr>
</tbody>
</table>
Other policies 17

Birthdays
Holidays
Special toys
Appropriate dress
Diapering/ Toilet learning
Nap
Campus Field Trips
Child Abuse and Neglect

Family Involvement 21

Communication
Concerns
Conferences/Home Visits
Referrals

APPENDIX 24

Popular Cold Food Lunches
Illness Guidelines
Immunizations
Addresses and Phone Numbers
Philosophy and Purposes

The philosophy of the Child Care Education Program is that learning ensues when children are actively involved (both physically and cognitively) in experiences that are age appropriate, individually appropriate and culturally appropriate. The Developmentally Appropriate Curriculum is based on the needs, interests, and abilities of the children in all domains of development - social, emotional, cognitive, and physical.

Our objectives are:

- to facilitate decision-making and problem-solving abilities in young children through a variety of open-ended experiences that allow children to creatively formulate their own ideas;

- to enhance a positive sense of self in children through opportunities for uninterrupted concentration on activities with varying levels of complexity to allow both mastery and challenge;

- to provide a warm, nurturing, and respectful environment in order to encourage children to develop empathy and respect for others and their natural surroundings;

- to provide a context for learning that fosters relationships among people of diverse racial, ethnic, economic, age, family structure, and ability levels;

- to provide children with choices in order to facilitate development of autonomy, sense of initiative, and self-discipline;

- to include families in the education of their children by building partnerships which encourage their participation;

- to provide knowledgeable and nurturing teachers whose understanding of child development and developmentally appropriate practices allows them to successfully guide children’s learning;

- to respect children’s abilities to resolve conflicts and disagreements through encouragement, guidance, and intervention as needed by the teachers.
During a day, children have opportunities for large group, small group, and individual activities. There is a balance between teacher-initiated and child-initiated activities and between active and quiet times. Outside play is offered daily for children, except when extreme weather conditions exist. Children are provided with many exciting and challenging activities that offer opportunities for decision-making, planning, problem-solving and responsible actions. Activities are planned for children based on daily observations by teachers of an individual child's needs, interests, and abilities. Therefore, the curriculum is responsive to each individual child's developmental level.

**The Child Care Education Program serves six main purposes:**

1. To provide a laboratory experience for undergraduate and graduate students in human development, early childhood education and other related fields.

2. To provide a setting for approved research and research support.

3. To provide a high quality child care program for children from infancy until they begin kindergarten, including children with and without disabilities.

4. To provide parent resources and opportunities for involvement designed to meet the needs of working parents.

5. To provide a model facility for educational and social agencies concerned about child care.

6. To serve as a source of information for persons and/or employers who are interested in establishing quality child care facilities.
Research/Lab School Setting
CCEP serves as a laboratory facility for the Department of Human Development and Family Studies. It is important that families enrolling with CCEP understand and support this important function of the program. Being a lab school brings many benefits from the students using the program, and the input from the University community. However, it also brings the challenges associated with the successes and failures of adult students learning how to be teachers, having a fairly large number of new faces to learn each semester, and having our children’s behaviors observed, recorded, and analyzed from time to time.

We assume the responsibility of making sure that children are always treated respectfully as they help the adults around them learn, however we also must ask that families be willing to cooperate with this role of CCEP. This includes allowing their child to be photographed or video-taped for educational purposes, allowing information about their child’s development to be shared with students, and from time-to-time being willing to participate in a limited research project.

The director approves each research project before being conducted with the children. In addition, a university committee on research approves all research with human subjects. You will be notified of each individual research study through a letter from the principal investigator of the study. If you do not want your child to participate in the research, you will be allowed to restrict your child’s involvement. On occasion, the researchers are able to give you feedback from the project. Children usually find the projects to be enjoyable, and the data gathered contributes to the growing knowledge base about young children and their development. From time to time, researchers will also participate with CCEP for training of data collectors, trying out activities they plan to use for a study, or recruiting families to participate in projects.

Because of the role CCEP plays as a campus laboratory facility, there is much student involvement in the operations of the program. Students from the Birth-Kindergarten (BK) Teaching Licensure and Early Care and Education Programs gain valuable experience at CCEP as student teachers and practicum students. Student teachers in the BK Licensure program participate on a full-time basis (40 hours per week) and Early Care and
Education students are part-time (20 hours per week).

BK and Early Care and Education students from three different practicum courses also participate in CCEP classrooms. For their final two practicum experiences students are in a classroom for six hours per week over the semester. In addition, students from numerous other classes conduct observations and assessments of children in our classrooms, although they do not participate with children on a regular basis. If you have questions about students in general, please discuss with the Director, Assistant Coordinator, or Operations Coordinator. If you have a question about a particular student, please discuss with your child's teachers.

**Confidentiality**

All student papers and observations written about children in the program use fictitious names, or first names only, in order to protect the identity of the child. In addition, students are required to read and agree to abide by a confidentiality statement prior to using the program for practicum or observations. While teachers will gladly discuss your child’s progress with you, we do not share information regarding other children’s progress, behavior or development.

**Curriculum Planning and Assessment of Progress**

CCEP provides rich educational experiences based on the idea that young children's learning is an active process. Therefore, we allow children to make choices and advance at their own pace in an atmosphere in which they feel competent, yet challenged, as they progress. We plan educational activities using an observation-based curriculum, which means that teachers spend time observing the play, conversations and interests of the children in their classroom, and then use this information to plan activities that are appropriate for their particular group of children. Each child’s development is also tracked and assessed through use of anecdotal notes and portfolios that document important developmental milestones and the progress each child makes in different areas of development. In addition, each child’s individual progress is tracked during the year through use of a more formal assessment with identified norms.

It is our goal that children will enjoy the activities planned and view learning as “fun”. Through this enjoyment, we hope to create life-long learners that will enthusiastically embrace new educational opportunities. We have seen
that when given an early environment that is 1) engaging, age-appropriate and child-centered, 2) includes an assessment system that ensures a curriculum that provides for individual differences, and 3) provides knowledgeable teachers who are responsive and capable of facilitating learning, children will indeed flourish.

Consistency in Caregivers
Looping and Primary Caregiver Groups
There is strong evidence from research to support the need for consistency in the adults that provide care and education for young children. For this reason, CCEP supports teachers in a practice known as “looping”. In this process, teachers begin with a group of infants and then move to the toddler and sometimes the two/three classroom with this group of children. This allows children the opportunity to progress through our program with familiar faces and adults who have had opportunities to learn about their individual preferences and needs. It also allows families the opportunity to maintain relationships that have been formed with their child’s infant teacher. The opportunity is also present for teachers to observe and influence the development of children over a longer period of time.

For our very young children, one teacher assumes the responsibility for the majority of the daily routine care associated with an identified “primary care group”. This allows teachers to get to know the routines and individual needs of his/her group more quickly and also allows the children to have one primary individual to interact with as they are becoming familiar with our setting. Families also have one identified person to communicate with regarding their child’s needs, growth and development.

Transitions
We also offer and support multi-age grouping for preschool children in our program. This also allows for consistency of teachers over a longer time period. Often children will be in the same classroom with the same teachers for a two year period.

When children do move between classrooms, we plan transitions with a focus on the needs of children. Multiple visits to new classrooms, time to get acquainted with new teachers, and familiar peer support is provided as part of the move.
Children in the infant classroom move with their teachers to Carter Center, children at Carter Center move to the North Drive 1 classroom as a group. Most of the children in North Drive 1 typically move to North Drive 2 and most of the children in North Drive 2 typically move to one of the Curry preschool classrooms.

These moves are based on 1) available openings, 2) input from teachers regarding individual children and positive peer groups, and 3) input from families regarding goals for their children. Attempts are made to have families who have had older siblings in a classroom work with these same teachers again. Our ultimate goal for this process is to try and have groupings of children where positive relationships between children can be fostered. Our three preschool-age classrooms (North Drive 2, Curry Annex, and Curry 205) all provide instruction for children based on the individuals within their group.

We are guided in transition decisions by relationships rather than cognitive development or abilities. Providing a place where relationships among people of diverse racial, ethnic, economic, age, family structure, and ability levels can be fostered is our objective. Balancing the number of boys and girls, the number of children of a particular age, and numbers of children with special needs within a classroom are all important enrollment goals.

**Kindergarten**

An annual Kindergarten transition meeting is generally held to allow families opportunities to gain information about what to expect, talk with families who have already experienced this transition, and hear from public school personnel. Families also meet with teachers prior to transitioning out of CCEP and have opportunities to discuss their child’s development, strengths, learning styles, and expected challenges for the Kindergarten year.
The Child Care Education Program is sponsored by the Department of Human Development and Family Studies. Each individual site is licensed by the North Carolina Division of Child Development and Early Education (DCDEE). The program is inspected at least annually by the Fire Department and the DCDEE, and twice a year by the local Health Department. All three of the licensed centers that comprise the Child Care Education Program (North Drive, Carter and Curry Center) operate at the Five Star Level of the NC Rated License. The program also has been awarded Accreditation from the Academy of the National Association for the Education of Young Children.

The CCEP is open Monday through Friday from 7:30 a.m. until 5:30 p.m., except during scheduled closings for vacations, holidays and teacher in-service training. The program provides two well-balanced snacks each day for toddler and preschool classrooms, and three catered lunches each week for the preschool classrooms. Parents provide individually appropriate food for the infants and bag lunches for the toddlers each day and two days each week for the preschool classrooms.

One of the main purposes of the CCEP is to provide quality child care to children from infancy to 5 years, regardless of ability level or economic status. CCEP has a strong commitment to include children who come from diverse backgrounds and who have differing levels of ability. We wish to seek a strong partnership with those individuals who provide specialized services to children with identified special needs in our program. It is our desire to foster acceptance, cooperation and empathy in all children enrolled in the program.
Program Policies

ENROLLMENT
CCEP seeks to enroll a population that reflects the diversity of the Greensboro/Guilford County community, including children with and without disabilities and children from various cultures and family structure. A sliding fee scale is used so that families of all economic levels can participate in our program. Department of Social Services Child Care Vouchers and United Way scholarships are also accepted. The program strives for a balanced enrollment in each classroom. Factors such as age, gender, ethnic background and ability levels are considered in this decision.

Siblings of children presently enrolled in the program will be given special consideration when applying for admission, if the age of the sibling is appropriate for the vacancy that occurs. Also, at times the order of enrollment may be altered to meet the goals associated with being a lab school setting.

Admission/Orientation Procedures:
When openings in our program occur, parents are invited to visit the program and particular classroom where the vacancy exists. During this time, questions regarding the program and the classroom may be asked of the teachers or CCEP administrative staff. If, after visiting, parents wish to pursue enrollment in the program, a joint visit is arranged for the child and parent(s). The classroom teachers coordinate this visit.

Following the joint visit, the child will visit for several days with gradually increasing lengths of time each day. After these visits, parents and teachers will determine if that particular classroom setting is appropriate for the child. Parents are encouraged to learn as much as possible about the philosophy of CCEP during this time to determine if they are comfortable with the center’s goals, objectives and approach to education and care of children. Families enrolled at CCEP may drop by, visit or observe their child’s classroom at any time.

An enrollment packet will be given to parents deciding to enroll their child at CCEP. All forms must be completed and returned to the center by the child’s first visiting day.
**TUITION**

CCEP uses a sliding fee scale based on family income. Higher fees are charged for younger children in the program because of the lower child-adult ratio required. Parents are asked to sign an annual agreement for the monthly fee determined by their income level. Current pay stubs and income tax statements are used to determine the gross family income. Families needing or choosing to pay the highest fee do not need to submit income information.

Tuition is due on the first of the month and must be paid by the 5th of each month. If tuition is two weeks overdue, the center reserves the right to drop the child from enrollment and to begin appropriate collection procedures.

There is no reduction in fees or refunds if a child is out sick, at home with parent(s), on vacation or absent for any reason. The regular monthly fee is charged during months with holidays and/or weather related closings.

**ARRIVAL/DEPARTURE**

All centers open at 7:30 am and close at 5:30 pm. Please do not arrive earlier than 7:30am. Although teachers may be in the classroom prior to our opening time, they are using this time to prepare the classroom for the day. We ask that children arrive by 9:00am in order to participate fully in the planned activities for the day.

Parents should use the security code given them upon enrollment to gain access to the classrooms. The parent codes will allow entry anytime between 7:30am and 5:30pm, Monday through Friday. Please do not allow your code to be shared with anyone not authorized to pick up your child. We also ask that you use your code consistently for entry. Having teachers stop their work and open doors disrupts the classroom routine and takes away valuable interaction and learning time from all the children. Entry codes should NOT be shared with children in order to help us keep them consistently supervised and safe.

Under no circumstances should children be dropped off to enter the building on their own. The adult bringing the child to school should accompany him or her into the classroom and make sure that an adult acknowledges their presence. It is important in the evenings, to make sure a staff member sees you as you are picking up your child, particularly if the group is on the playground.

State regulations require that parents sign in their children on arriving and sign out when they are picked up in the afternoon. The program also asks each child to wash their hands as they enter the classroom in the morning to help prevent the spread of germs.
Late fees
The center closes at 5:30pm and parents are expected to arrive for their children prior to closing. Arriving late can be difficult for the children who are waiting on a parent. We rely on parents to be on time to allow our staff to meet their obligations to their own families, classes, or other commitments.

Our first choice is that no staff member be required to stay beyond 5:30 unexpectedly. However when this happens, a late departure fee is charged. This fee is $5.00 for children left beyond 5:30. An additional $5.00 is charged at every 15 minute interval beyond 5:30. This money is paid directly to staff to help compensate them for the inconvenience of leaving work late. Parents who have more than one child will be asked to pay a per child late fee. If fees are not paid directly to staff, parents will be billed by the program, along with their monthly tuition charges. Beginning with the fourth late pick-up in a year (August-July), these fines may be doubled. Families who are continually late in their arrival times may be asked to find other childcare arrangements.
HEALTH POLICIES

Immunizations
All children must have immunizations as required by the North Carolina Immunization Law before entering the Child Care Education Program and all immunizations thereafter as required.

Please refer to the end of the handbook for required immunizations and the recommended schedule.

As your child receives additional immunizations after enrollment, please update his/her file with the dates shots were received. Our records are reviewed annually and must contain this information.

Illness
A child should not be brought to the center if he/she has any contagious illness or is running a temperature over 100F. A sick child cannot do well in a group setting, and it is difficult for the staff to give a sick child the extra attention he/she needs. We assume that any child who is sent to the Center is well enough to participate in our regular program, including outdoor play. If a parent feels that his/her child is not well enough to participate in all activities, we ask that the child stay home. If your child’s teacher finds that he/she is unable to fully participate in all activities or develops vomiting, diarrhea, or fever over 100F, you will be contacted and expected to pick your child up within the hour. Your child will be provided a comfortable place away from other children and with a familiar adult until you arrive. If, after a reasonable amount of time, you cannot be contacted, we will call the emergency numbers listed in your child’s file. If your child develops a skin irritation or rash you will be called to pick up your child so that a physician can determine the degree of contagion.

We realize that excluding children who are ill from the center may be a hardship for working parents, but is necessary in providing for the welfare of all our children. The concern for a child being at school while sick is two-fold:

1) any child who is sick needs special medical care and attention, both physically and emotionally. Unfortunately we are unable to provide such specialized medical attention.
2) sick children may often pass their illness on to other children.
Children must be free of signs of a contagious illness, including fever, vomiting, or diarrhea, without the aid of medication for 24 hours before returning to the center.

For your child’s well-being and the well-being of the other children and staff, we recommend that your child see a physician if they have a cough, cold, or other symptom for longer than two weeks.

The center reserves the right to request a doctor’s written release for readmission following a communicable disease or serious illness.

Medications

It is our request that teachers at CCEP be asked to give medication only when absolutely necessary. While we very much want to provide what your child needs, it is sometimes difficult to dispense medication at those most hectic times of day (i.e., lunch, transition to nap, etc.). We ask for your help in scheduling medications, when at all possible, to be given at home before or after school hours.

For those times when it is necessary for your child to be given medicine while at CCEP, there are some important guidelines that we follow. Before we can give any medication to your child, you must complete written permission that indicates the child’s name, the date, time, amount and type of medication to be given. The teacher giving the medication then signs his/her name as well as indicate the medication given, the time given, and the amount. This is required by our licensing regulations.

Licensed child care centers in North Carolina are also all required to only give prescription medications that are in the original container, have a pharmacist’s label with the child’s name, date prescription was filled, the physician’s name, name of the medicine and directions for dosage. Prescription medication may only be given to the person for whom it is prescribed.
For over-the-counter medicines, we ask that you get the proper dosage directions from your child’s physician. It is helpful to get this information when you visit the doctor for your child’s physical. Please have the physician tell us how much, when, how often and for how long the medication should be given.

For sunscreen, insect repellants, diaper creams, or other ointments, you may complete a permission slip once a year.

Please include written instructions on when and how you want these medications administered and note that it is permission for an entire year. Please check with your health provider to assure that the medications are appropriate for your child, particularly for very young children.

All medication must be signed in properly and put in the appropriate locked box or cabinet. Any medication that is not signed in must be taken home. Medication left over after the course of treatment must also be sent home.

For children with on-going needs for medication (such as for asthma or allergic reactions), please check with us on the requirements for permission for prescribed medications. Special arrangements may be made for long term medications. If your child is on medication at home, please inform the staff.

**Accidents**
All CCEP teachers receive CPR and First Aid training as part of their on-going staff development. Trainings are also offered periodically on specialized topics, as needed.

If an accident should occur at the center and a child is injured, the staff will apply first aid to minor injuries (cuts, scrapes, bruises) and report the circumstances to the parent at the end of the day or during the day at the teacher’s discretion. The staff will notify parents or the appropriate emergency person of serious injury that might require medical attention to pick up the child or come to the center to observe the child. In the event of any injury or illness that is thought to be life-threatening, staff will call for EMS personnel and accompany the child to the hospital, if needed. Parents will also be immediately notified.
SNACKS AND MEALS

Snacks
CCEP provides a morning and afternoon snack for all toddlers and preschoolers. These snacks meet USDA guidelines to provide part of a child's total nutritional needs. Items served for snacks are indicated on the menus posted in each classroom.

Lunch
CCEP must meet licensing requirements for the lunches that are served to children. This includes meals that we provide and meals that are sent from home. Menus are posted and available for the meals and snacks we provide.

Parents of children in the Infant classroom supply formula/breast milk, baby food, or regular food for their child’s individual needs. Bottles and other food containers from home must be labeled clearly and dated to meet sanitation requirements. Families wishing to breastfeed are welcomed.

Children enrolled at Carter Center bring lunch on a daily basis. This helps avoid having toddlers wait for catered meals to be delivered, and allows us to individualize the care we provide to a greater degree. Personal preferences for particular foods are strong at this age, as well.

Children enrolled in Curry preschool and North Drive classrooms have catered lunches provided on Monday, Wednesday and Friday each week. Parents provide lunch on Tuesday and Thursday. If you wish to provide lunch more often for your child, you are welcome to do so.

Please discuss any food allergies, dietary restrictions, etc. with your child’s teacher.

Due to the time involved and the limited equipment for warming food for the entire classroom, we suggest that you pack a cold lunch that can be served quickly. Candy, soft drinks, and chips are generally not part of the menu we provide and we ask that you also avoid these as part of your child's lunch from home. A list of popular cold lunch foods is included at the end of this handbook. Please remember to slice small fruits/vegetables (grapes, carrots, etc.) length-wise rather than into round circular bites to prevent choking.
Please bring your child's lunch in a labeled container and place it in the refrigerator. Each lunch box must also be labeled with the current date to meet sanitation regulations. Check with your child's teachers for each classroom's particular location. Due to sanitation requirements, we cannot save or send home leftover food that has been served.

The requirements for lunch that must be met are:

1 serving protein
   meat, cheese, eggs, soy products, etc.

1 serving bread/grain
   bread, crackers, granola bar, rice cakes, bagel, etc.

2 servings fruit and/or vegetable
   any fresh fruit or vegetable, steamed vegetables, fruit cups, etc.
   (fruit roll-ups, fruit juice and potato chips are not counted as a serving)

1 serving milk/milk substitute
   (CCEP provides 2% milk for preschoolers and Whole milk for children ages 1 to 2 years)

Examples: Cheese sandwich, apple, carrot sticks, milk
           Hard boiled egg, cucumber slices, applesauce, crackers, milk
           Lunchmeat sandwich, steamed broccoli, pear, milk
GUIDANCE
Our goals for children include learning self-discipline, and to be respectful of the rights of others in resolving conflicts. In working toward these goals, we explain the need for behavior that does not hurt others and is safe for everyone. We encourage responsibility for one's actions. We also work with children to share their feelings in words with each other, and help provide the words when needed. The guidance methods employed at CCEP will be reflective of an understanding of children's needs and stages of development. Children will be encouraged to resolve their conflicts with others through negotiations. The CCEP teachers are well versed in negotiation strategies and will guide children in resolving conflicts.

We:
1. DO praise and encourage children
2. DO reason with and set limits for the children
3. DO model appropriate behavior for the children
4. DO modify the classroom environment to attempt to prevent problems before they occur.
5. DO listen to the children
6. DO provide alternatives for inappropriate behavior to the children
7. DO provide the children with natural and logical consequences of their behavior.
8. DO respect the children’s needs, desires, and feelings.
9. DO explain things to children on their level.

We:
1. DO NOT spank, shake, bite, pinch, push, pull, slap or otherwise physically punish children.
2. DO NOT make fun of, yell at, threaten, make sarcastic remarks about, use profanity, or otherwise verbally abuse children.
3. DO NOT shame or punish children when bathroom accidents occur
4. DO NOT deny food or rest as punishment.
5. DO NOT relate discipline to eating, resting or sleeping.
6. DO NOT leave the children alone, unattended, or without supervision.
7. DO NOT place the children in locked rooms, closets, or boxes as punishment.
8. DO NOT allow discipline of children by children.
9. DO NOT criticize, make fun of, or otherwise belittle children’s parents, families, or ethnic group.

This policy is shared with students, staff, and volunteers working in our program and is expected of all. If there are ever questions regarding compliance with these standards, please let us know immediately.
CLOSINGS

Inclement Weather
The Child Care Education Program may open later or close earlier than usual when ice, snow, or other hazardous conditions exist. This will allow children, parents and staff safe transit time to and from the centers. On mornings when the weather is questionable, parents should call 336-334-3591 to listen for a recorded message of any changes in opening time for CCEP. This message will be on the machine by 6:30 am. If there is no weather message, the regular operating hours will be followed. In addition, if the University is closed, CCEP will also be closed. If inclement weather develops during the day and CCEP needs to close early, we will call and email to let families know of the adjusted hours.

The inclement weather number is also posted on the home page of the CCEP website.

Teacher Workdays
Because our program operates year-round, the need exists for days during the year when staff may attend work without having the children present. These days allow staff to work in their classrooms, attend trainings and staff meetings, visit other programs, and better prepare in their role as your child’s teacher. We recognize that it is not easy to find alternative care for these days, but also recognize that our program would not have the level of quality that exists without teacher workdays. Most of the days are scheduled during times the university students that supplement our staff are not available. Attempts are also made to align with local public school workdays or holidays.

OTHER POLICIES

Birthdays
Birthdays are a special event in the lives of young children. For families that wish to celebrate this day at the center, we suggest a special nutritious snack on or near your child’s day to share with the class. Please talk with your child’s teachers about your ideas, so they can plan appropriately for your child’s special day. Gifts for the birthday child should not be included
in a celebration at the center, only at home parties. Balloons also present a safety hazard, are not allowed by our licensing regulations, and should not be brought to CCEP.

**Holidays**
The focus of our program is on the daily events and experiences of the children in our classrooms. We understand that holidays are important and meaningful events in the lives of many children and families, therefore, we will incorporate children’s interests and cultures about holidays into the activities of the classroom. However, holiday activities are planned not according to the calendar year, but rather when children begin to discuss and act on those holiday routines and rituals. This often happens following, rather than prior to the actual day of the holiday.

We wish to reflect the culture of all children in the classroom or center, as well as other cultures in our world. We encourage parents and families to assist in planning experiences that reflect their personal cultural and religious holidays and rituals and to talk with teachers to help increase awareness of your family’s unique traditions or celebrations.

**Special Toys**
Items that children bring into the classroom from home should be things that children can share with others in the classroom, i.e. games, outdoor activities, books, etc. Because of past experiences with super hero action figures that have stimulated hurtful play, we may limit these toys in the classrooms. However, we do want to encourage children to share their interests and special items in ways that are constructive. Please check with your child’s teachers regarding individual classroom methods and guidelines for accomplishing this goal.

**Appropriate Dress**
Children should be dressed for busy exploration and activity. Comfortable clothes and shoes are essential. Children need to have an extra full set of clothing in cubbies that reflects the time of year. Ideal dressing for winter weather would be layers, i.e., t-shirt, sweater, jeans, socks, jacket, mittens, sneakers, hat, so that your child can move comfortably from inside to outside. During the summer months, children engage in many outdoor water activities. Please make sure that your child has a towel and swimsuit, as well as an extra set of clothes. Please check your cubbies daily, to
ensure that your child has the clothes she/he needs. In order to keep up with the amount of clothes in each classroom, please label your child’s clothing. We try to keep up with individual items of clothing, but from time to time items are lost. Labeling clothes helps reduce this possibility.

Because we experiment with an assortment of art materials and encourage creativity over neatness, please send your child dressed to be “messy”. We try to purchase paints that are washable, but have found there are varying degrees to this claim by manufacturers. Clothes that are valuable or just for special occasions should not be worn to school.

**Diapering/Toilet Learning**

For children needing diapers, we ask that families supply sufficient quantities for your child. Children are checked every 2 hours to determine need for diaper changes. Most families find it easiest to purchase a large quantity which we label and store for your child’s use. Any use of cloth diapers must ensure that the possibility of leakage is minimized. This includes use of waterproof outer coverings. To meet sanitation requirements, soiled diapers and waterproof coverings must be placed in plastic bags and sent home each day without rinsing.

CCEP recognizes that each child grows and develops at his/her own rate; therefore, there is no age limit at which children are required to be using the toilet. Generally, a child is ready to begin learning to use the toilet when the child can verbalize words related to toileting or when he/she can indicate to a caregiver that the diaper is soiled. The muscles that control bowel movements and urination develop at varying rates for young children, and children who do not have this muscle control cannot be expected to be using the toilet regularly.

Once a child begins using the toilet, it is important to keep the lines of communication open between home and school. Consistency between these two environments offers the child an optimal learning experience that fosters security and comfort. Ideally, a child’s transition to toileting should be from wearing diapers to regular underwear. Items such as pull-ups do not give the child the sensation of wetness and discomfort which is necessary in the development of bladder and sphincter control.
Nap
In accordance with state licensing laws, a rest time is scheduled each day. The length varies with the age group and needs of the child. CCEP provides many active learning experiences throughout the day; therefore, it is necessary for all children to participate in nap activity. Due to various ages of children, we are sensitive to all children’s developmental needs. Although most children do sleep during nap, there are a few who no longer need a nap during the day. We do require these children to rest on their cots or mats for at least 30-45 minutes. After this time, these children can participate in quiet activities for the remainder of naptime (e.g., coloring, looking at books, puzzles, building with Legos, etc.). Each classroom provides a cot or crib, sheet, and blanket for each child. If you wish to send additional nap items for toddlers or preschoolers, i.e. blanket, pillow, stuffed animals, or other special rest item, please feel free to do so. Please make sure that these items are labeled and can safely be stored in your child’s cubby space. Items from home need to be taken home and washed on at least a weekly basis.

Campus Trips
Often our teachers will take advantage of the University Campus and provide “walking” field trips to areas and activities nearby. These local field trips are often impromptu but are always under the supervision of CCEP personnel. Teachers also carry cell phones in order to maintain any needed communication. We use these trips to enhance and enrich the learning experiences of our children. Posted notes regarding walks will be available for parents prior to the event. Please note that your signature on the emergency card indicates your permission for these walks. Parents are always encouraged to participate in these activities.

Child Abuse and Neglect
Under North Carolina law, caregivers are required to report any suspected case of child abuse or neglect. In the event of a suspected case, teachers would report to the director, and the director to the Child Protective Services Unit of the Department of Social Services.
Family Involvement

Developing a strong partnership between child care programs and families is one of the most important opportunities that exist for building quality education and care. It is our goal that CCEP be a welcoming place for children and adults. We recognize that you are your child's first and most influential teacher, and your involvement is considered a vital component of the Child Care Education Program. Your input and understanding of our program helps us provide a better place for your child. Recognizing that while we cannot be "all things to all people", your input and support helps us build on the strength of the diversity our families bring. We welcome your visits and encourage you to share your talents, time and special skills with all our children.

Along with informal involvement in our classrooms, there are family groups that meet regularly throughout the year. These meetings are sometimes classroom based and at other times involve the entire program. These meetings are opportunities for sharing of information, planning for the future, and just getting to know staff and other families. We encourage you to plan to attend as often as you are available. We also invite you to let us know of topics you would like to discuss at these meetings.

Parent/Teacher Communication

At CCEP, we use many different methods for communication with families. Informal sharing of information is often done by teachers during arrival and pick up times, daily information is posted on the “Today we…..” boards for toddlers and preschoolers, sheets with individual child information is provided for infants, email is often used by teachers and administrators to share information, and the CCEP website has general information and forms available.

Any pressing concerns about your child that arise during the day will be shared by a phone call. If you are unsure of the location or system most often used by your child’s teachers, please ask. We also ask that you provide up-to-date email addresses and phone numbers so that we can more easily communicate with you.
Concerns
Under the best of circumstances and in the best of programs, there will be times when questions, concerns, or problems arise. We ask that you let us know when you are unsure or concerned about anything in our program. It is in everyone's best interest that we discuss issues as they arise. We do ask that you arrange a time to talk with teachers when they are not responsible for supervision of children and students. In depth discussions can be held during naptime, or when additional classroom coverage can be arranged. We also ask that you be aware of what you say when children are present. It is very important that discussions be productive and focused on the best interest of all our children.

If after discussing concerns with classroom teachers, you do not feel the situation is resolved, please contact the center director to arrange a conference. After meeting with the director, if a problem still persists, you may ask to meet with the HDF liaison committee of the Child Care Education Program. This committee is comprised of key Birth-Kindergarten faculty in the department.

Parent Conferences/Home Visits
Individual conferences will be arranged twice a year at the mutual convenience of both teachers and parents. If at any other time you would like to meet with the teachers, please feel free to set up an appointment. We are here to assist in answering any questions that you may have about your child's development and his/her interactions in a classroom setting. As part of our curriculum we create portfolios of your child's work and examples of growth and development. These are used as a basis for our conferences and for our ongoing curriculum planning for each classroom.

Many of our teachers also like to visit with families in their homes from time to time. Home visits are always optional for families, but are invaluable in getting to know your child and the important people in his/her life. We also find it is a good way to share information about CCEP and to answer individual questions about the classrooms.
Referrals
A major component of developmentally appropriate practice is to individualize our classrooms to the needs of each child as much as possible. We expect to see variations in how children develop and seek to enroll children with identified disabilities. However, if we have questions regarding an individual child's development being outside the expected normal ranges, we may need to seek additional resources for our work with that child.

If staff and/or parents have concerns regarding a child's development, classroom teachers and the administrative staff will do observations of the child and the classroom. Conferences will be scheduled to discuss our observations with parents, seek their perspective on these observations, and a collaborative plan of action will be developed. Families will be supported in finding resources and in strategies that are helpful in advocating for their child.

There are several resources in Greensboro, Guilford County and UNCG available to teachers, parents, children and students that are sometimes requested and used to help in meeting the unique, individual needs of our children. Please let us know if you want or need information regarding these resources.
APPENDIX

Popular Cold Lunch Ideas
Illness Guidelines
Immunizations
Addresses and Phone Numbers
Popular Cold Lunch Foods

Sandwiches:
  - Cream cheese and preserves
  - Lunchmeat
  - Cheese

Bagels, plain or with any of the above
Crackers with cheese, cream cheese, etc.
Rice cakes

Chicken
Chicken salad
Breakfast/cereal bars
Tuna
Tuna salad
Hummus
Macaroni/pasta salad
Hard boiled eggs
Cottage cheese
Yogurt
Carrot sticks
Cherry tomatoes, sliced lengthwise
Cucumber slices
Pepper slices
Salad with dressing
Any variety of seasonal fresh fruits/vegetables
Canned fruit, fruit cups
Dried fruit

***Please remember to slice LENGTHWISE to avoid choking hazard
Deciding if a sick child should be sent to school or kept home can be difficult. These student health guidelines will make the decision easier.

Students should be kept home if during the night or early morning they have:
- Nausea/vomiting – two or more times.
- Diarrhea – two or more loose, watery stools.
- Fever – oral temperature 100 degrees or higher in the last 24 hours.
- Any discharge from the ear.
- Any unknown, undiagnosed rash.
- Skin sores that are oozing or the drainage cannot be contained in a dressing.
- Wheezing, croupy cough, and/or cough producing green mucus.
- Ringworm – a fungal infection that has not been treated by a doctor.

Please telephone your child’s doctor or clinic for advice about treatment. Some conditions will require a doctor’s visit and prescription medication. Your child’s school may ask you to provide proof of treatment. Follow the doctor’s or nurse’s advice about when to return to school.

Common Contagious Conditions
- Chickenpox Stay out of school for the first six days or until the last pox (blister) has dried.
- Fifth Disease May attend school with rash if child feels well. Please inform the teacher if your child’s doctor has made this diagnosis. Pregnant women exposed to fifth disease should alert their doctors.
- Head Lice May return to school after treatment with special shampoo or crème rinse and removal of a significant amount (75%) of nits (lice eggs attached to hairs). Guilford County Schools, 2006

Please inform teachers of any changes in home or work telephone numbers. List another adult as an emergency contact if a child is sick or injured.

Your cooperation with these guidelines will help us keep a healthier school environment for all children.

For more information contact the Guilford County Department of Public Health at 641-7777 or www.guilfordhealth.org
Children attending child care centers or homes must receive shots – or immunizations.

You must collect shot records from parents and update your records until all required shots have been given.

**IMPORTANT!**

Parents or guardians must provide a child's certificate of immunization within 30 days of attendance. Children who are behind in their shots may be enrolled, but must also prove they are trying to get the needed vaccines and are meeting scheduled appointments.

If you have questions about immunizations, call your local health department or contact the N.C. Immunization Branch at 919-707-5550 or visit www.immunize.nc.gov

N.C. Department of Health and Human Services Division of Public Health Women's & Children's Health Section Immunization Branch

N.C. DHHS does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services.

7,500 copies of this public document were printed at a cost of $700.19 or $0.0937586667 per copy. Reported 10/15/06

---

**What Shots Do They Need?**

<table>
<thead>
<tr>
<th>By This Age</th>
<th>Children Need These Shots</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 months</td>
<td>1 DTaP 1 Polio 1 Hib 1 Hep B</td>
</tr>
<tr>
<td>5 months</td>
<td>2 DTaP 2 Polio 2 Hib 2 Hep B</td>
</tr>
<tr>
<td>7 months</td>
<td>3 DTaP 2 Polio 2-3 Hib 2 Hep B</td>
</tr>
<tr>
<td>12-16 months</td>
<td>3 DTaP 2 Polio 3-4 Hib 1 MMR 2 Hep B 1 Var*</td>
</tr>
<tr>
<td>19 months</td>
<td>4 DTaP 3 Polio 3-4 Hib 1 MMR 3 Hep B 1 Var*</td>
</tr>
<tr>
<td>4 years or older (in daycare only)</td>
<td>4 DTaP 3 Polio 3-4 Hib** 1 MMR 3 Hep B 1 Var*</td>
</tr>
<tr>
<td>4 years or older (and in kindergarten)</td>
<td>5 DTaP* 4 Polio* 3-4 Hib** 2 MMR* 3 Hep B 1 Var*</td>
</tr>
</tbody>
</table>

* The 5th DTaP, 4th Polio, and 2nd MMR are not required until children enter kindergarten. The last DTaP must be after age 4.

** Children beyond their 5th birthday are not required to receive any Hib vaccine.

Vaccination required unless documentation of disease history. Acceptable documentation is a letter from the child's parent, legal guardian or physician stating approximate date or age of child's infection.

Note: Prevnar, Hepatitis A, Poliomyelitis and Flu vaccines are not required or reportable but are recommended by the Advisory Committee on Immunization Practices.

---

**DTaP** Diphtheria, Tetanus and acellular Pertussis is sometimes written as DTaP or DTP. If it is written as DT, ask the parent for a doctor's note stating why DT was used instead of DTP. Children who receive the fourth DTaP after age 4 do not need a fifth dose.

**Polio** Polio may be written as either OPV, IPV, Sabin Polio or EIPV. Children who receive the third dose of polio after age 4 do not need a fourth dose.

**Hib** Haemophilus influenzae type B may be written by itself or with DTP, such as DTP/Hib or Tetramune. Children receive up to 3-4 doses of Hib, depending on the type of Hib given. ALSO: If a child got 1 dose of Hib on or after age 15 months, whether the Hib was by itself or with DTP, no more Hib vaccine is needed.

**M+R** Measles, Mumps and Rubella is a 3-in-one shot. The first dose can be given no earlier than the 1st birthday. The 2nd dose must be given before the child enters kindergarten.

**Hep B** Hepatitis B is required for all children born on or after July 1, 1994.

**Var** Varicella (Chickenpox) – one dose is required for all children between 12 and 19 months of age who were born on or after April 1, 2001. (Effective April 1, 2002) A second dose of varicella is now recommended for all children between the ages of 12 months and 12 years of age. This second dose is not required.
CHILD CARE EDUCATION PROGRAM
P.O. Box 26170
310 McIver Street
Greensboro, NC  27402
(336) 334-5810
website:  http://ccep.uncg.edu
email:  ccep@uncg.edu
inclement weather:  (336) 334-3591

North Drive Child Care Center
310 McIver Street
(336) 334-5810

Brent Woodson Carter Child Care Center
117 McIver St.
(336) 334-5376

Curry Child Care Center
1109 Spring Garden Street
Curry Annex (336) 334-5587
Curry 205 (336) 334-5923
Curry Infants (336) 256-0481