



ECU

NANCY W. DARDEN  
CHILD DEVELOPMENT  
CENTER

# PARENT HANDBOOK & OPERATING PROCEDURES

COLLEGE OF HEALTH & HUMAN  
PERFORMANCE

DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY SCIENCE



# Table of Contents

<b>INTRODUCTION</b>	<b>2</b>
<b>THE PROGRAM</b>	<b>2</b>
Philosophy of Early Childhood Education	2
Purpose and Goals of the Program	2
Philosophy of Family	3
Educational Program	3
Infant Curriculum	4
Toddler Curriculum	4
Preschool Curriculum	5
Transition Policy	5
Clothing	6
Toys	6
Naptime and Potty/Diapering Supplies Needed	6
Special Needs	6
Schedule	7
Outdoor Play	7
Active Play	7
Appropriate Sunscreen and Clothing	7
Insect Repellent	7
Field Trips	
<b>HEALTH, SAFETY, and NUTRITION</b>	<b>8</b>
Nutrition and Physical Activity	8
Food	8
Cooking with Children	9
Infant Food	9
Milk and Formula Practices	10
Breastfeeding	10
Food Choices	10
Toddler/Preschool Snack Foods	10
Allergies	11
Parties	12
Child's Health	12
Hand Washing	12
Water Play	13
Diapering	14
Cleaning	14
Communicable Diseases	15
Health Consultant	16
Medication Administration	16
Medical Procedures	17
Animal and Pet Policy	17
Safe Entry and Exit	18
One Card Access	18
Security	18
Infant Sleep	18
Accidents	19
Accident Insurance	19
Drills	19
Playground Audits	20
Balloons	20
Supervision of Children	20

<b>ENVIRONMENTAL HEALTH</b>	20
Smoking	21
Air	21
Lead	21
Asbestos	21
Work Orders/Supply Request	21
<b>GUIDANCE</b>	22
NDCDC Behavior Policy for Preschool 3's and 4's	23
Biting	24
<b>OPERATIONAL MANAGEMENT</b>	26
Licensing and Accreditation	26
Community Outreach	26
Fiscal Management	26
Eligibility	26
Admission Considerations	27
Wait List	27
Classroom Configuration	27
Children with Special Needs	27
<b>PARENT/VOLUNTEER INVOLVEMENT</b>	28
Parent Participation	28
Parent-Staff Communications	28
Grievances	28
<b>REGISTRATION AND FEES</b>	29
Forms required for Admission	29
Registration Fee	29
Tuition Payment	29
Returned Checks	29
Late Payment Fee	30
Withdrawal	30
Dismissal	30
<b>DAILY PROCEDURES</b>	30
Hours of NDCDC Operation	30
Arrival and Pick Up	30
Late Pick Up Fee	31
Transportation	31
Security	31
Parking Passes	31
Child Abuse Reporting	32
Reporting of Abuse or Neglect	32
Accusation of Abuse and Neglect by Staff or Faculty	32
Child Files	33
<b>ASSESSMENT OF CHILDREN</b>	33
Developmental Assessment	33
Infant and Toddler	33
Preschool	<b>33</b>
<b>COMMUNITY RESOURCES</b>	34

## **INTRODUCTION**

The Parent Handbook and Operating Procedures provides information about the operations and policies of the Nancy W. Darden Child Development Center (NDCDC). The NDCDC is an early childhood education program in the Department of Human Development and Family Science (HDFS) at East Carolina University. The goals of the NDCDC are to serve as a model-training facility for students majoring in Child Development and Family Relations and Birth through Kindergarten Teacher Education (BK), to provide early education and high-quality care for preschool children, and to provide research opportunities for students and faculty. The East Carolina University NDCDC provides high quality early childhood education for children ages 3 months to 5 years who represent a broad cultural and economic mix. Children come from families within the university and neighboring communities. Serving as a model-training facility, the NDCDC provides observation and participation opportunities, as well as supervised internships for undergraduate and graduate students in the Department of Human Development and Family Science and other program across campus. Volunteers and students are cooperatively supervised by the HDFS faculty, the NDCDC director, and the lead teachers. Community early childhood providers are invited to observe and consult with the faculty. The East Carolina University NDCDC holds a five-star rated childcare license from the Division of Child Development, North Carolina Department of Health and Human Services, and is fully accredited by the National Association for the Education of Young Children (NAEYC). All research conducted in the NDCDC is approved by the University, Institutional Review Board, and the NDCDC Research Committee. Research activities are carried out under the direction of the Director of Research and Program Development for the NDCDC. Strict confidentiality is maintained.

## **THE PROGRAM**

### **Philosophy of Early Childhood Education**

The program follows the Developmentally Appropriate Practices Guidelines established by the National Association for the Education of Young Children (NAEYC). The program's theoretical orientation and application are eclectic, borrowing mainly from the development theories of Eriksson, Piaget, Montessori, Reggio Emilia, and Vygotsky. Recommended practices outlined by the Council for Exceptional Children (CEC) Division of Early Childhood (DEC) guide services for young children with special needs.

### **Purpose and Goals of the program**

The purpose of the ECU NDCDC are:

- To serve as model training facility for students enrolled in Early Childhood Development and Family Relations and Birth through Kindergarten Teacher Education.
- To provide enriched learning experiences for individual children within a group care setting.
- To provide research opportunities for faculty and students.
- To serve as a resource to parents.
- To serve as a model, age-appropriate, and quality program for young children, parents, students, and early childhood providers.
- To provide an inclusive setting that supports diversity of culture, race, and ability.

The goals of the ECU NDCDC Program are:

- To help children improve and expand their ability to think, reason, and speak clearly about each day's activities.
- To help children become competent individuals.
- To help children learn to respect themselves and to grow in self-confidence.
- To help children enjoy each day.
- To help children experience learning as fun as they seek to satisfy their natural curiosity.
- To help children form relationships with adults in a setting which fosters respect, not fear.
- To help children develop good health habits, and
- To help children appreciate their unique places in the world.

### **Philosophy of Family**

The NDCDC emphasizes healthy relationships. In order to enhance the relationships between the teacher and child, the child and family, and the teacher and family, it is important for teachers to acquire information regarding the experiences, knowledge, culture, child rearing beliefs, and practices of family members. Teachers must value the family as the primary caregivers in a child's life. When this occurs, the parent-teacher relationship becomes one of mutual trust and support and enhances the development of the child. Close relationships develop over time through interactions that are warm, respectful, responsive, and caring.

In order to maintain this type of relationship, regular communication is required. Time will be set aside each day, mainly at the beginning and end of each day for the teacher to communicate with parents through conversations, notes, telephone calls, texts, emails and scheduled meetings. Parents and primary family members are welcome to observe their children through the observation booths that are provided for each classroom. Parents are encouraged to meet with the teacher to exchange information about the child or family, the child's progress, or for any specific concerns. NDCDC staff view themselves as part of a team of individuals committed to the well being of each child and family in the program. Whenever beneficial, NDCDC staff share information with families about community resources that might be helpful. The NDCDC staff work to be sensitive to families from other cultures and if accessible, provide program information in the chosen language of the family. Parent conferences are offered at least two times during the year to discuss child progress. Additional conferences are scheduled as needed to discuss specific concerns. A parent may request a conference at any time of the year.

### **Educational Program**

The educational program is designed to help children develop physically, intellectually, emotionally, and socially. Emphasis is placed on helping children develop an awareness of their own feelings and how to express those feelings by channeling them into acceptable means of expression. Children learn that they are free to make choices as long as they stay within the limits of consideration for people and things. The curriculum and activities prepare children to use their intellectual and creative abilities and apply them to future learning tasks. The education program is comprised of recommended curricula approved by the North Carolina Department of Public Instruction and the National Association of the Education of Young Children. In addition, Creative Curriculum is used in all classrooms. Curriculum is individualized for all children.

## **Infant Curriculum**

The infant class is made up of children ages 3 months to approximately 18 months. There are 8 infants of various developmental ages in the infant class. The teacher and assistant teacher function as primary caregivers for the infants. A close working relationship between the caregiver and the family is crucial to the success of the infant's development. A major goal of the caregiver is to provide an experience that is an extension of the home, by focusing on the individual needs of each infant and family. The close caregiver/family bond helps to ensure the continuity between the home environment and the early childhood setting. Close relationships develop over time through interactions that are warm, respectful, responsive, and caring. The curriculum occurs naturally and spontaneously during routine care giving and free play.

Teachers use the Creative Curriculum for Infants and Toddlers when planning activities for the children. The aim of the infant curriculum is to create a home-like environment that focuses on the infant's interactions with caregivers, other infants, and materials. Attachment occurs through the regular daily interactions between the caregiver and the infant. Attachment and learning are connected. The attachment that develops between the caregiver and infant gives the infant a sense of trust that he or she is being cared about as well as cared for. When attachment is well developed, care giving times become high-quality interactions during which learning takes place.

To fully encourage attachment, a primary caregiver system is used in the infant program. Each infant is assigned to a specific caregiver who is primarily responsible for the care of the infant during the day, and for the frequent communication with the child's family. The teachers work as a team interacting with and providing learning experiences for all infants. Primary care giving, however, encourages families to establish a relationship with a teacher who will be especially focused on their family and on their child's development and individual needs. Infants learn by exploring with toys, observing the world around them, listening to sounds, and interacting with caring adults. Infants also learn about the world using their senses and their bodies by reaching, grasping, manipulating, and mouthing. The caregiver encourages play by making them self and a variety of interesting materials and experiences available for the infant to explore and discover. It is the caregiver's responsibility to provide a safe, clean, uncluttered, and comfortable "touchable" play space for infants. To do this, the infant program has a shoeless policy. All adults entering the infant classroom are asked to remove their shoes and use socks or slippers to walk about the classroom. Infants may wear shoes and should come dressed appropriately for both indoor and outdoor activities

## **Toddler Curriculum**

The toddler class is made up of children approximately 18 to 36 months old at the time of enrollment. There are 10 toddlers of various developmental ages enrolled in the toddler classroom. The goal of the curriculum is for toddlers to have opportunities to explore objects and materials as well as learn through their experiences with others. Teachers use the Creative Curriculum for Infants and Toddlers and North Carolina Foundation Goals when planning activities for the children. The toddler program is an exploration and experienced-based approach to learning. Curriculum planning focuses on activities that will be engaging and meaningful to the children. These activities provide opportunities for children to experience concepts, to practice problem solving, to be independent, to express creativity, to develop language and social skills, and continue to practice and perfect motor skills. During activities, there is an emphasis on one-to-one interactions and close teacher/child relationships. Each child is assigned to a specific caregiver, who is primarily responsible for the care of the child during the day and for the frequent communication

with the child's family. Toddlers are developing a sense of independence. They want to do more and more things for themselves. It is important to give children opportunities to do things for themselves for them to develop a sense of competence. In the toddler class, children are encouraged to do as much independently such as changing their own clothes and cleaning up their toys. Teachers are available to provide loving support and encouragement to children in order to help them to grow into independent and competent individuals.

Toileting is a significant task for this age group. Daily records are kept of children's toileting routine. When a child begins to show signs of interest in toileting, the parents and teachers work together to develop a plan that will best meet the child's needs. Potty training often starts with a child verbalizing their potty needs and staying dry for longer periods between diaper changes. At that time parents and teachers will discuss potty training with the use of pull ups with sides that open and close (like Velcro). Teachers will alert the parents of their child's progression and decide with the parent when the transition to underwear is appropriate.

### **Preschool Curriculum**

The preschool program is made up of children ages 2 ½ years to 5 years. There is a classroom for three-year-old children and one that serves children ages four and five. Each classroom focuses upon the developmental and individual need of the children. Curriculum is individualized for children with special needs. Teachers use Creative Curriculum for Preschool when planning activities for the children. The classrooms are divided into learning centers such as blocks, dramatic play, art, and science. Learning centers allow the children to have choices and to actively explore the environment using a variety of materials. Since play is the medium through which preschoolers learn, most activities are in the form of hands-on-play activities. Music, art, literature, language development, science, and math concepts are woven into the daily program.

Children are involved in various projects of interest to them. These projects are a cooperative group effort, but the children participate at their own level and are encouraged to progress as far as they can. It is through project work that children learn the many concepts and skills needed for continued development. Projects provide the opportunity for children to use skills to solve real problems. For example, to develop a garden project, children would need to do research in books in order to learn about gardens. They might visit different gardens nearby. With the help of the teachers, they would plan the type of garden they wanted, locate just the right sunny spot, measure, dig, buy seeds and fertilizer, count and plant seeds, water, watch and record plant growth, etc. During the garden project, children would become familiar with important concepts including reading and writing, measuring, purchasing, counting, graphing, and more. It is the teacher's responsibility to provide the right materials, to ask the right questions, and to assist in documenting the project's progression. The children have many wonderful ideas and do most of the "work."

### **Transition Policy**

Children remain in one classroom throughout an academic year. At the start of the summer program and depending on the age of the child, some children will remain in the same classroom and others will transition to the next room. This decision is made jointly by the child's family and teacher. Each of the NDCDC classrooms initiates a transition process to introduce the children to their up-coming teacher and classroom. The infants and toddlers make transitions visits all week to the classroom in which they will be

placed during the up-coming year. Preschool children in the three-year-old class will participate in weekly transition activities in the four-year-old preschool classroom.

### **Clothing**

Parents are asked to provide at least one complete extra set of clothing for their child. Clothing should be clearly marked with the child's name and updated to match the season/temperature. For very young children, more than one set of clothing is requested. For infants and children in diapers, parents provide disposable diapers and wipes. Clothing worn at school should be such that children feel comfortable and free to participate in a wide variety of activities such as painting, water play, sandbox, etc., without concern that they will become soiled. For safety as well as health reasons, children should wear comfortable yet sturdy shoes. Flip-flops and open toed sandals are not considered appropriate safe footwear. Children are expected to dress appropriately for the season, cool clothing for the spring and summer, coats, hats and gloves, sweaters, etc. in the colder months. The NDCDC staff believes that daily outdoor play is essential for young children except in the most inclement weather.

### **Toys**

Because the NDCDC provides adequate play materials and equipment, and because children's belongings may be lost or broken, we ask that children not bring toys from home, except for special projects. Any belongings from home should be clearly marked with the child's name.

### **Naptime and Potty/Diapering Supplies Needed**

Infants - Infants need a sleep sack with arm holes (NOT the swaddle kind), as well as all feeding and diapering supplies such as diapers, wipes, creams or powders.

Toddlers - Toddlers need diapers or easy off pull ups if potty training, wipes, cot sheet, and a blanket.

Preschoolers – Preschool 3's and 4's need a cot sheet, and a blanket. Preschool 3's students may need easy off pull-ups and wipes if newly potty trained.

### **Special Needs**

Children with identified at-risk conditions or developmental delays are welcomed into the classrooms. Teachers work closely with the family and collaborate with all involved service providers. Specialized assistants and therapists working with the child are invited to participate inside the classroom in all activities. The teachers work to embed the child's individual goal-related strategies directly into the classroom routines and activities. In cases where children focus best in smaller groups, every effort is made (with parental permission) to involve one or more typically developing peers with the child receiving consultation. Teachers are considered a vital part of the child's intervention team and participate in goal writing, planning, placement, and transition meetings. Children with identified special needs and a working Individualized Family Service Plan (IFSP) or an Individualized Education Plan (IEP) have specific written learning goals and objectives. Activities are planned by the teachers to meet those specific goals with each goal carefully embedded in play activities. Work and progress toward the child's goals are documented by the teaching staff. All information is kept confidential and in a secure location in the NDCDC office.



## **Schedule**

The daily schedule is planned to include active and quiet times, large and small muscle activities, and child-initiated activities. The schedule is posted in each classroom and in the observation booths.

## **Outdoor Play**

Outdoor gross motor play is an important extension to the classroom. Daily active outdoor play is essential for the health and well being of young children. As a central part of the NDCDC program, all children will go outside when weather, air quality, and environmental safety conditions do not pose a health risk as determined by local weather advisories. Children who are too ill to participate in outdoor play during a day should remain home. All children should be dressed appropriately for the weather. Teachers and the Director consider temperature, humidity and precipitation, and wind chill factors when deciding about the suitability of outdoor play on a given day. Children typically play outside unless prohibited by active participation or local weather advisory. The length of outdoor play is modified to best meet the needs of the children during extreme weather conditions. Accommodations are made for children with special health conditions.

## **Active Play**

When outdoor opportunities for large-motor activities are not possible because of conditions, the program provides similar activities inside. Indoor equipment meets national safety standards and is closely supervised.

## **Appropriate Sunscreen and Clothing**

All children should be dressed appropriately for the weather. In very wintry weather children should come to school with hats, gloves, or mittens, and layers to protect against cold. In hot weather children should dress comfortably and have sunscreen applied by parents prior to coming to school. Parents should bring sunscreen with UVB and UVA protection of SPF 30 or higher for sun protection in a non-aerosol container for teachers to re-apply after naptime. A Medical Administration Form for permission to apply sunscreen to children also needs to be filled out annually. The NDCDC playgrounds have ample shade where children may choose to play with minimum sun exposure.

## **Insect Repellent**

Parents may choose to send insect repellent for use when conditions warrant. The NDCDC complies when public health authorities recommend use of DEET-based insect repellents due to an elevated risk of insect borne disease. Parents are strongly encouraged to apply insect repellent prior to coming to school. Parents may send repellents containing DEET for any child older than two months for staff to reapply after naptime. Staff apply insect repellent no more than once a day and only with written parental permission (see medical administration).

## **Field Trips**

Field trips are a component of the NDCDC education program; therefore, teachers will be taking children on various excursions from time to time. Because the NDCDC is a model training center, it is important the children be available to students for their regularly scheduled observations and participation. Therefore, most field trips will be walking trips on ECU campus. The NDCDC is fortunate to be a part of the university community, which provides rich opportunities for exploration and learning. For these walking trips, parents will be notified prior to the trip and the general campus field trip permission form on file in the NDCDC office will serve as permission. All times that preschool staff take children outside the NDCDC fenced in

playground; they carry a ready to go bag which includes emergency contact information, medical information, and a first aid kit.

In case of off campus field trips, a specific signed permission form for each child will be required. These specific permission forms require the date, time, location, and purpose of the trip as well as the signature of the parent or guardian. Signed permission forms are kept in the child's file for the duration of the school year. Off campus field trips require greater supervision and transportation; therefore, parents are invited to accompany children. In accordance with North Carolina law, appropriate child safety restraints are always used for children. With written permission, children ride in the cars of NDCDC parents/families in approved safety seats.

## **HEALTH, SAFETY, AND NUTRITION**

The NDCDC designs policies and practices for optimum health, safety, and nutrition. Universal precautions and recommended sanitation practices are used to promote wellness and safeguard the health and safety of children, staff, and volunteers. Food and nutrition practices are aligned with USDA recommendations for young children in childcare centers.

### **Nutrition and Physical Activity**

The NDCDC uses the US Dietary Association's recommendations for healthy food for young children.

### **Food**

The NDCDC complies with The North Carolina Department of Environment and Natural Resources, Division of Environmental Health for all food handling regulations.

- Personnel who prepare food are required to wash their hands in antibacterial soap and wear gloves prior to any food preparation.
- Snack foods are prepared in the NDCDC kitchen, covered, and stored until use. Foods requiring refrigeration will be stored in refrigerators.
- Refrigerators are kept at 45 degrees and below for proper cooling.
- Any portions of unused food still in its original container will be dated, tightly sealed, and safely stored.
- Any food in its original container will be discarded if past expiration date.
- Unused food, which has been removed from its original container, will be discarded.
- Eating utensils are rinsed, washed, and sanitized in a dishwasher.
- Clean utensils are stored in a clean designated area.
- Food brought in by parents will be served at mealtimes only. Please do not bring food into the classroom and serve it to your child unless it is mealtime.
- Food brought into the classroom should be given to the teacher to be stored properly. Please do not leave food in your child's backpack.

The NDCDC provides a mid-morning snack, lunch, and afternoon snack to all children over a year. The NDCDC utilizes a four-week rotating menu. Menus are given to parents at the beginning of the month and

are posted in the classrooms and outside the kitchen. Every effort is made to follow the menu, however, the NDCDC reserves the right to make substitutions, when necessary, based on availability and freshness of fruits and vegetables purchased. Any menu changes will be posted on the menu posted outside of the kitchen prior to the item being served.

Snacks are served family style and offer an opportunity for developing appropriate social behaviors, conversational skills, good nutritional habits, and ecological attitudes that discourage food waste. Children are encouraged to serve themselves using serving utensils and pitchers. Teachers closely supervise children regarding sanitation. As frequent spills are the rule, rather than the exception, teachers have absorbent materials handy for children to use in clean up. Teachers and staff take the lead in modeling encouragement, healthy attitudes and habits, and pleasant conversations with the children during snack time. Alternative foods are provided in the case of individual allergy. A vegetarian option is offered to families as well.

### **Cooking with Children**

Cooking activities are a key component of the NDCDC curriculum. In cooking activities, staff assists children in hand washing, cleaning, and sanitizing of surfaces, measuring, and mixing ingredients. When tasting is part of the food activity, a separate utensil is used for each child. After tasting, the utensil is either discarded or placed in a container for washing. NDCDC staff members monitor children carefully to ensure that utensils that have been in a child's mouth are not put back into the un-served food. Raw egg is not used. Cooking activities are rich in mathematics, literacy, social interaction, and problem-solving.

### **Infant Food**

Parents of infants under a year will provide all food for their child each day. Upon arrival each day, parents will give feeding instructions to the teachers. These instructions will be noted on the infant's daily care sheet.

- Only plastic bottles are used at the NDCDC.
- Bottles are prepared by parents 24 hours in advance and sent "ready to feed" and labeled with the infant's full name and the date.
- Properly labeled (full name and date) frozen breast milk may be stored for up to three months in the freezer of a full-size refrigerator and will be discarded if not used during that time.
- Frozen breast milk shall only be thawed using approved methods for thawing. It can be removed from the freezer to the refrigerator at a temperature of 45°F or below and labeled with the date it was removed to thaw. At this point, the milk must be used within 24 hours. At no point should frozen breast milk which has been thawed, be allowed to be refrozen. If previously frozen and thawed, this shall not be kept for more than 24 hours from when it was thawed.
- Bottles will be warmed in an approved bottle warmer. Holding time after warming is no more than 1 hour. After the infant has finished a feeding, any unused portions of formula/liquid will be discarded.
- After the completion of each feeding, any leftover formula, breast milk, or other bottled beverages used during the feeding shall be discarded or sent home with the child whose name is on the label for the formula, breast milk, or bottled beverage at the end of each day. Feeding is

complete when the childcare center employee has stopped feeding the child and the child has been removed from the feeding area in the childcare center and returned to other activities. Bottles previously used for feeding shall not be returned to communal mechanical refrigeration. Remaining milk shall be discarded or sent home daily. Bottles shall not be put back in the refrigerator at the completion of feeding. If parents would like breast milk to be returned home, it is recommended that they provide a cooler bag with ice packs for storage. Providers shall obtain written permission from parents to send breast milk home. All bottles will go home daily. No prepared bottles can remain in the center overnight.

- One clean bottle and a can of ready-to-feed or powdered formula should be provided for emergencies.
- All jar food and cereal boxes will be labeled with the child's full name and the date.
- Jars must be new with the seal unbroken.
- When feeding jar food, food will be spooned out into an unbreakable feeding bowl. The remainder of the food will stay in the jar and be refrigerated and sent home at the end of the day.

### **Milk and Formula Practices**

The NDCDC supports the practice of breast milk or formula only for infants under six months of age. Unless a written doctor's order is on file, children under six months of age will not be fed solid foods or fruit juices. Solids will not be added to liquids in bottles. Infants under one year of age will not be given cows milk except by written order of physician. Parents of children in the infant classroom between the ages of 12 to 24 months will need to send whole milk for their child. NC Sanitation rules require that every Monday morning, an unopened fresh milk be provided by the parent, labeled with the child's first and last name and date. On Friday, any unused milk needs to be taken home by the parent. Milk left will not be permitted for use on the following week.

### **Breastfeeding**

Breastfeeding is supported for infants and is facilitated by NDCDC teaching staff. A separate and private area is provided for breastfeeding mothers who wish to feed their children during NDCDC hours.

### **Food Choices**

Infant teachers monitor the food that each child brings to school and eats daily. When necessary, teachers consult with families and offer resources to help them make healthy food choices for their child and when appropriate fresh fruits are encouraged over fruit juices. The infant classroom does not follow a set time or schedule for snack. When a child lets the teacher know that he or she is hungry, a snack provided by the parents will be prepared for them.

### **Toddler/Preschool Snack Foods**

The morning snack and afternoon snack provided by the NDCDC includes foods from two - three different food groups (see classroom schedule for daily snack time). The four-week rotating menu is reviewed

annually by a the NDCDC Director and an Aramark dietician. When food substitutions occur, changes are highlighted on the menu posted outside the kitchen.

Snack times are individual to each classroom and are noted on the classroom schedule. Effort is made to offer food in the freshest form possible. Fresh fruits and vegetables are served when available. They are either peeled or soaked and scrubbed prior to serving. Raw fruits and vegetables are served in pieces no larger than ½ inch square. Staff who prepare snack are mindful of the age/development of the children in each classroom and size the food according to the chewing and swallowing capacity of the children.

Food is served family style and children are encouraged to serve and pour their own snack food and drinks. Bread, cereal, and crackers are high in whole grains and fiber and low in sugar.

Canned fruits are served in juice or in very light syrup.

The NDCDC provides milk for students in the Toddler, Preschool 3 and Preschool 4's classrooms. Milk served to children ages 24 months and older is 1% or Skim depending on availability. Milk served to children between the ages of 18 months to 24 months will be whole milk. Students ages 12-18 months enrolled in the infant classroom will have whole milk provided by the parent. If your child requires a milk alternative due to an allergy or preference, please note that NUT milks such as almond or almond blends are not permitted. Non flavored soy, A2, lactose free, organic, oat, or coconut milk are permitted. NC Sanitation rules require that every Monday morning, an unopened fresh milk be provided by the parent, labeled with the child's first and last name and date. On Friday, any unused milk needs to be taken home by the parent. Milk left will not be permitted for use on the following week. If a child is still thirsty after drinking two 4 ounces of milk (8 oz.), water is offered. No more than 8 ounces of milk is given to any child during one snack period.

Foods not requiring refrigeration such as dry cereal, bread, or crackers, may be placed in covered serving containers on a tray. Food requiring refrigeration for freshness is kept refrigerated until served.

Snack food choices are somewhat limited relative to current cooking capabilities, but whenever feasible the NDCDC attempts to include foods from a variety of cultures.

Popcorn, peanuts, hotdogs, and other hard foods known as choking hazards are not served in the NDCDC.

Staff consume the same food during snack as the children. Adult foods are not brought into the classrooms.

Food is served in commercial reusable food service containers. Children use plastic cups, plates, and bowls and utensils. At the end of each meal, food containers and utensils are returned to the kitchen, soaked in a solution of dish detergent and water, and washed in a commercial dishwasher. Each rack of dishes is left to air dry before being stored. A daily record of the cleaning of dishes, utensils, containers, and surfaces is kept on a check sheet posted in the kitchen.

Lunch is provided through a contract with Aramark.

## **Allergies**

Notice of all child allergies is posted in the classrooms. In the case of a food allergy or special diet prescribed by a physician, families will need to send food from home in a non-glass container labeled with the child's full name and the date. The food may not be microwaved or contain nuts.

## **Parties**

Parents are welcome to give afternoon classroom birthday parties for children at the NDCDC. Teachers work closely with parents on party plans and encourage the use of store brought foods only. For safety, candles, candy, chewing gum, balloons, and popcorn are not permitted in the NDCDC.

## **Child's Health**

During the registration visit, families will discuss with the NDCDC administrative staff/teacher the child's health including any suspected or diagnosed medical conditions and any specialized needs related to that condition. As part of enrollment, each child will have documentation of a physical examination and record of immunizations within 30 days of enrollment. Immunizations need to be up to date and reported annually.

Each child's overall condition will be noted each morning. If a child comes to school and during the day an illness prevents them from comfortably participating in activities or creates a greater need for care than the staff can provide without compromising the health and safety of other children, the staff will immediately notify the parent, legal guardian, or other person authorized by the parent to pick up the child.

If the child's condition is suspected to be contagious, then the child is made comfortable in a location where new individuals will not be exposed and where she or he is supervised by a familiar caregiver until he or she can be picked up by the family. The family will be instructed on when the child is safe to return to group care.

In the event that a child has been exposed to an unusual level or type of communicable disease, the program will notify parents verbally and in writing about signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program and that should be implemented at home.

Many germs are carried under fingernails. In order to help reduce the transmission of diseases, it is important that staff and children keep their fingernails trimmed.

## **Hand washing**

Hand washing is the single most effective way to prevent the spread of disease. In accordance with NC Environmental Health Regulations for Child Care Facilities, the following hand washing procedures and guidelines will be followed. All children and adults will wash their hands upon entering the classroom. This is a childcare regulation in North Carolina and is designed for the health and well-being of all individuals.

Parents are asked to wash their own hands and to help their children wash hands as soon as they come into the classroom. Staff will monitor and enforce hand washing as needed.

**Proper hand washing procedures shall include:**

- Using soap and warm running water (children use child-size sinks which are equipped with tempered warm water)
- Rubbing hands vigorously with soap and warm water for 15 seconds or the length of the ABC song
- Washing all surfaces of the hands, to include the backs of hands, palms, wrists, under fingernails, and between fingers
- Rinsing well for 10 seconds drying hands with a paper towel
- Turning off faucet with paper towel

**NDCDC staff, students, and volunteers will wash their hands:**

- Upon reporting to work in the classroom
- Before and after handling food
- Before and after feeding infants or children
- Before handling clean utensils or equipment
- After toileting
- After handling of body fluids (saliva, nasal secretions, vomitus, feces, urine, blood, secretions from sores, pustulant discharge)
- After diaper changing
- After handling soiled items such as garbage, mops, cloths, clothing
- After handling animals or animal cages
- After removing disposable gloves
- Upon reentering the classroom from outside

**NDCDC Staff, students, and volunteers will assist children in hand washing:**

- Upon arrival in the classroom
- After each diaper change or toilet visit
- Before eating meals or snacks
- Before and after water activity play
- After handling animals or animal cages
- Upon reentering the classroom after playing outside

**Water Play**

The activity of playing in water is valuable to young children in many ways. “Water play” is a central component of the NDCDC curriculum and is available to children frequently. Clean water is placed in the water table at the beginning of the day and removed at the end of the play period. Children and adults wash hands before participating in water play. Individuals with open sores on their hands will not

participate or will wear a plastic glove during water play. Water tables are sanitized and allowed to dry prior to being used again. Close supervision of children during water play activities is a priority. Parent consent must be acquired prior to children engaging in water play activities. Water for infant water play must not be over one" in depth.

### **Diapering**

Diapering procedures are in accordance with regulations set forth by the NC Department of Health and Human Services, Division of Child Development, and the NC Department of Environment and Natural Resources, Division of Environmental Health. Staff are expected to change diapers every two hours and check diapers and pull-ups upon a child waking from nap. Teachers use disposable diapers and wipes which families bring from home for their child. Except in emergencies, only the diapers and wipes brought by a child's family will be used. Teachers will wear disposable gloves and use the method of diapering currently approved by both the Division of Child Development and the Division of Environmental Health, posted on the wall in the infant and toddler classrooms.

### **Cleaning**

The NDCDC classrooms are cleaned at the end of each day by university staff. During the day, the teachers are responsible for cleaning and sanitation in the classroom. Cleaning is done with a solution of dish detergent and water. Sanitizing and disinfecting is done with an approved solution equal to 200 ppm of chlorine. After cleaning, disinfectant is sprayed onto surfaces and left for a period of at least two minutes before being wiped with a clean paper towel. A new paper towel is used for each surface wiped.

Toys are sanitized according to material and to use. NDCDC staff takes responsibility for cleaning/disinfecting and maintaining a record in the classroom. A record of classroom cleaning is kept on a check sheet posted in each classroom.

#### Infant Classroom

- Toys – after use, infant toys are placed out of reach until they can be cleaned and sanitized. After cleaning and sanitizing they are returned to the classroom shelves for use. When toys made of fabric are mouthed, contaminated with body secretions, or soiled, they are removed from use until they can be washed in the washing machine.
- Bedding - is washed in hot water at the end of each day or sooner if wet/soiled.
- Furniture – all furniture and classroom surfaces are cleaned and sanitized prior to serving food, after messy activities, and at the end of each day.
- Floors – floors are washed, and carpets vacuumed daily by university staff. Carpets are washed and/or steam cleaned when soiled (upon request by infant staff).

#### Toddler & Preschool Classrooms

- Toys – after use, any toys that are mouthed or contaminated with body secretions are placed out of reach until they can be cleaned and sanitized. After cleaning and sanitizing they are returned to the classroom shelves for use. When toys made of fabric are mouthed or soiled, they are removed from use until they can be washed in the washing machine. Plastic toys (such as Legos) are washed, sanitized, and air dried periodically.



- Fabric Items – items such as pillow covers, dress up props, and smocks are laundered in hot water as needed.
- Furniture – all furniture and classroom surfaces are cleaned and sanitized by classroom staff prior to serving food and after messy activities. In addition, all classroom surfaces are sanitized weekly. (Recorded on a checklist each week)
- Floors – floors are washed, and carpets vacuumed daily by university staff. Carpets are washed and/or steam cleaned when soiled (upon request by staff).

	Daily	Weekly	Monthly
Bedding	Infants	Toddlers, Preschool, Pre-K	
Soft Toys	Infants as needed	Infants, Toddlers, Preschool, Pre-k	
Floors	All classes; vacuumed, swept, and mopped		Buffed and waxed
Tabletops/Counter	All classes; after each activity and end of the day		
Hard Toys	All Classes: Infants mouthed toys are picked after use		Submerge toys
Cots	All Classrooms		

### Communicable Diseases

The NDCDC must be notified if a child is diagnosed as having a communicable disease. For a general rule, children should be excluded until they are symptom free for 24 hours without the use of medication. To avoid the spread of communicable diseases, children will be excluded from care until the following conditions are present:

1. **Chicken Pox**---until all sores are scabbed over for 24 hours
2. **Measles**---the week after the rash began, provided all cough and cold symptoms are gone for 24 hours
3. **Mumps**---until all the swelling is gone for 24 hours
4. **German Measles**---after the rash and fever are gone for 24 hours
5. **Roseola**---after the rash and fever are gone for 24 hours
6. **Pink Eye**---24 hours after treatment has begun
7. **Impetigo**---24 hours after treatment has begun
8. **Diarrhea**---no more than two contained diarrhea stools in a day are present for 24 hours
9. **Vomiting**---24 hours vomit free
10. **Head Lice**---Completely Nit free and 24 hours after treatment

11. **Ringworm**---24 hours after antibiotic treatment has begun
12. **Fever**---child should be fever free for 24hrs without the use of medication (a fever is considered above 100.4° F orally, and 99.5° Axillary)
13. **Scabies**---24 hours after one treatment with prescription cream
14. **Flu**---24 hours after symptom free without the use of medication
15. **Covid**---Follow the current recommendations of the NC Environmental Health Regulations for Child Care Facilities.

After a contagious or communicable disease, the NDCDC may require a doctor's certificate before the child will be readmitted.

### **Health Consultant**

The NDCDC has an agreement with the Pitt County Health Department in case medical care of a non-emergency nature is needed. A Child Care Health Consultant serves as nursing consultant to answer questions about health issues, especially regarding contagious diseases.

### **Medication Administration**

#### **\*\* IMPORTANT \*\***

In accordance with North Carolina childcare regulations, any medicines, creams, ointments, lotions, sunscreens, eye drops, insect repellents, etc., are considered medications and **MAY NOT be left in children's diaper bags or backpacks during the day**. These items must be locked in a special cabinet in each classroom (see medication section for further information). Please do not bring these items into the classroom without speaking to a staff member and making sure you are following our medication procedures.

Prescription medications may be administered only in accordance with the procedure described on the label. Medication must be in its original container with the pharmacy label intact.

**Prescription medication** must have an order signed each week by the parent/guardian, detailing the medicine, amount, and time of administration. The staff person giving the medicine must sign and initial the medicine form after administering the medication. Specific training for administration of medication must be either provided by parents, or parents coordinate training for administration.

**Non-prescription**, over the counter medications **will not be** administered at the NDCDC.

Prescription medications, lotions, and creams are always kept in a locked container and away from children. Items needing refrigeration are kept in a locked box in the classroom or kitchen refrigerator. Items not needing refrigeration are kept on the top shelf of the locked classroom cabinet.

In accordance with state childcare regulations, the following medications fall into special categories.

**Sunscreens / Bug Sprays** may be administered with an order written annually by the parent. Sunscreen or Bug Spray should be applied by the parent in the morning prior to coming to school. The staff person will reapply the sunscreen or bug spray in the afternoon. The sunscreen / bug spray form must be filled in with the exact name of the product. The sunscreen or bug spray should be supplied by the parent and have the child's full name on the product. Sunscreens or bug sprays must be in non-aerosol form.

**Diaper creams** may be administered with an order written annually by the parent. The staff person giving the medicine must sign and initial the medicine form after administering the medication. The order must give detailed information about specific conditions for which the lotion or cream should be administered.

**Asthma and allergy medications** may be administered with an order written every six months. The staff person giving the medicine must sign and initial the medicine form after administering the medication. The order must be detailed and specific to the conditions for administration.

### **Medical Procedures**

Parents/guardians will inform the NDCDC administrative and teaching staff of any therapeutic or medical procedures required throughout the day for the well-being of the child. Procedures, such as chest PT, or nebulizer treatments will be demonstrated by either the parent or designated medical personnel, as needed. Specific and exact directions for the procedure will be documented by the parent and/or physician. When deemed necessary, training will be given to NDCDC staff on the safe and best practices for each procedure. Staff will document all procedures on a medical administrative form.

### **Animal and Pet Policy**

The NDCDC encourages teachers to have a classroom pet. Children gain valuable knowledge when they can bond with and help care for pets. Children are encouraged to observe and care for pets in a manner appropriate to the type of pet and the age and development of the child. Classroom pets are typically fish or small animals that can be contained in aquariums or cages. Teachers research the health and safety aspects of specific pets prior to bringing them into the classroom. As a curriculum component a child may help with pet feeding and with maintenance of containers/cages while following strict sanitation guidelines. After pet play or care teachers wash their hands and closely supervise children in proper hand washing as well. Pets are kept in an area of the classroom that is away from areas and surfaces where food is prepared. Non classroom pets (dogs or cats etc. belonging to children or staff) are not brought into the NDCDC. Only animals trained and registered as therapeutic animals can visit the NDCDC classrooms.

## **Safe Entry and Exit**

One of the most critical safety concerns at the NDCDC is the safe entrance and exit of children between the parking lot and the classrooms. The parking lot behind the Rivers Building is a busy place and often university faculty, staff, and students heading to offices and classes are not anticipating small children in the campus parking lots. In addition, the Americans with Disabilities Act require a handicapped access door - intriguing to your children. PLEASE be aware always exactly where your child is. We ask that you keep in physical contact with your child each day when entering and leaving the NDCDC wing and classrooms so that all children can be safe. We appreciate your cooperation in this matter. Please see arrival and dismissal policy in your initial paperwork for more detailed guidelines.

## **One-Card**

The NDCDC doors always remain locked including during hours of operation. Families may gain entry by applying for a One-Card. Until a One-Card is approved families may gain entry through an electronic calling system controlled by the main office. Staff will be able to use their One-Card to access the building during designated times. Please contact the Director for directions on obtaining a One-Card.

## **Security**

There are security cameras located at each end of the main hallway which are linked to the ECU Police Department. The double doors at the end of the main hallway will always remain locked. In addition, each classroom has a panic button that can be pressed in case of emergency. The panic button is also linked to the ECU police department. The panic button should be used only when there is an emergency. Administration and teachers are also able to use the Livesafe app with their mobile devices. The LiveSafe app provides a direct connection to campus safety.

## **Infant Sleep**

The NDCDC complies with N.C. Division of child Development infant sleeping regulations for all infants under 12 months of age. A written infant safe sleeping policy is explained to parents of young infants and signed by parents and a NDCDC representative prior to the infant's enrollment. All NDCDC faculty, staff, and substitute teachers assigned to the infant classroom are Infant/Toddler Sleep (ITS) SIDS certified and all students and volunteers have been trained in the NDCDC sleep procedures.

The NDCDC infant safe sleep procedures require that infants under 12 months of age be placed on their back for sleeping with feet near the foot of the crib. Although all infants are placed on their back, infants who can roll to a side or tummy position independently are left in their position of choice and a sign is placed on the crib indicating such. If a child arrives at the center asleep in their carrier, they will be removed and placed on their back in their crib. The center does not use equipment such as swings or bouncers.

In rare cases where an infant has a diagnosed medical condition requiring either an alternative sleep position or the addition of a sleeping device in the crib, a medical waiver must be completed and signed by a physician. In these cases, a sign is placed on the crib indicating such.

In accordance with the NDCDC Infant Sleep policy, teachers document the time a child is put down for sleep. In addition, teachers check sleeping infants every 15 minutes to watch for movement and listen for breathing. Infants are touched on the skin during this sleep check for teachers to feel for irregularities in body temperature. Each sleep check is documented on the safe sleep log. The time of waking is also documented. Infants are taken out of cribs immediately upon waking and must have nothing in the crib with them other than a pacifier. Sleep sacks without swaddles are permitted. The daily contact sheet and the sleep log are used to help document supervision provided by the teachers in the infant classroom.

### **Accidents**

Any time a child receives an injury at the NDCDC, an Incident Report will be completed by the supervising teacher. The report is signed by the supervising teacher and the parent. A copy of the report is given to the parent and the original is placed in the child's file. A log of all incidents is filed by the NDCDC. If the child receives medical treatment for the injury, a copy of the incident report will be sent to the Child Care Licensing Consultant, Division of Child Development within seven (7) working days of the accident.

In the event of a serious accident or emergency, the supervising teacher will notify the NDCDC director immediately. The director or supervising teacher will activate the emergency plan and child will be taken to ECU Health Medical Center by ambulance. The supervising teacher or director will notify the parents/guardian immediately. If the parents/guardian cannot be reached, the NDCDC will attempt to notify the physician listed in the child's file. If the physician cannot be reached, an assigned member of the staff will secure the medical attention he/she deems necessary in accordance with the NDCDC Emergency Medical Care Plan. Parents/guardians give the authorization for emergency medical care by signing the Release Form which is part of the application package. In the event of any possibility of blood exchange, the NDCDC teaching staff have received training on handling and storage of hazardous materials and the appropriate disposal of bio contaminants. All documentation will be signed by parents or guardians and kept on file in the NDCDC office.

### **Accident Insurance**

The NDCDC provides an accident insurance plan for covering all children while they are participating in the school's programs.

### **Drills**

The NDCDC staff, children, and volunteers participate in regularly scheduled safety drills.

#### **Fire Drills**

In accordance with state childcare regulations, fire drills are held monthly. Each classroom follows the designated fire drill procedure (posted in the classroom). Children exit the building under close teacher supervision and go to the designated area at which time role is taken by the lead teacher. Each drill is timed and documented for the record.

### **Shelter in Place/Lock Down Drills**

Shelter in Place/Lockdown drills are required to be conducted quarterly. Each classroom follows the drill procedure (posted in the classroom). With teacher assistance children go to the designated area in the hallway for shelter in place and designated areas for lockdown. Each drill is documented for the record.

### **Playground Audits**

The playground will be visually inspected daily prior to outdoor play. All trash or unsafe materials will be removed from the play area prior to the children using the playground. A monthly playground audit will be completed by a staff member certified in playground safety. Any problems related to playground surfacing, equipment, fencing, litter, etc. should be reported to the NDCDC director immediately. Playground audits are kept in a notebook in the director's office and are available for inspection by licensing personnel.

### **Balloons**

Out of concern for the safety of our children and in accordance with regulations from DCDEE the NDCDC does not permit balloon play. Research has shown that balloons may cause serious injury or death if popped and swallowed by a young child. Balloons will not be used at the NDCDC and may not be part of party bags brought for special occasions.

### **Supervision of Children**

In accordance with childcare regulations, children will always be visually supervised. Infant and Toddler teachers (3 mos-36 mos.) must be able to see and hear the children at all times. The following teaching ratios are ALWAYS maintained; Infant Classroom 1:4, Toddler Classroom 1:5, Preschool Classroom 1:8 and Pre-K classroom 1:9

When moving children from one area to another, it is the practice of the NDCDC that:

- children are brought together into a group
- the lead teacher counts the children, making sure that all are present
- one teacher walks in front of the group
- children walk in twos or threes, every child holding hands with at least one other child
- one teacher walks behind the group

Non-walking infants and children are moved in strollers or carried by the teaching staff.

### **ENVIROMENTAL HEALTH**

The NDCDC is alerted to environmental health and safety hazards and makes every effort to comply with the policies of East Carolina University, the NC Department of Health and Human Services, Division of Child Development, and the NC Department of Environment and Natural Resources, Division of Environmental Health.

## **Smoking**

The NDCDC is a nonsmoking facility. Smoking and vaping is not allowed in or around the immediate vicinity of the center. Please see smoking policy in your initial paperwork for more details.

## **Air**

The NDCDC staff monitors air quality, as much as that information is available for this geographic area. When it is known in the Greenville area that air quality is poor, and based on local environmental health recommendations, outdoor play is modified. When recommended by the Pitt County Health Department or designated air quality agency, NDCDC staff will follow suggested guidelines for children's outdoor play. As recommended by NC Department of Environment and Natural Resources, Division of Environmental Health, regulations for licensed childcare centers, the following categories of air quality will limit outdoor play:

**Code green:** no restrictions; usual outdoor physical activity permitted

**Code yellow:** (unhealthy for sensitive groups) outdoor physical activity will be restricted to no more than 25 minutes

**Code orange:** (unhealthy for sensitive groups) outdoor physical activity will be restricted to no more than 15 minutes

**Code red:** (unhealthy) (very unhealthy) outdoor physical activity will **not take place**

On modified days, provisions will be made for children to get vigorous physical activity inside.

## **Lead**

East Carolina University Department of Environmental Health and Safety assumes responsibility for the absence of lead in the NDCDC. Records pertaining to lead are on file in the NDCDC Office.

## **Asbestos**

East Carolina University Department of Environmental Health and Safety assumes responsibility for the absence of asbestos in the NDCDC. Records pertaining to asbestos are on file in the NDCDC Office, 169 Rivers Building.

## **Work Orders / Supply Requests**

Staff must complete the work order request and submit to the NDCDC Office if there are maintenance issues within their classrooms. Work orders must be submitted to the NDCDC Director who will process them.

Supply requests for classroom materials must also be submitted to the NDCDC Office for approval by the Director.

## **GUIDANCE**

The NDCDC complies with North Carolina General Statutes 110-91 (10) and 143B-168.3, effective January 1, 1986, amended November 1, 1989.

The NDCDC is committed to meeting the needs of every child in our program. This commitment includes making every reasonable effort to help children be physically and emotionally safe, as well as helping children learn acceptable behaviors. Young children are often egocentric or self-centered by nature and need to learn that other individuals have needs and feelings. Anti-social behaviors such as pushing, hitting, biting, etc., are a normal part of the development of infants, toddlers, and preschoolers, (see biting policy.) It is during these years that children are learning important social interaction skills. Over time, children learn various higher order social skills such as sharing and taking turns. The NDCDC staff and student teachers work closely with infants and young children to help them learn the natural consequences of actions and behaviors. Positive behaviors are modeled and encouraged.

Children exhibiting anti-social behaviors will be redirected to more appropriate actions. Short periods of "time away" may be used when necessary. Staff will work closely with the family to assure consistency between school and home. If certain behaviors that might require outside intervention continue overtime, the family will be consulted about an appropriate plan of action. The staff will work with the family to help resolve the difficulty.

In extreme cases when anti-social or inappropriate behaviors of children cannot be resolved, and when interventions have been unsuccessful, the NDCDC staff may determine that the child's needs might be better met in a different type of setting. In all cases, the NDCDC staff will work collaboratively with the family in creating a plan focusing on the needs of the child. The NDCDC staff use positive techniques of guidance including redirection, anticipation, and elimination of potential problems, positive reinforcement, modeling, and encouragement. The teachers provide verbal guidance. They:

- give positive directions and suggestions
- coach children to express their wants and needs with accurate words
- use short, clear, meaningful sentences
- give choices only when children have choices
- speak firmly, yet gently
- redirect children according to the children's motives, interests, and needs and
- use words to acknowledge children's actions and feelings

The teachers provide guidance by their actions.

They:

- give children help only when needed in order to promote independence
- prevent problems by planning interesting activities and by designing an appropriate environment
- make sure children understand limits
- make sure that children understand the consequences of their actions if limits are tested
- are consistent, yet flexible when necessary



- are cheerful and happy around children
- position themselves in strategic positions when supervising children
- are alert to children's needs
- are primarily concerned for the health, safety, and development of the children and
- are concerned about the total development of the children

## **NDCDC Behavior Policy for Preschool 3's and 4's**

### **Current Behavior Interventions:**

1. Ignore behavior, observe for reoccurrence, and evaluate if immediate intervention is needed or if children initiate conflict resolution.
2. Reminders of classroom expectations, provide options of appropriate choices for school and classroom.
3. Coach children through statements for conflict resolution (i.e., "I do not like when you \_\_\_\_\_. Be careful.")
4. If behavior reoccurs, redirect to new activity.
5. Offer time in less stimulating spaces of the classroom.
6. Using a picture schedule to reflect on successful parts of the day.

If these strategies are ineffective with deescalating unsafe behaviors (meaning harm to the child or others), teachers are left with limited options.

We are requesting your help in preparing your child. Please consider discussing the following with your child:

1. School is a safe place for all children. Teachers are responsible to keep children safe at school.
2. A teacher will always explain to you if you are not safe. Then you can choose to let them help you.
3. If you are unable to be safe with your teachers, then they will call your parents/families. Parents and families are also responsible to keep you safe.
4. Teachers are here to help you, have fun with you, and teach you important things. Your teachers love and care for you.

### **NDCDC Preschool/Prek Behavior Policy:**

Children exhibiting unsafe behaviors that continue despite teacher intervention will be sent home for the remaining part of the day. The director on site will determine if the behavior was/is a threat to the child in question or other children in the classroom and if it is or is not in the realm of what an age-appropriate behavior is (i.e. a child spitting on another child once and stopping after teacher intervention **vs.** spitting repeatedly despite intervention or at the adult during intervention). If so, the parent will be called to pick up their child immediately. If a child is sent home more than three times within a 30-day timeframe, they will be moved to a modified day (7:45-12:45) until the teacher, director, and family collectively believe that they can safely return to school. If a child is on a modified day and continues to exhibit unsafe behaviors at school in a way that threatens themselves or others (3 or more instances), they will not be able to continue their enrollment at the NDCDC. Below is a list of possible behaviors (but not limited to) that are considered unsafe and would require a child to be sent home:

- Leaving the classroom/playground/school without an adult
- Running from teachers when safety is a concern
- Spitting on children or adults multiple times despite teacher intervention
- Hitting other children or adults with objects/hands repeatedly without cause
- Throwing indoor/outdoor furniture, toys, or equipment at children or adults
- Any behaviors that require a teacher to physically restrain a child

If a child is sent home, you can expect:

1. A call from the teacher or administrator.
2. An invitation to conference 24 hours following the dismissal.
3. Written communication to document the event.

At this time the NDCDC is not able to provide the necessary resources needed to support individual children throughout the day who exhibit any of the behaviors listed above. We understand and expect certain behaviors from children as they learn boundaries, school rules, and safety. This policy was given careful consideration and thoughtful discussion with teacher, faculty, and administrative input.

### **Biting**

Biting is a quite common behavior of infants and young children who cannot yet express themselves with words. Although it is common for young children in group care to bite or be bitten, it is a serious “hurting” behavior in the pain it causes as well as the reaction of caregivers and parents. Teachers are always concerned when children are bitten and know how upsetting it can be for the parents of all the children involved. Finding out that your child has bitten (or been bitten by) another child can be quite a shock. Although not all children bite, it is a common occurrence when young children are together. Biting can occur at any time whether children are at home, at a friend’s house, or in childcare.

Young children by nature are egocentric. As infants and toddlers grow and develop, they take a while to figure out that they are not the center of the world and often feel that everything happens for them or because of them. Young children may get very impatient when others do not cooperate with their wishes immediately. They want what they want when they want it. They have not yet learned how to wait. If they are not successful in getting a desired object, or if someone takes a toy away, they may resort to biting.

Biting behavior usually occurs before children have adequate language skills to negotiate with others. They sometimes resort to biting when they are frustrated and do not have the words to express themselves. Teething is rarely the cause of biting in the childcare setting.

There are many other things to bite down on in the classroom. Since young children go through a very “oral” stage when everything goes in the mouth, and chewing something may relieve stress, we often offer teething toys to head off biting.

Children learn by imitation, and sometimes they bite because they see others doing it. That is why we may go for many months without a biting incident and suddenly there is a “rash” of biting. We intervene quickly to prevent further incidences. Although children bite at different ages, the prime time for biting seems to be between 12 and 24 months, during the “oral” stage when they use their mouths to explore everything.

## **What We Do to Prevent Biting**

The NDCDC staff supervise children well when they are playing. If we notice tension building, we move in, change the pace, or redirect the children's interest. In addition, we

- model kindness, gentleness, and empathy. By showing concern when a child is hurt in any way, children learn that we care. Young children will often imitate comforting behavior modeled by adults.
- talk about feelings and work to build children's language skills. When children struggle over a toy, we help them find the words to ask for what they want and need.
- balance our day with stress-relieving activities such as active outdoor play, music, and sensory activities such as water play.

## **What Happens if a Child Bites?**

Despite all our preventive efforts, sometimes a bite will still happen. In those cases, we

- intervene immediately and attend to the injured child, comforting him or her and administering appropriate first aid (washing the area with soap and water and applying ice if warranted).
- firmly tell the child who bit, "No biting people." We try to get the message across in a serious way without scaring the child, which defeats the purpose because then the message gets lost. Depending on the age of the child, we may separate him or her from the other children for a short time.
- complete an official incident report. (In cases where the skin is broken additional paperwork is completed.)
- notify the parent of the injured child as soon as possible and give a copy of the incident report
- inform the parent of the child who did the biting. (It is our policy not to give out the name of the child who did the biting to the parents of the injured child. It serves no constructive purpose. It could easily be the injured child who bites another time.)
- make notes about both the child who bit and the injured child in order to analyze what led up to the incident and help prevent a repeat occurrence.

Depending on the age of the child, staff might encourage the injured child to say loudly and firmly, "No biting!" Surprisingly, this often helps stop the behavior. If biting becomes a frequent behavior of a child, we may ask the parents to help us think of strategies to minimize it. If biting becomes an ongoing problem in a classroom, specific strategies may need to be developed that might include a written plan, changes in classroom environment or teacher techniques, and timelines. In such cases, this information is shared with all parents in the classroom.

## **How Parents Can Help**

In most cases, we will not ask you to do anything after a biting incident. Your patience, understanding, and support of the staff are probably the most constructive help you can offer. We will handle the incident at the time with the children involved. "Delayed discipline" is ineffective and can be damaging with young children. If biting seems to be developing into a "chronic" behavior, we may ask for your help to develop some problem-solving strategies. You may be able to help us understand why the child is biting and what we can do to help stop this behavior. We will keep you informed. The most important things for parents to do at home are:

- Help your child develop meaningful language skills
- Use appropriate ways to express your own feelings

- Use caring, nurturing behaviors
- Express disapproval for biting if it occurs at home

We wish that we could guarantee that there would never be any biting in our program, but we know there is no such guarantee. Our policy is to support all children whether they bite or are bitten as we follow the procedures outlined above. We encourage parents to bring their concerns, questions, and frustrations directly to the teachers.

## **OPERATIONAL MANAGEMENT**

The faculty in ECU's Department of Human Development and Family Science (HDFS) serves as the governing body of the NDCDC. The NDCDC director is a member of the governing body, and thus has ongoing communication with the group. The NDCDC director serves as liaison for communication and collaboration with faculty during the monthly department meetings and throughout each academic year. The NDCDC Director is responsible for the overall operations of the NDCDC and for compliance with all regulatory bodies.

### **Licensing and Accreditation**

The NDCDC maintains a five star-rated license from the Division of Child Development and Early Education (DCDEE). Policies and procedures are consistent with high quality early childhood education programs and developmentally appropriate practices, as well as state childcare regulations. In addition, the NDCDC maintains accreditation with the National Association for the Education of Young Children (NAEYC). In cases where NAEYC standards exceed those of DCDEE the NDCDC will follow the standards set by NAEYC.

### **Community Outreach**

The NDCDC is traditionally used as a training site for community college and high school child development classes in eastern North Carolina. In addition, local childcare providers are invited to observe the classrooms and talk with the faculty.

### **Fiscal Management**

The NDCDC Director is responsible for the fiscal operations of the NDCDC including writing and monitoring the budget. The NDCDC director writes the annual budget with the approval of the Chair of the Department of Human Development and Family Science and the Dean of the School of Human Environmental Sciences. The NDCDC administrative support associate maintains fiscal record keeping and tracking of income and expenses.

### **Eligibility**

The NDCDC enrolls children between ages 3 months and 5 years. Efforts are made to maintain a diverse group of children who represent the region served by the university. Both typically and atypically developing children are welcomed. Children are generally those of faculty, students, and community families. The NDCDC strives to maintain an enrollment reflecting a broad cultural balance and a wide range of socioeconomic backgrounds and ability levels.

## **Admission Considerations**

**Age:** The NDCDC accepts children between the ages of 3 months and five years.

**Gender:** An effort is made to maintain a balanced enrollment of boys and girls.

**Ethnicity:** Cultural and ethnic diversity are maintained in each group.

**Abilities:** The NDCDC is an inclusive setting, incorporating children of various levels of ability.

### **Wait List**

Any parent may apply for admission of a child to the program. As only fifty-one children are served in this program, typically there is a waiting list. Families of children who are initially selected meet with the director of the NDCDC to talk in detail about policies and procedures and make final decisions about the appropriateness of the program for their child and family. Children who are not initially selected will be placed on a waiting list if the parents desire. NDCDC policies are reviewed and discussed with all parents at the time of admission.

### **Classroom Configuration**

In accordance with attachment theory, infants generally remain in the infant classroom for a year and a half year. The infant classroom accepts children beginning at 3 months and up to approximately 18 months. Children of similar age generally move as a group to the next classroom. Toddlers may be from 18 months up to approximately 36 months, Preschool 3's children 36 months up to approximately 48 months and Preschool 4's children 48 months and older.

### **Children with Special Needs**

The NDCDC is an inclusive program, serving children with a variety of special developmental needs and at-risk conditions. Because of the importance of maintaining a developmentally diverse population for student training purposes, and relative to the low incidence of disabilities in the general population, priority enrollment will be given to children having documented need. In that special consultation and therapies are integral to the development of the child, these individuals, with written permission of parent/guardian, are welcomed into the NDCDC classroom. The best interest of each child is considered. However, whenever possible it is preferred that specialized therapies take place within the classroom setting. If consultation and/or therapy takes place outside of the classroom, a classmate (with written parent/guardian permission) may participate in the specialized activities with the identified child. The NDCDC has a written agreement with Pitt County Schools for the inclusion of children who have disabilities and the provision of therapeutic support when needed. A process is also in place to refer children who may need individualized services for proper assessment. Strict confidentiality is used regarding the sharing of information regarding children's assessment and individualized program plans.

## **PARENT/VOLUNTEER INVOLVEMENT**

### **Parent Participation**

Each child's family is an integral part of our program, and parents are invited to participate in many ways. The NDCDC invites parents/guardians, grandparents, and other family members to visit their child's classroom and participate in classroom activities. Parents/guardians are encouraged to participate in classroom projects and field trips, and volunteer for special activities. It is the role of each teacher to help parents and family members to feel welcome in the NDCDC and supported by the staff.

The NDCDC attempts to maintain cultural diversity among the families served. As family traditions and parenting styles vary greatly among cultures, teachers need to be particularly sensitive to the needs of families from different cultures. Teachers are encouraged to talk with families regularly to establish warm and ongoing communication and support and interpreters are provided when needed.

### **Parent-Staff Communications**

The NDCDC strives for open communication between parents and staff. The teaching staff will greet each child and parent upon arrival daily, as well as visit with the parent briefly at the end of the day. It is the responsibility of the teachers to share with the parent valuable information about the child's day. Teachers need to help parents to feel comfortable in sharing information about their child, and to discuss and ask questions about their child or any aspect of the program. Teachers are asked to be creative in their efforts to document the work of the children, for the parents as well as the children to see.

As an enrolled parent, you will be invited to join Classtag. Classtag is an online communication app for your child's classroom. If you do not see an invite from your child's teacher in your first week of enrollment, please notify the Director.

Formal conferences can be scheduled with parents as needed and at least twice a year.

Open communication is critical to the well being of children and families. It is the role of the staff to take the lead in open and supportive communication with families. The NDCDC Director is available to guide and assist as needed.

### **Grievances**

Parents or guardians who have a grievance are encouraged to discuss these concerns directly with the faculty member with whom it is an issue. If the parent or guardian and the faculty member are unable to resolve their differences, the parent or guardian is encouraged to direct the matter to the NDCDC Director. If the NDCDC Director is unable to help resolve the differences, the parent or guardian may request that the matter be directed to the department chair, Dr. Sharon Ballard. Grievances may not be handled during regular classroom schedule nor disturb the learning environment.

## **REGISTRATION AND FEES**

### **Pre-Registration Visit**

A pre-registration family visit is a critical component of the registration process. During this visit, the NDCDC administrative support associate will guide the family to the observation booths and answer any overall questions the family may have. If a family accepts a slot for their child, an appointment with the director is necessary. At this meeting, more in-depth information about the classroom operations and educational practices will be offered. The Parent Handbook will be discussed in detail and an appointment for the child to visit the classroom will be arranged.

### **Forms required for admission**

The following forms are to be completed and on file prior to the child's first day of school.

- registration application form
- enrollment application
- physical examination report--includes proof of immunizations
- allergy form
- signed release form for NDCDC policies
- emergency information form
- authorized pick up form
- signed discipline policy
- signed smoking policy
- signed arrival and dismissal policy
- signed Shaken Baby Syndrome policy
- signed form showing parent receipt of NC Child Care Laws
- North Carolina childcare center infant safe sleep law (children under 12 months only)
- parental signature on safe sleep policy (children under 12 months only)

### **Registration Fee**

An annual nonrefundable registration fee of \$150 is required to secure enrollment. The registration fee is charged per child. The fee is payable each school year during annual registration time.

### **Tuition Payment**

Tuition payments are due every two weeks. Payment is required in advance and is due by the dates listed on the payment calendar distributed to parents at the beginning of each year. All tuition payments are submitted by the NDCDC to the Cashier's Office. The NDCDC maintains the tuition payment records. The NDCDC Director oversees all tuition accounts and maintains overall fiscal responsibility. Payment must be made by check or money order. Cash payments are not accepted.

### **Returned Checks**

Checks returned because of insufficient funds will NOT be re-deposited. A new check or money order should be reissued with the \$25 returned check fee included.

## **Late Payment Fee**

Tuition is due by the date indicated on the schedule. Childcare will be discontinued if tuition is more than one week (5 days) overdue. The NDCDC will contact families on the waiting list to fill the slot in the classroom. A late fee will be charged at the rate of \$15.00 beginning on the first day past the tuition due date. Parents will still be responsible for payment of the final week of attendance in the NDCDC, as well as an additional week for lack of notification of withdrawal. Delinquent payments will be subjected to collection. Collection procedures will be initiated on payments that are overdue.

## **Withdrawal**

Written notification for withdrawal of a child must be given to the NDCDC Director no fewer than two weeks prior to the child's last day.

## **Dismissal**

The NDCDC has the right to dismiss a child immediately from the program for the following reasons:

- continued unresolved debt by parent
- Continued negligence on the part of the family (consistent late pickup, improper feeding of child, etc.)
- Inappropriate, uncontrolled, and repeated misconduct on the part of the child (hitting, kicking, scratching, biting, etc.)
- bringing a weapon or other dangerous object to the NDCDC
- knowingly exposing other children to dangerous or contagious illnesses or diseases
- harassment towards any staff member or ECU student by a parent

## **DAILY PROCEDURES**

### **Hours of NDCDC Operation**

The hours of operation for the NDCDC are from 7:45 a.m. to 5:30 Monday through Friday. We encourage children to arrive by 9am each day. This is to ensure that ECU students have many opportunities to observe children in their learning environment and to ensure the child does not miss out on learning opportunities, as well as meals.

In the case of inclement weather or natural disasters, the NDCDC will make an announcement on WITN, and staff will connect families.

### **Arrival and Pickup**

A parent or other authorized adult must bring the child inside the classroom daily and sign beside the child's name in the sign-in book. The classroom staff will greet the child and the parent.



A parent or other authorized adult must notify the teacher before taking the child from the NDCDC. The parent/authorized adult must “sign out” the child daily in the sign out book. A child will be released only to those persons authorized by the parents. Parents are required to notify the NDCDC if anyone other than those individuals named on the child’s authorized pick-up form, is to pick up the child. The NDCDC will require picture identification of anyone picking up a child other than a parent. No person under the age of 18 years of age can drop off or pick up children unless they are a sibling and at least 16 years of age.

### **Late Pick Up Fee**

A late pick-up fee is applied on all occasions at the rate of \$10.00 per 15 minutes. If a child is not picked thirty minutes after the program closes without notification, the child will be considered abandoned. In such cases, the NDCDC director should be notified immediately. At this point, NDCDC procedures for reporting child neglect will take effect. (See abuse and neglect reporting.)

### **Transportation**

The NDCDC does not provide daily transportation. Parents are responsible for transporting their children to and from the center. Faculty, staff, and students will not transport children enrolled in the NDCDC in their cars.

### **Security**

The NDCDC doors always remain locked including during hours of operation. The NDCDC will be accessible during hours designated for the drop-off and pick-up of children through the use of an approved One-card or through an electronic calling system controlled by the main office. Staff will be able to use their One-Card to access the building during designated times. ECU Students in the HDFS program will have their One-card activated only during their semesters of participation.

### **Parking Passes and Policy**

Two spaces are marked CDL for parents to use during drop off and pick up times (7:45am – 9:30am / 3:30pm – 5:30pm). This is for quick drop off and pick up only. Long term parking should be done in accordance with university regulations.

University employees with a valid Zone A parking permit on their vehicle may utilize the parking spaces adjacent to the building. Individuals using the NDCDC spaces should be aware of the time limits for those spaces. Enforcement personnel understand your need to park near the building when children are arriving or departing the school. However, vehicles parked illegally and creating a traffic hazard or blocking other vehicles will be ticketed. Vehicles should never be left running while unattended or while loading children, unless needed in extreme heat or cold temperatures.

All parents and visitors are expected to conform to the ECU Parking and Traffic regulations. Policies and procedures for parking on the ECU campus are established by the University and enforced by the Department of Parking and Traffic Services. An appeal process for parking tickets is available through the

Department of Parking and Traffic Services. Unfortunately, the NDCDC cannot assume responsibility for tickets received. All questions or suggestions concerning parking on campus should be directed to the Department of Parking and Traffic Services, located on East 10<sup>th</sup> St. The telephone number is 328-6294 or 328-6963.

### **Child Abuse Reporting**

The NDCDC complies with Statutory Authority G.S. 110-88 (3, (5); 110-98; 110-101; 143B-168.1; 143B-168.3; (Effective January 1, 1986.):

- No child shall be handled roughly in any way, including shaking, pushing, shoving, pinching, slapping, biting, kicking, or spanking.
- No child shall ever be placed in a locked room, closet, or box.
- No discipline shall ever be delegated to another child.
- No child shall ever be disciplined for not sleeping during rest period.

### **Reporting of Abuse or Neglect**

NDCDC personnel are required to report all suspicions of child abuse or neglect by families, staff, volunteers, or others. Any NDCDC personnel who suspect that a child may be neglected or abused will notify the NDCDC Director immediately. The director will:

- meet with the identified faculty or staff person to discuss the concerns
- observe the child in the classroom setting
- document any concerns
- discuss the concerns immediately with the Chair of the Department of Human Development and Family Science

In accordance with East Carolina University policy, if reporting is warranted, the director will contact the Department of Social Services in the appropriate county and make the report. The director, faculty, and staff of the NDCDC will cooperate in every way with any ensuing investigation. Staff who report suspicions of abuse or neglect in or related to the NDCDC are immune from discharge, retaliation, or other disciplinary action for that reason alone unless it is proven that the report is malicious.

### **Accusation of Abuse or Neglect by Staff or Faculty**

If an individual working in the NDCDC is under investigation for abuse or neglect the NDCDC Director will

1. notify the individual of the investigation
2. discuss the situation completely with the individual
3. conduct an internal review
4. make a written report of the incident
5. meet with the Chair of the Department of Human Development and Family Science regarding the results of the internal review
6. follow established university procedures

If after an internal review, it is found that further action is merited, the director will arrange a meeting with the department chair, NDCDC Director, and the individual, to discuss the situation. If it is apparent that neglect or abuse is a possibility, the individual in question will be removed from the care of children for the duration of the investigation.

## **Child Files**

- A file is kept for each child enrolled in the NDCDC. In accordance with NC childcare requirements, files are kept in the NDCDC office where they are secure but available to parents, authorized agency personnel, and regulatory consultants upon request.
- Health, immunization, and safety information are updated on an ongoing basis, no less than quarterly. Parents are asked to bring proof of new immunizations to the NDCDC office which will transfer that information to the child's record.

## **ASSESSMENT OF CHILDREN**

### **Developmental Assessment**

The development of each child is assessed using the Creative Curriculum Assessment Tool. At any time, assessment information may be shared with the parents, in addition, to parent-teacher conferences; offered two times a year. During parent teacher conferences parents are provided printed copies of documentation and assessment from teaching strategies. Information learned through child assessment is utilized in curriculum planning and in planning for individual needs of children. In cases where children need more in-depth developmental assessment, a conference will be held with the family and recommendations will be made.

### **Infant and Toddler**

Each infant has his or her own daily routine and individual developmental needs. Every aspect of the infant curriculum is individualized to meet the needs of the infant and the family. All activity planning is based on the specific needs of the infant. In order to effectively plan learning activities, each infant or toddler's development will be assessed using a developmental screening tool as well as the Creative Curriculum Assessment. Using the assessment information, developmental goals will be written for each child. Activities will be planned by the primary caregiver to meet those specific goals. Assessment information and progress is shared with parents during scheduled conferences.

### **Preschool**

Preschool children have ongoing assessment conducted throughout the year using the Developmental Continuum Assessment. This assessment is linked to the Creative Curriculum.

# Community Resources for Families

## **Abuse and Neglect Referral**

Pitt County Dept of Social Services 902-1110

## **Advocacy**

Mental Health Association 902-2000

Tedi Bear Children's Advocacy Center 758-1200

ARC of Pitt County 756-1056

## **Child Care**

Licensing Consultant 355-2430

Child Links (resource and referral) 758-8885

Martin-Pitt Partnerships for Children 756-1567

## **Counseling**

ECU Marriage & Family Therapy 328-4236

Pitt County Mental Health Center 412-1600

## **Developmental Assessment & Evaluation Services**

Child Development Services Agency (CDSA) 737-1177

Pitt County Early Intervention Program (B-36 mo.) 902-1600

Pitt County Preschool Intake Coordinator (3 yr-5 yr) 830-3560

TEAACH 830-3300

## **Environmental Health**

Pitt County Health Department 902-2300

## **Family Support**

Family Support Network 328-9332

## **Family Violence**

New Directions, Administration 758-4400

Crisis Line 752-3811

## **Library**

Sheppard Memorial Library (Main Branch) 329-4580

Children's Section 329-4581

East Branch 329-4582

Carver Branch 329-4583

## **Long Term Care**

Howell's Child Care 353-2437

## **Medical**

Pitt County Health Department 902-2300

ECU Health Medical Center 847-4100