

Parent Handbook

2023-24

EARLY CHILDHOOD CENTER



**West Market Street
United Methodist Church**

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Greensboro, North Carolina 27401
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www.eccgreensboro.org

Welcome to the Early Childhood Center!

We have prepared this handbook to serve as a reference guide for parents. The following policy statements will serve as the basis of our operations. These policies are subject to change or revision, as needed, by the Early Childhood Center Board of Directors, based on recommendations by the West Market Street United Methodist Church Director of Family Ministries.

Table of Contents

WELCOME TO THE EARLY CHILDHOOD CENTER!	1
TABLE OF CONTENTS	2
PROGRAMS	5
THE MISSION OF THE EARLY CHILDHOOD CENTER	6
PHILOSOPHY	7
EARLY CHILDHOOD CENTER AND WEST MARKET STREET UNITED METHODIST CHURCH FINANCIAL RELATIONSHIP	8
CREDENTIALS	9
ORGANIZATION	10
PARENT APPRECIATION COMMITTEE	11
CHRISTIAN LEARNING	12
CHAPEL TIME	13
LEARNING ENVIRONMENT	14
TEACHER'S ROLE	15
GUIDANCE AND DISCIPLINE	16
AGE-APPROPRIATE BEHAVIOR MANAGEMENT AND DISCIPLINE TECHNIQUES FOR CHILDREN	16
ADMINISTRATOR'S ROLE	19
PROCEDURES FOR REPORTING SUSPICIONS OF INAPPROPRIATE DISCIPLINE, CARE, OR TREATMENT OF CHILDREN	20
PROCEDURES FOR REPORTING SUSPICIONS OF CHILD MALTREATMENT WITH THE DIVISION OF CHILD DEVELOPMENT AND EARLY EDUCATION (DCDEE)	21
REPORTING WITHOUT FEAR OF REPRISAL	21
CONFIDENTIALITY	21
BITING POLICY	22
HANDLING BITING IN THE CLASSROOM:	22
FIELD TRIPS	24
ENRICHMENT ACTIVITIES	25
DVD / VIDEO POLICY	26
DAILY SCHEDULES	27
COMMUNICATION	28
DAY-TO-DAY COMMUNICATION	28
INFANT/TODDLER COMMUNICATION	28
WEBSITE	28
CHANGES IN YOUR CHILD'S LIFE	28
OTHER COMMUNICATIONS	28
CURRENT ADDRESS, PHONE NUMBERS AND EMERGENCY INFORMATION	28
GRIEVANCE PROCEDURE	29
CONFERENCES/PARENT VISITS	30

INTERNS	31
DAYS AND HOURS OF OPERATION	32
ARRIVAL AND DEPARTURE	32
UNSUPERVISED CHILDREN	32
PLEASE CALL TO NOTIFY THE EARLY CHILDHOOD CENTER IF YOUR CHILD:	32
HALF- DAY PROGRAM DEPARTURE	33
AFTER HOURS DEPARTURE POLICY	33
SECURITY KEY CARDS	33
HOLIDAYS AND CLOSINGS	34
CLOSINGS AND DELAYS	34
ENROLLMENT	35
REQUIREMENTS FOR FULL-DAY ENROLLMENT	35
REQUIREMENTS FOR HALF-DAY ENROLLMENT	35
SCHOLARSHIPS	36
TRANSITIONING TO NEW CLASSROOMS	37
WITHDRAWAL	38
DISMISSAL FROM PROGRAM	39
TUITION AND FEES	40
FULL-DAY AND HALF-DAY PROGRAM ANNUAL FEE	41
PRORATED TUITION	41
SPECIAL FEES	41
HEALTH AND SAFETY	42
ENVIRONMENTAL CARE	42
NUTRITION	42
HAND WASHING	42
IMMUNIZATIONS	43
WELLNESS POLICY	43
MEDICATIONS	44
DIAPER BAGS	45
SUNSCREEN	45
INJURIES	45
REST TIME	46
INFANT SAFE SLEEP POLICY	46
CLOTHING AND PERSONAL BELONGINGS	47
BIRTHDAY CELEBRATIONS AND HOLIDAY PARTIES	48
GENERAL APPENDICES	49
DISCIPLINE AND BEHAVIOR MANAGEMENT POLICY	49
TOBACCO-FREE POLICY FOR NORTH CAROLINA CHILD CARE CENTER	50
<i>Purpose/Belief Statement</i>	50
<i>Background</i>	50
<i>Applicable NC Child Care Laws/Rules</i>	50
<i>Application</i>	50
<i>Procedures/Practice</i>	50
<i>Communication</i>	51
<i>Enforcement</i>	51

<i>Definitions</i>	52
<i>Tobacco Cessation Resources</i>	52
<i>References</i>	533
<i>This policy was reviewed and approved by:</i>	53
PREVENTION OF SHAKEN BABY SYNDROME AND ABUSIVE HEAD TRAUMA	54
<i>Belief Statement</i>	54
<i>Background</i>	54
<i>Procedure/Practice</i>	54
<i>Prevention strategies to assist staff* in coping with a crying, fussing, or distraught child</i>	54
<i>Prohibited behaviors</i>	55
<i>Strategies to assist staff members understand how to care for infants</i>	55
<i>Strategies to ensure staff members understand brain development of children up to five years of age</i>	55
<i>Resources</i>	56
<i>References</i>	56
<i>Application</i>	56
<i>Communication</i>	577
INFANT/TODDLER SAFE SLEEP POLICY	58
MEAL PATTERNS	60
EARLY CHILDHOOD CENTER 2023-24 SCHOOL CALENDAR	62

Programs

Two programs (Full Day and Half Day) are offered five days a week at the Early Childhood Center:

Full-Day

Ages 4 weeks – 5 years

7:00 am – 6:00 pm

Half-Day Morning

Ages 4 weeks – 5 years old

8:00 am – 1:00 pm

Half-Day Afternoon

Ages 4 weeks – 5 years

1:00 pm- 6:00 pm

The Mission of the Early Childhood Center

The Early Childhood Center is an outreach program sponsored by West Market Street United Methodist Church. The Early Childhood Center offers quality child care and developmentally appropriate education for children of families in the community and in the church. Through our programs, the Early Childhood Center offers an environment where Christian values are demonstrated, and young children's faith can grow.

Goals and Objectives

The Early Childhood Center seeks . . .

To offer developmentally appropriate activities and experiences which will enhance growth in the areas of cognitive, sensorimotor, social/emotional and physical development.

- Promote secure and loving attachments between children and staff.
- Provide learning centers and a variety of curricula that generate curiosity, initiative, creativity and independent thought.
- Exhibit appropriate use of language to develop communication skills.
- Provide gross motor and fine motor activities to develop physical and coordination skills.

To develop a partnership between parents and The Early Childhood Center staff in order to best meet the needs of the child.

- Encourage open communication between parents and staff in order to share ideas, evaluate the progress of the child, and set goals and objectives to best promote the child's overall development.
- Conduct regular conferences to monitor the child's development
- Serve as an extended support system to the family unit.

To promote a positive self-concept within the child, which gives the child the ability to develop respect for self and others.

- Respect each child as a unique individual.
- Use concepts and teaching techniques that are relevant to the child's learning.
- Help children develop self-control and the ability to make decisions.
- Provide guidance by setting clear, consistent limits for appropriate behavior.
- Encourage children to communicate feelings.

Foster growth in understanding and appreciation of God's love and of the world around us.

- Demonstrate Christian values and beliefs.
- Assist in building Christian spiritual and moral values in children.

Philosophy

Early Childhood Center staff:

- Fosters growth in understanding and appreciation of God's love and of the world around us.
- Builds Christian spiritual and moral values.
- Helps develop the child's sense of self-worth.
- Promotes feelings of security, comfort and belonging during time away from home.
- Helps children develop respect for others.
- Encourages appreciation of the joy and value of learning.
- Generates curiosity, initiative, creativity and independent thought.
- Develops communication and coordination skills.
- Stimulates expression through art and music.
- Provides opportunities for physical development.
- Affords parents an opportunity to be with their child at appropriate times during the day and to share common concerns about child rearing.

Early Childhood Center and West Market Street United Methodist Church Financial Relationship

West Market Street United Methodist Church supports Early Childhood Center in many ways such as the scholarship fund. All income earned by the Early Childhood Center stays with the Early Childhood Center. Early Childhood Center is a separate business entity from West Market Street United Methodist Church. We are always grateful for the families, friends and corporations who choose our scholarship fund when making a donation in honor or memory of someone. It helps us ensure that we are making high quality care available for as many children in our community as we possibly can. If any families, Sunday school classes or companies would like to make a tax-deductible donation please keep our scholarship fund in mind. We will gladly send an acknowledgement for any gifts we receive.

Credentials

The North Carolina Division of Child Development rates the Early Childhood Center a “Five Star” center. The Early Childhood Center achieved this rating through high program standards, such as low staff/child ratios, high staff education standards, and a strong history of compliance with the NC Child Care Rules and Laws. Adults who are trained and understand child development and who recognize and provide for children’s needs staff all programs. We believe the quality of staff is the most important determinant of a quality program. We require all staff to participate in ongoing professional development programs.

Organization

As a non-profit corporation, the Early Childhood Center operates under a Board of Directors that is charged with the responsibility of assisting the Early Childhood Center in fulfilling its purpose.

The Early Childhood Center Board of Directors is charged with the following basic responsibilities:

- To determine the mission and purpose of the Early Childhood Center and to ensure that the program operates satisfactorily to accomplish these goals
- To make policy
- To set goals in cooperation with the Early Childhood Center Directors and to plan for implementation and evaluation
- To guide long range planning
- To monitor finances
- To advocate for the Early Childhood Center in the church and in the community

The Board is not responsible for the day-to-day operations of the Early Childhood Center. This function is delegated to the Early Childhood Center Director and Administrative Team. The designated liaison person from West Market Street United Methodist Church oversees the programs. The Board of Directors is comprised of many different members who share their strengths and ideas for the benefit of ECC. Board members are current ECC parents, parents of ECC alumni, church members, church staff, and/ or community members. Many board members serve a 3-year term and also participate as a member of a committee to advocate for, serve, and guide ECC.

Parent Appreciation Committee

The Early Childhood Center Parent Appreciation Committee (PAC) is composed of parent volunteers acting collectively to promote a positive supportive relationship between teachers, staff, and families through a variety of activities, including classroom and facility enhancements, teacher and staff appreciation, and parent outreach & advocacy.

PAC meetings are scheduled throughout the year when necessary. Meetings are open to parents of all currently enrolled children.

Christian Learning

The Early Childhood Center is a ministry of West Market United Methodist Church that seeks to reflect the highest Christian values and the best of care for children. Through this program, we offer the finest in early childhood education and direct attention to the Christian faith through value education. Parents are the primary faith sharers with children and parents choose the religious traditions in which children are reared.

Young children are concrete learners and learn primarily through their experiences. The Early Childhood Center recognizes the importance of adults as models of acceptable behavior for children. Adults reflect faith in God through the ways they relate to each child and through the words used. Children who see caregivers exhibit such attitudes as thankfulness, sharing, patience, forgiveness, joy, fairness and obedience in their caregivers tend to pattern their own ways of acting and reacting as they live each day.

It is important to:

- Affirm each child's self-worth.
- Explore the meaning of living together and valuing the rights of others in the classroom, in the community and in the world.
- See the world as good, marveling at God's creation, the dependability of night and day, the changing seasons, as well as teaching the care for plants, animals and all living things.
- Name the children's actions so they begin to know what sharing, love, kindness, etc. means.

The primary value at The Early Childhood Center is that **God values every person**. Through all programs and relationships, we seek to provide an environment where all children have opportunities to develop a sense of self-worth and their own unique gifts as a child of God.

Linked to this healthy self-concept is a positive feeling about God and about others. *"Love the Lord your God with all your heart, with all your soul, and with all your mind. This is the greatest and most important commandment. The second most important commandment is like it: Love your neighbor as you love yourself."* (Matthew 22:37-29 TEV).

Whether or not we use these words with children, our primary goal at Early Childhood Center is to conduct ourselves and our classes so that the children see these commandments lived out day by day.

Resources for Christian learning for young children are available for families, and staff training encourages utilizing these resources.

[Adapted from "Educating for Christian Values in the Preschool Weekday Program" by Mary Jane Pierce Norton, "Weekday Programs for Children, Teacher's Guide" (Graded Press, The United Methodist Church.)]

Chapel Time

Once a month, children are given an opportunity to go to the sanctuary of West Market Street United Methodist Church and hear Bible stories and a short message or music that reflects those values emphasized at the Early Childhood Center. Three, four and five year olds go to the church for this chapel time, which is presented by a West Market Street United Methodist Church minister, staff or church volunteers. Although United Methodists will be leading the children during this time, chapel will be designed for children of all Christian traditions. Chapel time will take place once a month. West Market Street United Methodist Church will also offer SHINE, an outreach program where children will learn about world issues through interactive games and creative presentations. They will help organizations in Greensboro and throughout the world. This program will be offered once a month as well. There will be a \$5 fee associated with this program, billed to your account twice during the year. Respecting parents' right to choose the religious tradition in which their children are reared, parents will be asked to sign permission for their child to attend.

Learning Environment

The Early Childhood Center accepts and implements the criteria for quality programs set forth by the National Association for the Education of Young Children (NAEYC).

The Early Childhood Center offers a developmentally appropriate program, implemented with attention to children's differing needs, interests and abilities. Learning activities and materials are real and relevant to the lives of young children. Learning takes place as young children touch, manipulate and experiment with things and interact with people. Additional opportunities integrated into our programs are music, computers, special visitors and field trips.

Children are grouped chronologically and developmentally. Each class has children of varying ages and developmental needs. The Early Childhood Center is inclusive of all children.

Children are moved to the next age group on the basis of developmental readiness and availability of space in accordance with teacher/child ratios and group sizes rather than on the child's birthday.

Teacher's Role

It is the role of the teacher to facilitate a child's successful exploration of the environment by providing support, focused attention, physical proximity and verbal encouragement. Teachers recognize that children learn from trial and error and that children's misconceptions reflect their developing thoughts. The teacher can accomplish these goals and facilitate children's involvement by asking questions, making suggestions or adding materials or ideas to a situation.

The classroom must be arranged in such a way that the child is encouraged to choose and explore areas of interest. A spacious environment with well-defined centers encourages children to interact with the environment, as well as their peers and adults. Teachers emphasize language that accompanies the children's developmental concepts.

Guidance and Discipline

The National Association for the Education of Young Children (NAEYC) describes the purpose of discipline for young children as the need to teach coping skills and discourage inappropriate behavior. The early years are a time for children to develop confidence and self-control. When adults create environments that respect each individual child, they set forth a message that the world is a warm, friendly learning place. Positive discipline techniques that combine caring and direction are a part of this healthy environment.

Guidance techniques used by staff include the following. All staff are required to review, understand, and comply with the discipline and behavior management policy. Families are also given the Guidance and Discipline Policy and are required to review and understand it.

- Setting clear, consistent, and fair limits for children's behavior.
- Redirecting children to more acceptable behavior or activity.
- Using behavior as a learning experience.
- Using natural and logical consequences so children learn that their behaviors have repercussions.
- Children may be given an opportunity or time away from the group to calm down and cool off after a frustrating situation.

Age-Appropriate Behavior Management and Discipline Techniques for Children

(Adapted from The National Resource Center for Health and Safety in Child Care and Early Education, "Caring For Our Children")

Caregivers/teachers should guide children to develop self-control and appropriate behaviors in the context of relationships with peers and adults. Caregivers/teachers should care for children without ever resorting to physical punishment or abusive language. When a child needs assistance to resolve a conflict, manage a transition, engage in a challenging situation, or express feelings, needs, and wants, the adult should help the child learn strategies for dealing with the situation. Discipline should be an ongoing process to help children learn to manage their own behavior in a socially acceptable manner, and should not just occur in response to a problem behavior. Rather, the adult's guidance helps children respond to difficult situations using socially appropriate strategies. To develop self-control, children should receive adult support that is individual to the child and adapts as the child develops internal controls.

This process should include:

- A. Forming a positive relationship with the child. When children have a positive relationship with the adult, they are more likely to follow that person's directions. This positive relationship occurs when the adult spends time talking to the child, listening to the child, following the child's lead, playing with the child, and responding to the child's needs;
- B. Basing expectations on children's developmental level;

- C. Establishing simple rules children can understand (e.g., you can't hurt others, our things, or yourself) and being proactive in teaching and supporting children in learning the rules;
- D. Adapting the physical indoor and outdoor learning/play environment or family child care home to encourage positive behavior and self-regulation by providing engaging materials based on children's interests and ensuring that the learning environment promotes active participation of each child. Well-designed child care environments are ones that are supportive of appropriate behavior in children, and are designed to help children learn about what to expect in that environment and to promote positive interactions and engagement with others;
- E. Modifying the learning/play environment (e.g., schedule, routine, activities, transitions) to support the child's appropriate behavior;
- F. Creating a predictable daily routine and schedule. When a routine is predictable, children are more likely to know what to do and what is expected of them. This may decrease anxiety in the child. When there is less anxiety, there may be less acting out. Reminders need to be given to the children so they can anticipate and prepare themselves for transitions within the schedule. Reminders should be individualized such that each child understands and anticipates the transition;
- G. Using encouragement and descriptive praise. When clear encouragement and descriptive praise are used to give attention to appropriate behaviors, those behaviors are likely to be repeated. Encouragement and praise should be stated positively and descriptively. Encouragement and praise should provide information that the behavior the child engaged in was appropriate. Examples: "I can tell you are ready for circle time because you are sitting on your name and looking at me." "Your friend looked so happy when you helped him clean up his toys." "You must be so proud of yourself for putting on your coat all by yourself." Encouragement and praise should label the behaviors, not the child (e.g., good listening, good eating, instead of good boy);
- H. Using clear, direct, and simple commands. When clear commands are used with children, they are more likely to follow them. The caregiver/teacher should tell the child what to do rather than what NOT to do. The caregiver/teacher should limit the number of commands. The caregiver/teacher should use if/then and when/then statements with logical and natural consequences. These practices help children understand they can make choices and that choices have consequences;
- I. Showing children positive alternatives rather than just telling children "no";
- J. Modeling desired behavior;
- K. Using planned ignoring and redirection. Certain behaviors can be ignored while at the same time the adult is able to redirect the children to another activity. If the behavior cannot be ignored, the adult should prompt the child to use a more appropriate behavior and provide positive feedback when the child engages in the behavior;
- L. Individualizing discipline based on the individual needs of children. For example, if a child has a hard time transitioning, the caregiver/teacher can identify strategies to help the child with the transition (individualized warning, job during transition, individual schedule, peer buddy to help, etc.) If a child has a difficult time during a large group activity, the child might be taught to ask for a break;

- M. Using time-out for behaviors that are persistent and unacceptable. Time-out should only be used in combination with instructional approaches that teach children what to do in place of the behavior problem. (See guidance for time-outs below.)

Acceptable & Unacceptable Techniques Used to Handle Children to Prevent Injuries

(Adapted from The National Resource Center for Health and Safety in Child Care and Early Education, "Caring For Our Children")

Caregivers/teachers should intervene immediately when a child's behavior is aggressive and endangers the safety of themselves or others. It is important that the child be clearly told verbally, "no hitting" or "no biting." The caregiver/teacher should use age-appropriate interventions. For example, a toddler can be picked up and moved to another location in the room if s/he bites other children. A preschool child can be invited to walk with you first but, if not compliant, taken by the hand and walked to another location in the room. The caregiver/teacher should remain calm and make eye contact with the child telling him/her the behavior is unacceptable. If the behavior persists, a team of people- including families, caregivers, administrators, and possibly outside agencies- will be involved to create a plan targeting this behavior. For example, a plan may be developed to recognize non-aggressive behavior. Children who might not have the social skills or language to communicate appropriately may use physical aggression to express themselves and the reason for and antecedents of the behavior must be considered when developing a plan for addressing the behavior.

To prevent injuries, staff members should always exercise safety when picking up or moving a child. Using both hands, picking up children under the arms or by the upper torso, holding children by the hand, and safely positioning children in a soft area are appropriate ways to handle children. If a child resists holding a teacher's hand, teachers will gently guide a child to the floor and allow them to move freely. It is also important for staff members to use verbal cues to help children understand why the movement is occurring, and for staff members to exercise patience when interacting with children. Picking up children by one arm, jerking them, grabbing them, or pulling their arms or legs are inappropriate ways to handle children and could cause physical injuries such as nursemaid's elbow, spinal fractures, etc., in addition to causing the child emotional harm.

Refer to the chart below for acceptable and unacceptable discipline techniques. This can also be found as an appendix in the back of this Staff Handbook.

WE:

1. DO praise, reward, and encourage the children.
2. DO reason with and set limits for the children.
3. DO model appropriate behavior for the children.
4. DO modify the classroom environment to attempt to prevent problems before they occur.

5. DO listen to the children.
6. DO provide alternatives for inappropriate behavior to the children.
7. DO provide the children with natural and logical consequences of their behaviors.
8. DO treat the children as people and respect their needs, desires, and feelings.
9. DO ignore minor misbehaviors.
10. DO explain things to children on their levels.
11. DO stay consistent in our behavior management program.
12. DO use effective guidance and behavior management techniques that focus on a child's development.
13. DO use short, supervised periods of time for a child to move to a quiet area to calm down, take a break, or regroup if they are upset.

WE:

1. DO NOT handle children roughly in any way, including shaking, pushing, shoving, pinching, slapping, biting, kicking, or spanking.
2. DO NOT place children in a locked room, closet, or box or leave children alone in a room separated from staff.
3. DO NOT delegate discipline to another child.
4. DO NOT withhold food as a punishment or give food as a mean of reward.
5. DO NOT discipline for toileting accidents.
6. DO NOT discipline for not sleeping during a rest period.
7. DO NOT discipline children by assigning chores that require contact with or use of hazardous materials, such as cleaning bathrooms, floors, or emptying diaper trash.
8. DO NOT withhold or require physical activity such as running laps and doing push-ups, as punishment.
9. DO NOT yell at, shame, humiliate, frighten, threaten, or bully children.
10. DO NOT restrain children as a form of discipline unless the child's safety or the safety of others is at risk.

Administrator's Role

Administrators will ensure proper discipline and behavior management techniques are being implemented by staff in the following ways:

- Sharing information about ECC's behavior management techniques and policies upon employment and ensuring that those techniques and policies are understood before they assume any child care responsibilities.
- Talking with staff members to ensure they understand ECC's behavior management techniques and policies.
- Keeping records of staff signatures of acknowledgement, understanding of, and agreement to follow all behavior management techniques and policies.
- Visiting classrooms frequently, and at least monthly, to ensure staff are following guidance and discipline techniques and behavior policies. Administrators will document classroom observations at least monthly and further will document instances of non-

compliance with ECC's Guidance and Discipline Policy. A copy of the form used can be found in the appendix.

- Providing staff with additional training based on classroom assignments such as biting, how to communicate with parents, guidance and discipline techniques for two-year-olds, etc. And one-one-one coaching, including use of outside agencies for training as appropriate based on hours needed, classroom assignments, and individual needs. All staff will also be required to review the guidance and discipline policy annually.
- Ensuring breaks are available for staff members who may need to step out of the classroom for a short period of time. Teachers can use the 2-way radios to let administrators know they need time to step out of the classroom.

ECC's administrators and staff will document and respond to all reports of inappropriate discipline, care, or treatment of children immediately. This response will include, but is not limited to, notifying DCDEE immediately and following up with any additional agencies, if needed. Child maltreatment can include, but is not limited to, physical abuse, sexual abuse, emotional abuse, and neglect.

The Director will annually review all policies related to discipline and mandatory reporting and will keep records of such annual review. If changes are made to any policies, staff and families will be notified in a timely and appropriate manner, in line with licensing requirements. The center will not interfere in investigations conducted by authorized investigating agencies.

[Procedures for reporting suspicions of inappropriate discipline, care, or treatment of children](#)

Suspicions of inappropriate discipline, care, or treatment of children includes, but is not limited to, handling children in a rough manner, isolating or restraining children, delegating punishment to other children, withholding necessities or routine parts of the day, punishment for toileting accidents, punishment for not sleeping during rest time, assigning chores that require physical contact with hazardous materials, and yelling, shaming, humiliating, frightening, threatening, or bullying children. Further descriptions of child maltreatment are found in the appendices. Every employee must carefully review the appendix on child maltreatment.

Any employee who believes he/she may have witnessed inappropriate discipline, care, or treatment of children must immediately report the incident to the Director. If the Director is unavailable (whether off premises or otherwise) or is believed to be a participant in the wrongful conduct, or if the employee is uncomfortable reporting the conduct to the Director, the report should be made to the Assistant Director. If the Assistant Director is unavailable (whether off premises or otherwise) or is believed to be a participant in the wrongful conduct, or if the employee is uncomfortable reporting the conduct to the Assistant Director, the report should be made to the Staff Coordinator. If the Staff Coordinator is unavailable (whether off premises or otherwise) or is believed to be a participant in the wrongful conduct, or if the employee is uncomfortable reporting the conduct to the Staff Coordinator, the report should

be made to the Director of Children and Family Ministries, at (336) 275-4587. As discussed below, child maltreatment must be directly reported to DCDEE and such reports can be made confidentially.

The ECC takes reports of suspicions of inappropriate discipline, care or treatment of children seriously and any such allegations will be documented as well as promptly and thoroughly investigated, and ECC will report all allegations of child maltreatment to DCDEE as required by law (and as described elsewhere in this handbook). Confidentiality will be maintained throughout the investigatory process to the extent consistent with a thorough investigation and appropriate corrective actions.

Procedures for reporting suspicions of child maltreatment with the Division of Child Development and Early Education (DCDEE)

The Division of Child Development and Early Education is responsible for monitoring all licensed child care programs to ensure compliance with child care requirements. The main purpose of DCDEE regulation is to ensure healthy and safe environments for children while they are away from their home. Any staff member is required to report suspicions of child maltreatment to DCDEE immediately. Call the Division at (800) 859-0829 (In-State only) or (919) 814-6300. Ask to speak to someone in the Intake Unit (calls can be made anonymously). Fax Information to the Intake Unit at (919) 715-1013. Email information to the Intake Unit at webmasterdcd@dhhs.nc.gov.

Reporting without fear of reprisal

There will be no retaliation against any person who makes a report about inappropriate discipline, care, or treatment of children. This prohibition on retaliation applies to all ECC employees and staff. Any retaliatory behavior will be considered a violation of employee expectations.

Confidentiality

Employees are prohibited from discussing these issues with any other employee of the ECC (except the Director) or persons not employed by the ECC. This includes parents of the ECC. Violation of this policy will result in disciplinary, up to and including termination.

Biting policy

Biting can be a very common behavior in small children and is a developmentally appropriate means of communication. A child may bite if he or she is not having needs met or if he or she is coping with challenges or stress. At ECC we strive to provide nurturing, caring relationship with the children in our care to prevent challenging behaviors such as biting. We also try and assure that children have structured routines, and a supportive environment making sure there are adequate toys and schedules that meet their needs.

We recognize that biting occurs for a variety reasons which can include:

- The developmental stage of the child
- Individual differences in children
- The environment
- The child lacks a skill
- Unmet emotional needs

We also know that children may bite if they:

- Are not provided developmentally appropriate care and guidance
- Do not have a strong bond with a teacher
- Have too many transitions during the day
- Are in too large a group
- Are in open undefined space
- Lack language skills
- Are overwhelmed by light, sounds or activity level
- Need more active playtime
- Need more choices or access to materials
- Are over tired
- Are teething
- Have a need for oral stimulation

We try to recognize children's needs and to adjust the routines of the day to individualize their care. Teachers will do their best to anticipate behaviors that are likely to occur. Our goal is to redirect children patiently and guide them toward being able to control their own impulses and behaviors.

Handling biting in the classroom:

Teachers and caregivers should be responsive and aware of the needs of the children in their care. Through awareness they may begin to anticipate when a child may bite and act immediately to prevent the biting. Teachers may observe and record behaviors and patterns of behavior to assist them in recognizing the signs and be able to better predict when biting may occur.

If a biting incident does occur, we will take the following steps:

- Handle the situation without expressing frustration toward the biter.
- Address the child that bit in a firm, simple, clear manner letting them know that biting is unacceptable.
- Give the child who has been bitten attention, support and concern.
- Provide appropriate first aid to the child who has been bitten.
- Have further conversation with the biter about strategies they may use in the future instead of biting.
- Assist the children in moving on with their daily routine.
- Confidentially report to the parents of involved children notification of the biting incident. Staff will always maintain the confidentiality of all the children involved.

If a child has recurring biting incidents then the following steps may be taken, alone or in any combination, as determined in the sole discretion of the director:

- Assess the situation to determine if the child's needs are being met.
- Review the environment to establish how that may be influencing the child.
- Evaluate the need for additional social-emotional support.
- Observe the child and document behaviors and context both before and after biting incidents occur.
- Use the information to identify patterns and develop solutions.
- Meet with the family to gather and share additional information about behavior in the home as well as collaborate to ensure continued working together to address the child's needs.
- Seek additional professional development for staff to support them in their work with the children and families.
- If necessary a shadow may be assigned to the child to ensure the safety of all children.
- Request consultation from specialists and resources in our area.
- Provide parents with additional information about biting.

Nothing in this biting policy is intended to alter or restrict ECC's discretion under the Dismissal Policy located in the parent handbook.

Field Trips

Children ages three years and older can take short field trips that are enjoyable and will enhance learning experiences. There is always adequate adult supervision. Parents will always be notified in advance of any field trips and are invited and encouraged to participate. A Field Trip Permission Form must be signed before the child can be taken on a trip away from the center. This protects each child and meets insurance requirements.

Field trips are a part of our curriculum. Classrooms with children over the age of 3 may take a field trip during the school day. Parents who do not wish their child to take part in a field trip will need to make alternate care arrangements for the time period of the field trip. In order to maintain ratios in classrooms, we cannot put a child into another classroom for a day. Parents and children arriving late to school that miss the bus for the field trip will either need to take their child to the destination or find alternate care during the field trip hours. The children will walk or travel by bus to their destination. If payment for a field trip is required, you will be notified and the amount for the field trip will be billed to your account.

Enrichment Activities

The Early Childhood Center makes enrichment activities available to children enrolled in our program. These programs are optional.

Parents may elect to have their child take part in these programs at an additional cost. In the past these have included Kindermusik, Little Hoopers Basketball, KinderSpanish & Yoga Sproutz. Activities offered can vary or change depending on demand and enrollment.

DVD / Video Policy

The Early Childhood Center recognizes that videos have the potential to be effective educational tools for children. Used constructively it can expand children's knowledge and promote positive social values. Each classroom with 2-year olds and over has one day a week that they have a television and DVD player available to them. Only age appropriate videos which have been previewed by teachers will be shown during these times. Other activities will always be available to children, as no child will be required to watch videos. Video time will be no longer than thirty minutes. Commercial videos or full-length films will not be shown. Teachers will select videos that are relevant to the classroom theme, that promote positive social skills or that are educational for children. The video title and/ or subject will be reflected on the lesson plan. We ask parents not to bring videos from home, as teachers may not have time to preview them nor are all parents ready for their children to be exposed to some of the themes.

Daily Schedules

A developmentally appropriate daily schedule, established to meet the needs of the children, will be posted in each classroom.

The schedule is flexible and will include the following:

- Learning through play and learning centers
- Group times for music, movement, stories, etc.
- Snack and lunch
- Outside play
- Quiet time

Communication

Day-to-Day Communication

Please tell your child's teacher about anything special or different about your child's day, such as: an early pick up for an appointment; an approved substitute picking up your child; if your child is not eating breakfast, etc. Writing this information down is also encouraged to ensure the teacher understands the instructions completely.

Infant/Toddler Communication

The infant and toddler teachers provide parents with daily activity sheets. Parents may write instructions about feeding, sleeping, etc. for the teachers. Your child's primary caregiver/teacher records daily activities.

Website

The Early Childhood Center has a website at www.eccgreensboro.org. This website contains general information about our center. Also many of The Early Childhood Center forms (family information update form, enrollment packages, waiting list forms etc.) are available to download on this website.

Changes in Your Child's Life

Your child's teachers should be notified about any unusual or upsetting experiences that may affect behavior, such as an illness or death in the family, a recent move, separation, or a parent out of town.

Other Communications

Classroom newsletters from teachers provide information about activities occurring in your child's class. Ideas and suggestions from parents for the newsletter are welcome. Lesson plans, a daily schedule and the snack menu are found posted in the classroom on the parent bulletin board. We ask parents to designate one email address for invoices and receipts.

Current Address, Phone Numbers and Emergency Information

If your address, home or work numbers, or emergency contacts change, please complete a Parent Information Update form which is available in the Early Childhood Center office. Failure to provide current, accurate information may result in temporary termination of the child until information is provided.

Grievance Procedure

Any parent who has a specific concern is encouraged to discuss it with the child's classroom teacher. If it is not resolved, parents should talk with the Director of the Center. If the parent feels there is still not an adequate resolution, grievances may be taken to the designated staff liaison of West Market Street United Methodist Church. The final step in the grievance process is communication with the Early Childhood Center Board. It is important that parents follow this procedure.

Conferences/Parent Visits

Individual parent/teacher conferences are held each year. Other conferences may be scheduled by appointment. Parents are encouraged to visit the classroom, participate in classroom activities, and eat lunch with their child.

Mothers who are breast-feeding are welcome to breast-feed their child. A quiet private space is available for this.

Interns

ECC is privileged to partner with local colleges to educate those who are interested in the field of early childhood. We welcome students into our classrooms to learn and gain experience. You may see new faces in your child's classroom at various times and days. Interns are not counted in our teacher/child ratios. Student Interns are never left alone with children. All Interns have a recent negative TB test and are identified by wearing an ECC Intern badge. Interns will be asked to follow all policies of ECC during their visits.

Days and Hours of Operation

The Early Childhood Center operates year- round Monday through Friday, from 7:00 a.m. - 6:00 p.m.

The three programs have differing schedules:

- Full Day operates from 7:00 a.m. - 6:00 p.m.
- Half Day operates from 8:00 a.m. - 1:00 p.m. Afternoon operates from 1:00p.m.– 6:00 p.m.
- Transitional Kindergarten operates from 7:00 am – 1:30 pm for half day students and from 7:00 am – 6:00 pm for full day students.

Transitional Kindergarten option is for children who have completed a 4- year old or PreK classroom or will be 5 years old by December 31st that year.

After-School begins whenever transportation arrives at the Early Childhood Center until 6:00 p.m. The Early Childhood Center is not prepared to take children when the schools close early, are closed for teacher work days, holidays or because of snow or inclement weather prior to 1 o'clock.

Arrival and Departure

A parent or authorized, approved adult (must be 18 years or older) must bring the child to the Early Childhood Center and pick up the child each day. Please make verbal contact with the teacher and sign the child in and out upon arrival and departure.

Unsupervised Children

Children need to be with a parent or adult at all times during drop off and pick up. Children may not wait outside a classroom unattended while a sibling is being dropped off. This includes infants in strollers. We recommend that the older siblings are dropped off first followed by the younger siblings.

Please call to notify the Early Childhood Center if your child:

Will arrive later in the day, is going to be absent, or needs to leave early. Please indicate who will pick up the child

Only those persons authorized by the parents may pick up a child. Parents must notify the Early Childhood Center in writing, by fax or email if anyone other than those named on the child's documentation will pick a child up. The staff will ask for identification of anyone picking up a child.

If an adult comes to pick up a child without parent/guardian permission and the adult is not listed as an emergency contact, the Early Childhood Center will not release the child until a parent/guardian is contacted.

Half- Day Program Departure

Children in the full day end of the building and children staying for extended day in our half day program are napping immediately after and during the 1:00 pick up time. Please be mindful that these children need a quiet restful environment.

After Hours Departure Policy

Our teachers work extremely hard while they are here with the children. To ask them to remain after program hours imposes a hardship for the teachers and causes anxiety for the child. We realize that emergencies arise.

- We ask to be notified as soon as it becomes apparent that parents will arrive after hours to get a child. We will let the child know and make arrangements for adequate staffing.
- The first two times in a 12-month period that a child is picked up late, the parent will be charged a \$1.00 per minute late fee per child. **This fee will be added to the parent account and must be paid within 5 days of the event.**
- The third time in a 12-month period that a child is picked up late, the parent will pay a \$10.00 fee plus \$1.00 per minute per child. The Director will then have a personal conversation with the parent to address the situation.
- If a child is picked up late four or more times in a 12-month period, the parent will be charged a \$20.00 fee plus \$1.00 per minute per child.

Late departures are not an option in our program. If the problem continues, it jeopardizes the child's enrollment.

Security Key Cards

The Early Childhood Center utilizes a security key system to gain entrance to our facility. Every family enrolled is required to use a security key. We ask that parents not permit individuals they do not know to enter the building. When the buzzer rings, an administrator can see and or speak to the individual to determine whether to permit them entrance to the building. Parents will need to buzz in until the keys are made. This is generally done within a few days of enrollment.

Every family enrolled is required to have a minimum of one (1) security key. There is a form to complete and submit payment to order/obtain security keys. Please order keys for those individuals who will bring or pick up the child on a regular basis.

Families who habitually buzz the door to gain entrance will have a new key issued and charged to their account. **It is not an option for parents or caregivers to not use their key to enter the building.** Keys are \$10.00 each and there is **no refund** for keys. Upon withdrawal from the Early Childhood Center, we ask parent to return all keys.

Holidays and Closings

The Early Childhood Center observes the following holidays:

- New Year's Day (If on Saturday, then Friday is holiday; if it is Sunday, then Monday will be the holiday) Martin Luther King Day (Closed to children, teachers will conduct parent- teacher conferences)
- Good Friday
- Memorial Day
- Juneteenth
- July 4th (If on Saturday, then Friday is holiday; if it is on Sunday, then Monday will be the holiday) Labor Day
- Thanksgiving Day
- Thanksgiving Friday
- Christmas Eve and Christmas Day (consult the school calendar for closing dates)
- New Year's Eve (Close at 4:00pm if on a weekday)

Closings and Delays

The Early Childhood Center reserves the right to close due to inclement weather or in the event of an unforeseen emergency (including, but not limited to: power failure, water problems, heating and cooling problems) which would affect the safe and reasonable operation of the Early Childhood Center. Parents will be notified in advance whenever possible. During the winter, watch WFMY (CBS, channel 2) for closings and delays. The Director and the Senior Minister will make these decisions. On days that we are open but the caterer is closed, parents will be responsible for providing lunch for their child.

Enrollment

The Early Childhood Center strives to maintain a multi-cultural enrollment and to accommodate children with special needs. The Director is responsible for enrollment and for seeking to maintain diversity in an appropriate learning environment.

The Early Childhood Center enrolls children using the following priority categories:

- Children and grandchildren of the Early Childhood Center staff members
- Children and grandchildren of West Market Street United Methodist Church staff members.
- Children currently attending one of the Early Childhood Center's programs requesting to transfer to one of the other programs.
- Siblings of children currently enrolled in one of the three programs.
- Children and grandchildren of active members of West Market Street United Methodist Church.
- Staff and students of Greensboro College 7. Children of other families in the community.

Requirements for Full-Day Enrollment

1. Payment of non-refundable registration fee.
2. Payment of one half of the first full month's tuition, which is non-refundable. Balance will be due on the 1st of the month of enrollment.
3. Completion of enrollment forms.

Requirements for Half-Day Enrollment

1. Payment of non-refundable registration fee.
2. Payment of one half of the first full month's tuition, which is non-refundable. Balance will be due on the 1st of the month of enrollment.
3. Completion of enrollment forms.

If the parent is not ready for the child to be enrolled, but wishes to reserve the space, tuition must be paid for each month prior to actual attendance. The space will not be held without advance tuition.

Scholarships

West Market Street United Methodist Church funds the Early Childhood Center scholarships through the church's annual outreach budget and special contributions to assist families in need. Scholarship funds are paid directly to the Early Childhood Center. Reduced fees are charged to the parent. Scholarships are available to those who meet the criteria established by the Early Childhood Center Board of Directors. Scholarship applications are available in the Early Childhood Center office and on the Early Childhood Center website at www.eccgreensboro.org. Scholarships are typically awarded for 6 months at a time, January through June and July through December. To maintain a scholarship awarded for 6 months, the account must be kept current and paid by monthly due dates. Late fees and other activity fees are not covered by scholarship funds.

Transitioning to New Classrooms

Children will go thru a transition period before moving up to a new classroom. The transitions may occur with the whole class, part of the class or a single child. Children who are part of the Half Day program will typically transition in June or August. Only the children attending the summer program will transition in June. Children who only attend the school year will transition in August. New classroom visitations will be available at both transition periods. Children who attend the Full Day Program will transition in June, July or August. New classroom visitations will be available one week prior to the move. Current classroom ratios will be maintained during classroom visitations. Your child may only visit their new classroom on their assigned visitation schedule. If your child is enrolled for the half day fall program but not the summer program your child will not visit during the transition time for summer.

Withdrawal

A 30-day written notice to the Director is required if it becomes necessary to withdraw a child from the program. If the parent does not give such notice, tuition payment is required for the 30-day period beginning on the date of notification.

The notice of withdrawal may be waived for the following reasons:

- Transfer between programs.
- Serious illness of the child.
- Delinquent account.
- Mutual agreement between the parent/guardian and the Early Childhood Center if the adjustment to school is unsatisfactory, or together we determine that the Early Childhood Center is unable to meet the needs of the child.

Once a 30-day notice has been given or the center is aware of your child leaving you must have your account paid current within 5 days or by the 5th of the month that your child will be leaving.

Dismissal from Program

The Early Childhood Center reserves the right to dismiss a child from the program if there is difficulty with repeated behavioral problems or the safety of other children is endangered, or when all alternatives have been exhausted.

Before dismissal occurs, the following procedures take place:

1. Verbal and written communication from the teacher and/or Director to the parent about the specific behavior problems and why they are disruptive to the class.
2. Conference with teacher and parents to find the reason behind the problems and to develop solutions to rectify the problem.
3. Efforts of teacher and parents to implement the designated solutions in the classroom and, if necessary, at home as well.

If, after the above procedures do not change or modify the behaviors and the teacher and Director feel the other children in the class are still at risk, the Director will mandate dismissal in writing.

A parent's lack of cooperation or failure to comply with center policies is reason for dismissal.

Tuition and Fees

Tuition is due on the **first** day of each month. Statements/ invoices will be emailed to the designated email address by the 25th of each month or the next business day if the 25th is on a weekend for the upcoming month's tuition. Arrangements can be made to print an invoice in the event the parent does not have an email address.

Please make checks payable to the Early Childhood Center or to ECC. Tuition checks may be mailed to the Early Childhood Center, 312 West Friendly Avenue, Greensboro, NC 27401. If tuition is mailed, it is the parent's responsibility to ensure that tuition is received by the Early Childhood Center on or before the 5th of the month to avoid a late fee. Checks may also be brought to the Early Childhood Center office. **Please do not give tuition checks to staff members.** Place checks in designated tuition mail box at front desk. Do not put cash payments in the tuition box. The front office needs to receive those payments and issue a receipt for any cash.

Realizing that family emergencies, out of town trips, or unforeseen circumstances can occur, we have a grace period thru the 5th. A late fee of \$20 will be added to any account that is not paid by the 5th of the month. When the 5th falls on a Saturday, Sunday, or holiday then tuition must be paid by 6:00 pm on the following Monday or next business day to avoid the late fee. If an account is not paid by the 10th of the month, your child may be dropped from the program. **If there are extenuating circumstances, payment arrangements must be made in advance with the Director.** Arrangements for a payment plan for any given month must be made before the first day of that month. A child may be readmitted to the program by the payment of all outstanding fees, provided that space has not been filled. Failure to cooperate in efforts by the Early Childhood Center to collect an unpaid balance will normally result in the matter being turned over to a collection agency.

Parents of children in our half day program may occasionally request that their children attend additional days. Parents must have prior approval for this. **The tuition for those days is due the day the reservation is made.** Parents may request additional days no more than two weeks in advance. Additional days are charged at a daily rate, which is at a small premium to allow flexibility. Once a reservation is made and payment has been submitted, parents cannot cancel or substitute another day. Those fees are nonrefundable. Once the program has begun and the child is attending for the registered days parents must submit a 30 day written notice to make a permanent change to the child's schedule. Without this notice parents are still responsible for that month's tuition.

Once a 30-day notice has been given or the center is aware of a child leaving, parents must have an account current within 5 days or by the 5th of the month that the child will be leaving.

There is a \$35.00 charge for any returned check, including tuition, field trips, fundraisers and any checks written to the Early Childhood Center for any purpose. All returned checks must be

paid in cash or with a money order within 5 days of notice. If (3) three checks are returned within a 12-month period, we will require all payments for the next (12) twelve months to be paid in cash or money order. If, after that period another check is returned to the ECC parents will be required to pay their child's tuition in cash or money order for the balance of the child's enrollment at the ECC.

Full-Day and Half-Day Program Annual Fee

A non-refundable annual fee is charged in September for materials and supplies.

Prorated Tuition

Tuition is prorated by the Director for the following reasons only:

- For the first month of enrollment, if enrolling after the first of the month.
- For children who withdraw mid-month at the end of the school year or re-enroll mid-month at the beginning of a school year.

Special Fees

Additional fees or contributions may be requested during the school year for special activities such as field trips, cooking experiences, or special holiday activities.

Health and Safety

Environmental care

To care for the environment and teach children the importance of preserving our resources, we try to serve children in reusable bowls, small cups, and stainless-steel spoons and forks. We ask parents to provide lunch in reusable containers as much as possible. The child's first and last name and the date must be clearly marked on top and bottom of each container. This is a state licensing regulation. Once food is heated and/or served to a child it cannot be saved or sent home. Environmental health regulations require that we dispose of all uneaten food.

Nutrition

Nutritious snacks are served each day. Foods high in sugar, fat or additives are not served. A beverage of either whole milk for infants and toddlers and 2% milk for preschoolers or water is served with the snack. No sodas or juices are served. Chocolate milk does not meet North Carolina nutritional guidelines for licensing agreements and will not be served.

- Parents provide daily nutritional lunches for their child. The Early Childhood Center provides unflavored milk. Lunches should be packed in containers that are clearly labeled with the child's first and last name and the date. See attached requirements (at the back of the handbook) for USDA meal patterns for children in child care. Please see that all required components are sent for your child every day. Any food that does not qualify within a food group according to the child care food program lunch guidelines will be sent home. Parents may opt to purchase a hot catered lunch on a monthly basis. Notice to cancel this service must be received by the 15th of the prior month.
- A child's special diet, food allergies, restrictions, etc. must be noted on the Enrollment Form in writing and discussed with the child's teacher. In cases of severe allergies, the Early Childhood Center requires the parent complete and the physician sign an Allergy Action Plan. Special requirements and/ or the Allergy Action Plan will be posted in the child's classroom and in the center kitchen. This plan must be updated annually.
- Parents of children under 15-months of age must complete and return to the teacher the required feeding schedule. Feeding schedules should be updated as the child ages and food requirements change. All formulas must be brought in labeled bottles and will be fed to that child only.

Refrigeration is provided for all lunches, formulas and snacks. No food or bottles can be left at the Early Childhood Center overnight.

Hand washing

State policy dictates that children must wash their hands upon entering the classroom. The Early Childhood Center expects that parents supervise this activity before leaving the classroom, as teachers are busy interacting with all children at this time.

Immunizations

A current immunization record signed by a health care provider must accompany enrollment. Each child must receive all immunizations in a manner consistent with North Carolina law. The Center should be provided with current documentation each time a child receives an immunization.

Wellness Policy

In order to protect the children in our center and offer excellent childcare, we need to ensure that we have policies in place addressing health and safety standards. Please help us by cooperating with the following policies for dealing with sick children in a group care setting.

- Please call the center if a child is going to be absent due to illness.
- If he or she has been diagnosed with something that may be contagious, we especially need to know so other parents can be notified. Parents will be alerted if the children have been exposed to anything contagious. In some instances a fact sheet will be provided so parents can be prepared for what symptoms may appear, how it is treated, and what the incubation period is.
- Once parents are notified that the child has become ill during the day, they will be expected to pick them up promptly. If parents' cannot be reached or cannot leave work, we will need to notify the people designated to pick the child up in an emergency.
- Please keep in mind that, although a child's symptoms may subside, they may still not feel well enough to return to group care. Children who cannot fully participate in center activities should not return to care.

Our exclusion from care is based on recommendations from the public health department and include, but are not limited to the following:

- **Fever:** Children should be kept home if they run a temperature of 100 degrees or more. They may return to care after being fever free without medication for fever reduction for at least 1 full day.
- **Vomiting:** A child who cannot hold stomach contents down, must be excluded from care until they have had normal meals and the vomiting has subsided for at least 1 full day.
- **Diarrhea:** This is defined as loose watery stools that cannot be contained. If a child has three stools in a period of 8 to 10 hours that cannot be contained in the diaper or clothing, parents will be notified. Numerous germs can be passed through feces and if it is uncontrollable there is greater danger that it will spread, potentially infecting several children. The child may return to care once they have normal stools while eating regular meals for at least 1 full day.
- **Nose & Eye discharge:** Children who have thick, green, excessive discharge will need to be excluded from care until they have seen a doctor and it is under control.
- **Conjunctivitis:** Commonly known as pink eye, this is a condition that is very contagious. A child whose eyes are inflamed, red, itchy or draining with mucus needs to be removed from care. They may return once the child is on medication for 24 hours and there is no further drainage.

- **Open blisters or sores:** Any open place on a child’s skin that is bleeding or oozes bodily fluid can be hazardous. The child needs to be excluded until the skin is crusted over.
- **Skin rashes:** All skin rashes need to have a doctor’s note indicating the child is not contagious in order to return to care.
- **Sore Throat:** A child who has a sore throat especially if accompanied by fever or swollen glands should be kept at home. A child with strep throat must have had at least 24 hours of an antibiotic to return to the center.
- **Respiratory Symptoms:** This includes difficulty in breathing, or continuous coughing to the point that the child cannot rest comfortably. This also includes a new cough.
- **Head Lice and Nits:** Parents will be notified to pick-up a child with a suspected or confirmed lice infection. Treatment will be required. The child may return to school as she or he is completely free of lice and nits. Children will be inspected when they return to school.
- **Covid-19:** All symptomatic children and staff and those who test positive for Covid-19 will be excluded from the facility. ECC will follow guidance from the Guilford County Department of Public Health & the Department of Health and Human Services to determine criteria for returning to school. Furthermore, we will follow guidance from all regulator agencies for licensed child care facilities during Covid-19. The Director and Assistant Director will report positive cases to the Health Department and will provide communication when necessary.

The teacher will fill out a “Symptoms of Illness” form and give parents a copy when they are called to pick up that child. This form has a space for the teacher to fill in when the child may return to care. If the child is sent home one day because symptoms appear that require exclusion from care, they may not return the following day.

Please understand we do not have adequate facilities and staff to meet the needs of both the ill child and the other children in the group. Therefore, we have no choice but to exclude ill children from group care. This also serves to protect all the children and staff members in the center from contagious diseases. We will follow the recommendations of the Guilford County Health Department and/or the Center for Disease Control, and any other regulatory agencies to prevent the spread of communicable disease. These recommendations may occasionally conflict with what your physician may recommend. Our policies will supersede an individual child’s physician. Your cooperation is necessary to prevent the spread of communicable disease in group care.

Medications

Children with non-contagious conditions may require medication during school hours. Prescription and non-prescription medicine must be in the original bottle and labeled with the child’s name, date, and dosage, the name of the medication and the doctor’s name. Non-prescription medication cannot exceed recommended dosage for age written on packaging and the medication must be brought in the original containers. If not a doctor’s written consent must accompany the medication.

Written permission and directions from the parent are required before administering any medication. The medicine is kept in a locked container that is inaccessible to the children. Please give all medications to the teacher to ensure proper storage. Never leave medication out on the counter or in a child's diaper bag.

For topical medications or creams parents can give written permission on the appropriate form, to cover a 12-month period. Please check all medications for an expiration date. We may not keep anything on our premises beyond the expiration date. Please note that lip balm counts as a topical ointment and requires the form to be completed and must be kept in a locked cabinet.

If routine or extended periods of medication are necessary, arrangement for administration must be made with the Early Childhood Center Director. (Examples of conditions include, but are not limited to, diabetes, asthma and hemophilia.)

When a child is enrolled, parent's complete forms authorizing emergency medical aid and list a minimum of two local emergency contacts other than the child's parents.

Diaper Bags

We ask that parents not bring items labeled with "Keep out of the reach of children" in the child's diaper bag. These items include, but are not limited to diaper creams: lotions, medications (child's or parents), sunscreen etc. These items must be kept under lock and key.

Sunscreen

ECC is aware of how damaging UV rays from the sun can be to your child's skin. During the summer months, or when necessary, ECC staff will apply sunscreen approximately thirty minutes before going outside.

ECC requests that parents supply one bottle of sunscreen (non aerosol only) prior to expiration date with their child's first and last name labeled on the bottle. Parents will be informed when a new bottle is needed. Research supports our decision to only accept non aerosol forms of sunscreen.

Sunscreen is not recommended for children under 6 months old. Parents may also bring in labeled hats and sunglasses to provide additional protection.

Injuries

For minor injuries, first aid is administered, and an "Ouch" Report is completed. Parents are notified that the child was injured and that there is an "Ouch" Report to be reviewed and signed by the parent at pick-up time. Parents are contacted immediately in the event of serious injury to a child. If the parents, contact persons, and the doctor are unavailable, the child may be taken to the designated hospital emergency room. If a child is treated by a medical professional for an injury that happened at the center, we are required to mail an Incident

Report to the Division of Child Development within 7 days. Parents are asked to sign this form. The Early Childhood Center provides in-house re-certification in order to ensure staff is CPR certified and first aid trained.

Rest Time

A rest time will be provided to children who are enrolled in full time care. It takes place after lunch in each classroom. Rest time is an important component of the day for children to rest physically and emotionally. It is also important for children to rest so they can stay healthy. Although we will not require a child to sleep, we will allow the child to sleep if he/ she chooses to do so. Parents may choose to provide rest items from home such as a blanket and/ or stuffed animal to help the child (older than 12 months) to feel comfortable during rest time.

Infant Safe Sleep Policy

The following policies are in place and will be practiced at the Early Childhood Center regarding sleeping infants:

- Babies will always be put to sleep in their cribs on their backs.
- Infants will always be placed on their backs to sleep, unless there is a signed medical waiver on file. In that case, a waiver notice will be
- posted at the infant's crib and one placed in infant's file.
- The room will not exceed 75 degrees.
- There will be no stuffed toys, bumper pads, pillows or comforters used in infant's beds.
- We will monitor sleeping babies. They will be visually checked every 15 minutes, as they sleep. Visual checks will be documented by the infant's primary caregiver and kept on a safe sleep calendar.
- We will only use firm, safety-approved mattresses in children's cribs.
- Staff is trained in safe sleep practices.
- While awake infants will have supervised tummy time.
- Babies may only use a sleeveless sleep sack during nap times. Babies cannot wear swaddling clothing or use a blanket for swaddling.
- Infant's faces will never be covered while sleeping.

Clothing and Personal Belongings

All children need to have at least one complete set of clothing that is to be kept in the classroom in case of accidents, spills, etc. The clothes should be labeled with the child's name on it and should be seasonally appropriate. Parents are strongly encouraged to make sure their child wears close toed shoes every day. Parents of children using diapers are to provide the diapers and wipes. While the Early Childhood Center cannot be responsible for objects brought from home, young children may feel more secure if they bring special objects such as a toy, stuffed animal, doll or blanket.

All war toys are prohibited. All clothing and objects brought from home should be clearly marked with the child's name.

Birthday Celebrations and Holiday Parties

Simple birthday celebrations are encouraged. Please schedule the celebration ahead of time with the child's teacher. We ask parents not to leave birthday invitations for private parties in children's folders or cubbies. If all children in the class are not included, it may result in hurt feelings or risk that the invitations may be lost. If you wish to mail invitations, please see the front office and we can provide parents with names and addresses of those children whose parents have given permission to release such information. The Guilford County Health Department requires that all foods consumed by groups of children must be obtained from sources that comply with the laws relating to food and food labeling (i.e. packaged foods purchased in stores or bakeries that have health inspections). This rule does not apply to individual lunches. Due to state regulations, balloons of any type are not permitted in the building.

Parents are asked to sign up to host holiday parties for their child's class. Although everyone loves sweets, healthy and nutritious choices are encouraged. Please check with the child's teacher to plan appropriate food and drink. Teachers will provide sign-up lists for parents when help is needed to provide special foods and supplies for holiday celebrations.

End of the year celebrations are happy times when we celebrate the gifts of each child and the experience we have had together. If a celebration seems appropriate, the teachers of each classroom plan it and parental help is welcome. End of the year celebrations are especially important to our pre-K classes because many of the children are leaving The Early Childhood Center.

Your concerns and suggestions are welcomed. You are encouraged to speak with the Early Childhood Center Director or Director of Family Ministries from West Market St. United Methodist Church at anytime.

General Appendices

Discipline and Behavior Management Policy

No child shall be subjected to any form of corporal punishment. Praise and positive reinforcement are effective methods of behavior management of children. When children receive positive, non-violent, and understanding interactions from adults and others, they develop good self-concepts, problem solving skills, and self-discipline. Based on this belief of how children learn and develop values, ECC will practice the following age and developmentally appropriate discipline and behavior management policy.

WE:

1. DO praise, reward, and encourage the children.
2. DO reason with and set limits for the children.
3. DO model appropriate behavior for the children.
4. DO modify the classroom environment to attempt to prevent problems before they occur.
5. DO listen to the children.
6. DO provide alternatives for inappropriate behavior to the children.
7. DO provide the children with natural and logical consequences of their behaviors.
8. DO treat the children as people and respect their needs, desires, and feelings.
9. DO ignore minor misbehaviors.
10. DO explain things to children on their levels.
11. DO stay consistent in our behavior management program.
12. DO use effective guidance and behavior management techniques that focus on a child's development.
13. DO use short, supervised periods of time for a child to move to a quiet area to calm down, take a break, or regroup if they are upset.

WE:

1. DO NOT handle children roughly in any way, including shaking, pushing, shoving, pinching, slapping, biting, kicking, or spanking.
2. DO NOT place children in a locked room, closet, or box or leave children alone in a room separated from staff.
3. DO NOT delegate discipline to another child.
4. DO NOT withhold food as a punishment or give food as a mean of reward.
5. DO NOT discipline for toileting accidents.
6. DO NOT discipline for not sleeping during a rest period.
7. DO NOT discipline children by assigning chores that require contact with or use of hazardous materials, such as cleaning bathrooms, floors, or emptying diaper trash.
8. DO NOT withhold or require physical activity such as running laps and doing push-ups, as punishment.
9. DO NOT yell at, shame, humiliate, frighten, threaten, or bully children.
10. DO NOT restrain children as a form of discipline unless the child's safety or the safety of others is at risk.

August 2023

Tobacco-Free Policy for North Carolina Child Care Center

Purpose/Belief Statement

We, The Early Childhood Center, understand that the use of tobacco products on child care premises and in vehicles used to transport children or during any off-premise activities is an environmental hazard and detrimental to the health and safety of children, staff, and visitors.

Background

Exposure of children to environmental tobacco smoke is associated with increased rates of lower respiratory illness and increased rates of middle ear effusion, asthma, and sudden infant death syndrome. Exposure during childhood may also be associated with development of cancer during adulthood.

Applicable NC Child Care Laws/Rules

N.C. Child Care Rule 10A NCAC 09 .0604 (h)(i)(j) Safety Requirements for Child Care Centers states that:

- Children shall be in a smoke-free and tobacco-free environment. Smoking and the use of any product containing, made or derived from tobacco, including but not limited to e-cigarettes, cigars, little cigars, smokeless tobacco, and hookah is not permitted on the premises of the child care facility, on vehicles used to transport children or during off-premise activities. All smoking materials shall be kept in locked storage.
- Signage regarding the smoking and tobacco restriction shall be posted at each entrance to the facility and in vehicles used to transport children.
- The operator shall notify the parent of each child enrolled in the facility, in writing, of the smoking and tobacco restriction.

Application

This policy applies to all children, families, visitors, volunteers, and staff.

Procedures/Practice

Smoking and the use of tobacco products are prohibited at all times:

- On the premises of the child care facility
- On vehicles used to transport children
- During any off-premises activities sponsored by our facility

Signs are posted at each entrance to the facility and on vehicles used to transport children. The signs are posted in a manner and location that adequately notify families, visitors, volunteers, and staff of the tobacco-free child care facility policy.

Communication

Our facility will review this policy with parents/guardians, volunteers, and staff in writing and verbally at child care-sponsored or related events. Copies of the policy are in staff and parent handbooks. We may provide materials and information provided by the local health department.

Staff*

- All current staff members and newly hired staff will review the **Tobacco-Free Policy** before providing care for children.
- Staff will sign an acknowledgement form that includes the individual's name, the date the facility's policy was given and explained to the individual, the individual's signature, and the date the individual signed the acknowledgment.
- The child care facility shall keep the signed **Tobacco-Free Policy staff acknowledgement form** in the staff member's file.

Parents

- A copy of the policy will be given and explained to the parents/guardians of newly enrolled children on or before the first day the child receives care at the facility.
- Parents/guardians will sign an acknowledgement form that includes the child's name, date the child first attended the facility, date the operator's policy was given and explained to the parent, parent's name, parent's signature, and the date the parent signed the acknowledgement.
- The child care facility shall keep the signed **Tobacco-Free Policy parent acknowledgement form** in the child's file.

*For purposes of this policy, "staff" includes the operator and other administration staff who may be counted in ratio, additional caregivers, substitute providers, and uncompensated providers.

Enforcement

Parents and visitors using tobacco products will be asked to refrain while on the child care premises or to leave the premises.

Consequences for employees who violate the tobacco use policy will be in accordance with personnel policies.

Definitions

- “Premises” – the entire child care building and grounds including but not limited to natural areas, outbuildings, dwellings, vehicles, parking lots, driveways, and other structures located on the property.
- “E-cigarette” – Any electronic oral device that employs a mechanical heating element, battery, or electronic circuit regardless of shape or size and that can be used to heat a liquid nicotine solution or any other substance, and the use or inhalation of which simulates smoking. The term shall include any such device, whether manufactured, distributed, marketed, or sold as an e-cigarette, e-cigar, e-pipe, or under any other product name or descriptor.
- “Off-premise activity” – any event sponsored by our facility that is not on the child care facility premises, including but not limited to field trips and educational or entertainment activities.
- “Smoking” – The use or possession of a lighted or heated cigarette, e-cigarette, cigar, little cigar, pipe, hookah or any other lighted or heated tobacco product containing, made or derived from tobacco and intended for inhalation in any manner or in any form.
- “Tobacco product” – Any product containing, made or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, or ingested by any other means, including but not limited to cigarettes, e-cigarettes, cigars; little cigars, hookah, snuff, snus, and chewing tobacco. A tobacco product excludes any product that has been approved by the United States Food and Drug Administration for sale as a tobacco cessation product, as a tobacco dependence product, or for other medical purposes, and is being marketed and sold solely for such an approved purpose.

Tobacco Cessation Resources

Our facility will consult with the local health department or other appropriate health and community-based organizations to provide staff and administrators with information and access to treatment programs and services to support them in complying with this policy. The North Carolina Quitline 1-800-QUIT-NOW (1-800-784-8669) offers free coaching sessions, helps develop a plan to quit, provides reading materials, and offers counseling. See <http://www.quitlinenc.com>.

References

- NC DHHS Tobacco Prevention and Control Branch, <http://tobaccopreventionandcontrol.ncdhhs.gov/smokefreenc/>
- Caring for Our Children 3rd Edition, Standard 3.4.1.1: Use of Tobacco, Electronic Cigarettes, Alcohol, and Drugs <http://cfoc.nrckids.org/StandardView/3.4.1.1>
- Caring for Our Children 3rd Edition, Standard 9.2.3.15: Policies Prohibiting Smoking, Tobacco, Alcohol, Illegal Drugs, and Toxic Substances <http://cfoc.nrckids.org/StandardView/9.2.3.15>

This policy was reviewed and approved by:

Director/Owner

Print name: Meredith Kasten	Date: 3/2023
Signature:	

CDEE Child Care Consultant (recommended)

Print name: Camille Davis	Date:
Signature:	

Child Care Health Consultant (recommended)

Print name: Holly Chase	Date:
Signature:	

8/2022 3/2023 _____ _____
Annual Review Dates

Prevention of Shaken Baby Syndrome and Abusive Head Trauma

Belief Statement

We, The Early Childhood Center, believe that preventing, recognizing, responding to, and reporting shaken baby syndrome and abusive head trauma (SBS/AHT) is an important function of keeping children safe, protecting their healthy development, providing quality child care, and educating families.

Background

SBS/AHT is the name given to a form of physical child abuse that occurs when an infant or small child is violently shaken and/or there is trauma to the head. Shaking may last only a few seconds but can result in severe injury or even death¹. According to North Carolina Child Care Rule (child care centers, 10A NCAC 09 .0608, family child care homes, 10A NCAC 09 .1726), each child care facility licensed to care for children up to five years of age shall develop and adopt a policy to prevent SBS/AHT².

Procedure/Practice

Recognizing:

- Children are observed for signs of abusive head trauma including irritability and/or high pitched crying, difficulty staying awake/lethargy or loss of consciousness, difficulty breathing, inability to lift the head, seizures, lack of appetite, vomiting, bruises, poor feeding/sucking, no smiling or vocalization, inability of the eyes to track and/or decreased muscle tone. Bruises may be found on the upper arms, rib cage, or head resulting from gripping or from hitting the head.

Responding to:

- If SBS/ABT is suspected, staff will³:
 - Call 911 immediately upon suspecting SBS/AHT and inform the director.
 - Call the parents/guardians.
 - If the child has stopped breathing, trained staff will begin pediatric CPR⁴.

Reporting:

- Instances of suspected child maltreatment in child care are reported to Division of Child Development and Early Education (DCDEE) by calling 1-800-859-0829 or by emailing webmasterdcd@dhhs.nc.gov.
- Instances of suspected child maltreatment in the home are reported to the county Department of Social Services. Phone number: (336) 641-3447

Prevention strategies to assist staff in coping with a crying, fussing, or distraught child*

Staff first determine if the child has any physical needs such as being hungry, tired, sick, or in need of a diaper change. If no physical need is identified, staff will attempt one or more of the following strategies⁵:

- Rock the child, hold the child close, or walk with the child.

- Stand up, hold the child close, and repeatedly bend knees.
- Sing or talk to the child in a soothing voice.
- Gently rub or stroke the child's back, chest, or tummy.
- Offer a pacifier or try to distract the child with a rattle or toy.
- Take the child for a ride in a stroller.
- Turn on music or white noise.

In addition, the facility:

- Allows for staff who feel they may lose control to have a short, but relatively immediate break away from the children⁶.
- Provides support when parents/guardians are trying to calm a crying child and encourage parents to take a calming break if needed.

Prohibited behaviors

Behaviors that are prohibited include (but are not limited to):

- shaking or jerking a child
- tossing a child into the air or into a crib, chair, or car seat
- pushing a child into walls, doors, or furniture

Strategies to assist staff members understand how to care for infants

Staff reviews and discusses:

- The five goals and developmental indicators in the 2013 North Carolina Foundations for Early Learning and Development, ncchildcare.nc.gov/PDF_forms/NC_Foundations.pdf
- How to Care for Infants and Toddlers in Groups, the National Center for Infants, Toddlers and Families, www.zerotothree.org/resources/77-how-to-care-for-infants-and-toddlers-in-groups
- Including Relationship-Based Care Practices in Infant-Toddler Care: Implications for Practice and Policy, the Network of Infant/Toddler Researchers, pages 7-9, www.acf.hhs.gov/sites/default/files/opre/nitr_inquire_may_2016_070616_b508compliant.pdf

Strategies to ensure staff members understand brain development of children up to five years of age

All staff take training on SBS/AHT within first two weeks of employment. Training includes recognizing, responding to, and reporting child abuse, neglect, or maltreatment as well as the brain development of children up to five years of age. Staff review and discuss:

- Brain Development from Birth video, the National Center for Infants, Toddlers and Families, www.zerotothree.org/resources/156-brain-wonders-nurturing-healthy-brain-development-from-birth
- The Science of Early Childhood Development, Center on the Developing Child, developingchild.harvard.edu/resources/inbrief-science-of-eed/

Resources

List resources such as a staff person designated to provide support or a local county/community resource:

Parent web resources

- The American Academy of Pediatrics: www.healthychildren.org/English/safety-prevention/at-home/Pages/Abusive-Head-Trauma-Shaken-Baby-Syndrome.aspx
- The National Center on Shaken Baby Syndrome: <http://dontshake.org/family-resources>
- The Period of Purple Crying: <http://purplecrying.info/>
- Other _____

Facility web resources

- Caring for Our Children, Standard 3.4.4.3 Preventing and Identifying Shaken Baby Syndrome/Abusive Head Trauma, <http://cfoc.nrckids.org/StandardView.cfm?StdNum=3.4.4.3&=+>
- Preventing Shaken Baby Syndrome, the Centers for Disease Control and Prevention, http://centerforchildwelfare.fmhi.usf.edu/kb/trprev/Preventing_SBS_508-a.pdf
- Early Development & Well-Being, Zero to Three, www.zerotothree.org/early-development
- Other _____

See Director (Meredith Kasten) for help with additional local resources.

References

1. The National Center on Shaken Baby Syndrome, www.dontshake.org
2. NC DCDEE, ncchildcare.dhhs.state.nc.us/general/mb_ccrulespublic.asp
3. Shaken baby syndrome, the Mayo Clinic, www.mayoclinic.org/diseases-conditions/shaken-baby-syndrome/basics/symptoms/con-20034461
4. Pediatric First Aid/CPR/AED, American Red Cross,
5. www.redcross.org/images/MEDIA_CustomProductCatalog/m4240175_Pediatric_ready_reference.pdf
6. Calming Techniques for a Crying Baby, Children's Hospital Colorado, www.childrenscolorado.org/conditions-andadvice/calm-a-crying-baby/calming-techniques
7. Caring for Our Children, Standard 1.7.0.5: Stress <http://cfoc.nrckids.org/StandardView/1.7.0.5>

Application

This policy applies to children up to five years of age and their families, operators, early educators, substitute providers, and uncompensated providers.

Communication

Staff*

- Within 30 days of adopting this policy, the child care facility shall review the policy with all staff who provide care for children up to five years of age.
- All current staff members and newly hired staff will be trained in SBS/AHT before providing care for children up to five years of age.
- Staff will sign an acknowledgement form that includes the individual's name, the date the center's policy was given and explained to the individual, the individual's signature, and the date the individual signed the acknowledgment
- The child care facility shall keep the signed SBS/AHT staff acknowledgement form in the staff member's file.

Parents/Guardians

- Within 30 days of adopting this policy, the child care facility shall review the policy with parents/guardians of currently enrolled children up to five years of age.
- A copy of the policy will be given and explained to the parents/guardians of newly enrolled children up to five years of age on or before the first day the child receives care at the facility.
- Parents/guardians will sign an acknowledgement form that includes the child's name, date the child first attended the facility, date the operator's policy was given and explained to the parent, parent's name, parent's signature, and the date the parent signed the acknowledgment
- The child care facility shall keep the signed SBS/AHT parent acknowledgement form in the child's file.

*For purposes of this policy, "staff" includes the operator and other administration staff who may be counted in ratio, additional caregivers, substitute providers, and uncompensated providers.

3/2023
Reviewed Date

Infant/Toddler Safe Sleep Policy

A safe sleep environment for infants reduces the risk of sudden infant death syndrome (SIDS) and other sleep related infant deaths. According to N.C. Law, child care providers caring for infants 12 months of age or younger are required to implement a safe sleep policy and share the policy with parents/guardians and staff.

Early Childhood Center implements the following sleep safe policy:

Safe Sleep Practices

1. We train all staff, substitutes, and volunteers caring for infants aged 12 months or younger on how to implement our Infant/Toddler Safe Sleep Policy.
2. We always place infants under 12 months of age on their backs to sleep, unless:
 - a. **The infant is 6 months or younger** and a signed ITS-SIDS Alternate Sleep Position Health Care Professional Waiver is in the infant's file and a notice of the waiver is posted at the infant's crib.
 - b. **The infant is 6 months or older** (choose one)
 - We do not accept the ITS-SIDS Alternate Sleep Position Parent Waiver.*
 - We accept the ITS-SIDS Alternative Sleep Position Parent Waiver.We retain the waiver in the child's record for as long as they are enrolled.
3. We place infants on their back to sleep even after they are able to independently roll back and forth from their back to their front and back again. We then allow the infant to sleep in their preferred position.
 - We document when each infant is able to roll both ways independently and communicate with parents. We put a notice in the child's file and on or near the infant's crib.*
4. We visually check sleeping infants every 15 minutes and record what we see on a Sleep Chart. The chart is retained for at least one month.
 - We check infants 2-4 month of age more frequently.*
5. We maintain the temperature between 68-75°F in the room where infants sleep.
 - We further reduce the risk of overheating by not over-dressing infants*
6. We provide infants supervised tummy time daily. We stay within arm's reach of infants during tummy time.
7. We follow N.C. Child Care Rules .0901(j) and .1706(g) regarding breastfeeding.
 - We further encourage breastfeeding in the following ways:* provide resources and provide private space

Safe Sleep Environment

8. We use Consumer Product Safety Commission (CPSC) approved cribs or other approved sleep spaces for infants.
9. We do not allow pacifiers to be used with attachments.
10. Safe pacifier practices:

- We do not reinsert the pacifier in the infant's mouth if it falls out.*
- We remove the pacifier from the crib once it has fallen from the infant's mouth.*

11. We do not allow infants to be swaddled.

- We do not allow garments that restrict movement.*

12. We do not cover infants' heads with blankets or bedding.

13. We do not allow any objects other than pacifiers such as, pillows, blankets, or toys in the crib or sleep space.

14. Infants are not placed in or left in car safety seats, strollers, swings, or infant carriers to sleep.

15. We give all parents/guardians of infants a written copy of this policy before enrollment. We review the policy with them and ask them to sign the policy.

- We encourage families to follow the same safe sleep practices to ease infants' transition to child care.*

16. Posters and policies:

- a. **Family child care homes:** We post a copy of this policy and a safe sleep practices poster in the infant sleep room where it can easily be read.
- b. **Centers:** We post a copy of this policy in the infant sleep room where it can easily be read.

- We also post a safe sleep practices poster in the infant sleep room where it can be easily read.*

Communication

17. We inform everyone if changes are made to this policy 14 days before the effective date.

- We review the policy annually and make changes as necessary.*

***Best practice recommendation.**

Effective date: 11/2019 Review date: 3/2023 Revision date(s): _____

I, the parent/guardian of _____ (child's name), received a copy of the facility's Infant/Toddler Safe Sleep Policy. I have read the policy and discussed it with the facility director/operator or other designated staff member.

Child's Enrollment Date: _____ Parent/Guardian Signature: _____ Date: _____
 Facility Representative Signature: _____ Date: _____

Reference: N.C. Law G.S. 100-91 (15), N.C. Child Care Rules .0606 and .1724, Caring for Our Children Revised September 2019

Meal Patterns

Meal Patterns for Children in Child Care Programs

The Child Care Commission approved the use of the United States Department of Agriculture (USDA) meal patterns as the minimum amount of food which can be served to comply with the licensing standards for adequate nutrition. The Recommended Dietary Allowance is based on the age, sex, weight, and height of an individual.

	Child Meal Pattern		
	1-2 year olds	3-5 year olds	6-12 year olds
Breakfast			
Milk —must be fluid milk	1/2 cup	3/4 cup	1 cup
Vegetable or fruit or 100% fruit juice	1/4 cup	1/2 cup	1/2 cup
Grains/Breads —must be enriched or whole grain			
Bread	1/2 slice	1/2 slice	1 slice
OR, Cornbread or biscuit or roll or muffin	1/2 serving	1/2 serving	1 serving
OR, Cold dry cereal	1/4 cup	1/3 cup	3/4 cup
OR, Hot cooked cereal	1/4 cup	1/4 cup	1/2 cup
OR, Cooked pasta or noodles or grains	1/4 cup	1/4 cup	1/2 cup
Lunch or Supper			
Milk —must be fluid milk	1/2 cup	3/4 cup	1 cup
Meat/Meat alternate			
Lean meat, poultry, or fish without bone	1 oz	1 1/2 oz	2 oz
OR, Alternate protein product	1 oz	1 1/2 oz	2 oz
OR, Cheese	1 oz	1 1/2 oz	2 oz
OR, Egg (large)	1/2 egg	3/4 egg	1 egg
OR, Cooked dry beans or peas	1/4 cup	3/8 cup	1/2 cup
OR, Peanut butter or other nut or seed butters	2 tbsp	3 tbsp	4 tbsp
OR, Nuts and/or seeds	1/2 oz	3/4 oz	1 oz
OR, Yogurt, plain or sweetened	4 oz	6 oz	8 oz
Vegetable or fruit or 100% fruit juice —serve two different vegetables and/or fruits to equal	1/4 cup	1/2 cup	3/4 cup
Grains/Breads —must be enriched or whole grain			
Bread	1/2 slice	1/2 slice	1 slice
OR, Cornbread or biscuit or roll or muffin	1/2 serving	1/2 serving	1 serving
OR, Cold dry cereal	1/4 cup	1/3 cup	3/4 cup
OR, Hot cooked cereal	1/4 cup	1/4 cup	1/2 cup
OR, Cooked pasta or noodles or grains	1/4 cup	1/4 cup	1/2 cup
Snack—select 2 of the 4 components			
Milk —must be fluid milk	1/2 cup	1/2 cup	1 cup
Vegetable or fruit or 100% fruit juice	1/2 cup	1/2 cup	3/4 cup
Grains/Breads —must be enriched or whole grain			
Bread	1/2 slice	1/2 slice	1 slice
OR, Cornbread or biscuit or roll or muffin	1/2 serving	1/2 serving	1 serving
OR, Cold dry cereal	1/4 cup	1/3 cup	3/4 cup
OR, Hot cooked cereal	1/4 cup	1/4 cup	1/2 cup
OR, Pasta or noodles or grains	1/4 cup	1/4 cup	1/2 cup
Meat/Meat alternate			
Lean meat, poultry, or fish	1/2 oz	1/2 oz	1 oz
OR, Alternate protein product	1/2 oz	1/2 oz	1 oz
OR, Cheese	1/2 oz	1/2 oz	1 oz
OR, Egg	1/2 egg	1/2 egg	1/2 egg
OR, Cooked dry beans or peas	1/8 cup	1/8 cup	1/4 cup
OR, Peanut or other nut or seed butters	1 tbsp	1 tbsp	2 tbsp
OR, Nuts and/or seeds	1/2 oz	1/2 oz	1 oz
Or, Yogurt, plain or sweetened	2 oz	2 oz	4 oz

Lunch and Supper	
Birth through 5 months	6 through 11 months
4-6 fluid ounces breastmilk ¹ or formula ²	6-8 fluid ounces breastmilk ¹ or formula ² ; and 0-4 tablespoons Infant cereal ^{2,3} Meat, Fish, Poultry, Whole egg, Cooked dry beans, or Cooked dry peas; or 0-2 ounces of cheese; or 0-4 ounces (volume) of cottage cheese; or 0-4 ounces or ½ cup of yogurt ⁴ ; or a combination of the above ⁵ ; and 0-2 tablespoons vegetable or fruit or a combination of both ^{5,6}
Snack	
Birth through 5 months	6 through 11 months
4-6 fluid ounces breastmilk ¹ or formula ²	2-4 fluid ounces breastmilk ¹ or formula ² ; and 0-1/2 slice bread ^{3,7} 0-2 crackers ^{3,7} ; or 0-4 tablespoons infant cereal ^{2,3,7} or Ready to eat breakfast cereal ^{3,6,7,8} ; and 0-2 tablespoons vegetable or fruit, or a combination of both ^{5,6}

1. Breastmilk or formula, or portions of both, must be served; however, it is recommended that breastmilk be served in place of formula from birth through 11 months. For some breastfed infants who regularly consume less than the minimum amount of breastmilk per feeding, a serving of less than the minimum amount of breastmilk may be offered, with additional breastmilk offered at a later time if the infant will consume more.
2. Infant formula and dry infant cereal must be iron-fortified.
3. Beginning October 1, 2019, ounce equivalents are used to determine the quantity of creditable grains.
4. Yogurt must contain no more than 23 grams of total sugars per 6 ounces
5. A serving of this component is required when the infant is developmentally ready to accept it.
6. Fruit and vegetable juices must not be served.
7. A serving of grains must be whole grain-rich, enriched meal, or enriched flour.
8. Breakfast cereals must contain no more than 6 grams of sugar per dry ounce (no more than 21.2 grams sucrose and other sugars per 100 grams of dry cereal).

Early Childhood Center 2022-23 School Calendar



August 23 rd	Last day of summer program
August 24 th	Teacher Workday- ECC closed at 1:00
August 25 th	Teacher Workday- ECC Closed
August 27 th	Open House
August 28 th	2023-24 School Year Begins
September 4 th	Labor Day Holiday- ECC Closed
October 9 th	Professional Development Day- ECC Closed at 1:00
October TBD	Fall School Pictures
November 10 th	Staff Retreat- ECC Closed
November 23 rd & 24 th	Thanksgiving Holiday- ECC Closed
December 25 th -29 th	Christmas Holiday- ECC Closed
January 1 st	New Year's Day Holiday- ECC Closed
January 15 th	Martin Luther King, Jr. Holiday, ECC Closed
March 29 th	Good Friday Holiday- ECC Closed
April 1 st	Professional Development Day- ECC Closed at 1:00
April TBD	Spring School Pictures
May 27 th	Memorial Day Holiday- ECC Closed
June 19 th	Juneteenth Holiday- ECC Closed
July 4 th	Independence Day Holiday- ECC Closed