



Child Development Center

4564 Chadbourn Hwy.

Whiteville, N.C. 28472

(910) 642-7141 Extension 361



Family Handbook

2017-2018

Welcome to Southeastern Community College Child Development Center

Our entire staff would like to welcome your family to our program. We greatly appreciate the opportunity to care for your child during these most important years of growth, development, and learning. We are eager to work with you and your family to provide your child with high quality care and education!

We have the wonderful opportunity to be a lab school for the Early Childhood Education Department at Southeastern Community College, which allows us the benefit of having students from the Early Childhood Education Department as well as students from other curriculum programs at the college to observe and participate with the children in the classroom settings. This provides students with a hands-on approach to learning and is a remarkable teaching tool for the entire campus.

At SCC Child Development Center, we realize that you as the parent are the first and most important caregiver and teacher in your child's life. Because of this we feel that it is best that we work together as collaborative partners—working for the good of your child. We have an “open door” policy at the lab, which means that parents are always welcome to come to the lab at any time. It is encouraged that you participate in the program in any way that is comfortable for you. Working together, we can make certain that your child has successful and fun early learning experiences.

We are confident in our knowledge about children. The staff is trained to understand children's growth and development and we provide a nurturing and safe environment that fosters social, emotional, physical, cognitive, and creative development.

This handbook is designed to provide you with essential information concerning our program. We will notify you in writing of any changes made to this handbook. If you have any questions or concerns, do not hesitate to give us a call.

Our Mission Statement

The mission of SCC Child Development Center is to provide exemplary early childhood education for the children of students, staff and faculty of Southeastern Community College, and the surrounding community by offering a model program tailored to ensure quality of a child's daily experiences while building a foundation for future learning. 10. A.01

Program Purpose

Southeastern Community College Child Development Center is a public for profit demonstration program for the care and education of young children ages 3-5 that are completely potty-trained. Our program was established for several reasons. First, it serves as a component of the instructional program for students in the Early Childhood Education curriculum as well as other programs of the college. Secondly, it provides quality child care and age appropriate experiences for the children of college students, faculty and staff, and the community. Thirdly, it serves as a resource for other educational institutions and community agencies that are interested in the various aspects of child development, early childhood education, and families. 10. A.02

The important role of parents and families is determining what is best for their child. We recognize and respect the uniqueness and potential of each child. Cultural diversity is viewed as enriching our program, and strive for open and respectful communication that helps guide us to respond to the diverse needs of the children and families in our program. 10. A.01. We are a supportive environment where each child's gifts, talents, and cultures are nurtured to help enhance their development in: language, cognitive, physical, creative, independence, positive self-esteem, social emotional growth and development, and conflict resolution. In addition, to preparing children to be Kindergarten ready and literacy enriched, we strive to create a sense of community through a culturally competent environment, which encourages educators and parents to have a strong collaborative partnership. 2. A.01, 10.A.01

Our Goals

Southeastern Community College Child Development Center will be using current educational techniques and strategies in order to meet the needs, abilities, and interests of each individual child

Our goals are to:

- Offer a curriculum that encourages social, emotional, physical, and cognitive growth through play
 - Provide a safe, comfortable, engaging environment that fosters learning and growing
 - Develop safe and healthy habits in young children
 - Assist each child in learning to develop a positive sense of self and independence and to manage his his/her emotions in the most appropriate manner capable
 - Enhance fine and gross motor skills through a wide range of indoors and outdoors activities
 - Strengthen communication skills necessary for listening, reading, writing, and speaking
 - Support the development of social skills by teaching children to relate to others, work and play with others, value friendship, and respect all people
 - Stimulate interest in a wide variety of literature
 - Offer opportunities for SCC students to engage with the children and develop their own skills
 - Partner with parents to build meaningful relationships and provide resources when appropriate
 - To help the children in our care develop a positive view of themselves and others.
 - To help the children in our care develop a genuine love of learning.
 - To help the children in our care develop an appreciation for the differences among people and how to celebrate those differences.
 - To help the children in our care to learn how to cooperate and be a positive member of a community
2. A.03; 2.A.10; 10.A.01

Objectives

An annual evaluation and report will occur documenting our impact related to each aspect of our mission and setting objectives for improvement in the coming year (10.F.01). The report will be available to families, staff and the community (10.F.02). As a college laboratory school/demonstration site, we strive to lead through excellence and innovation as we:

1. Coach and mentor students in child development theory, research, and its applications,
2. Implement a model program for children ages 3 years to 5 years,
3. Provide resources to parents, including general information on child development and parenting, as well as specific assistance in dealing with developmental difficulties,

4. Provide resources to the community by welcoming teachers and administrators to observe our model program.

We strive to recruit a diverse student population, both ethnically and socioeconomically, offer broad experiences for students and student teachers, and provide an enriched learning environment for our children and their families. By capitalizing on our talents in all of these areas, our high quality laboratory school exemplifies new directions that can be utilized by professionals in various disciplines to meet the changing needs of society.

Educational Philosophy (2.A.01)

SCC Child Development Center's approach to education is based on theories and research in early childhood education, together with years of educational practice. Our approach is also aligned with the guidelines set by the National Association for the Education of Young Children (NAEYC) for developmentally appropriate practice:

We use our developmental goals as a systematic framework for focusing our program and assessment design. Our teachers may use a blend of educational approaches however; Creative Curriculum is our core curriculum. We choose teaching strategies, daily routines, classroom arrangements, and curriculum structure that will encourage each child's development. Teacher observations and documentation of individual development are used to adjust the program to better challenge individual development, as well as to conference with parents about ways we can work as a team to support each child.

Laboratory School/Demonstration Site

As part of the College (10.A.01), we serve as a laboratory/demonstration site for research in child development, hands-on experience, service learning, etc. Our staff interacts with students to strengthen studies. Students taking an introductory child development course, and other related courses, may make detailed observations during our program hours in order to gather data for course projects. Some of them return as co-op students and student employees who enhance our children's experiences while their involvement here strengthens their connections between theory, research, and practice. To support the professional development of both pre-service and practicing educators, the SCC staff models and shares the educational approaches that we develop.

Our program is strengthened by our relationship with the College (8.B.02). As part of the College community, our classrooms can schedule walking field trips to interesting places such as the College biology lab, library, food services, and can have visits from College security officers, nurses, artist, musicians, instructors who can speak various languages to enhance exposure to a variety of cultures and backgrounds, etc. (8.B.04). The College provides facilities management, accounting, human resources, legal, and security services, as well as managing environmental health and safety for the entire campus.

NAEYC Accreditation

The National Association for the Education of Young Children (NAEYC) has created 10 standards that measure the quality of early childhood programs. The standards were created by a panel of early childhood experts and are based on the latest early childhood research.

As a NAEYC candidate, the SCC Child Development Center complies with best practices and meets high quality early childhood program standards by:

- 1) Promoting positive Relationships for all children and adults to encourage each child's sense of individual worth and belonging.
- 2) Implementing a Curriculum that fosters all areas of child development: cognitive, emotional, language, physical, and social.
- 3) Using developmentally, culturally, and linguistically appropriate effective Teaching approaches.
- 4) Providing ongoing Assessment of Child Progress in learning and development and communication of this progress to the family.
- 5) Promoting the nutrition and Health of children and protect children and staff from injury and illness.
- 6) Employing Teachers who have the educational qualifications, knowledge, and professional commitment necessary to promote children's learning and development, and to support families' diverse needs and interests.
- 7) Establishing and maintaining collaborative relationships with all of the Families enrolled at the center.
- 8) Establishing partnerships and building Community Relationships that utilize appropriate resources to support the achievement of program goals.
- 9) Ensuring a safe and healthy Physical Environment.
- 10) Providing Leadership and Management that implements strong personnel, fiscal, and program management policies so that all children, families, and staff have high-quality experiences.

Licensing

The program offered by SCC Child Development Center falls under the regulatory jurisdiction of the North Carolina Division of Child Development and Early Education and we comply with all licensing requirements (10.B.04).

Enrollment

SCC Child Development Center holds Open Enrollment for new families to enroll their child(ren) at the beginning of Fall Semester. We continue to enroll children throughout the year until all slots have been filled. Once spaces have been filled we will continue to accept applications and place children on a waiting list to be called when a space becomes available.

Prior to the child's first day at the center, parents are required to submit current health information regarding their child (5. A.01), including either proof of the recommended immunizations or a signed statement indicating that the family has objections to immunization's (10. D.05). Parents of children speaking English as a second language are invited to dialogue with teachers regarding strategies to assist the child's transition as necessary (7.A.02, 08). Parents of children with allergies must complete an additional form giving guidelines appropriate to the child's needs, with detail regarding provision and storage of special foods (labeled with the child's name and date), necessary adaptations of activities or environment, responses staff should take in the event of an allergic reaction, and any necessary staff training (5.C.04, 9.D.07). Parents of children with other special needs should contact center management for guidance regarding necessary documentation and advance planning with the staff.

Application and Tuition

Children will be accepted upon review of their application. The children of the faculty, staff, and students will be granted priority into the program over the children from the community. All forms must be completed and signed by both parents unless you are a single parent. You are required to make update any information that changes during the school year. Phone numbers are very important especially in an emergency. Please keep us informed so that we can reach you in case of emergency.

There is a non-refundable registration fee for the 2017-2018 school year of \$50. This will be due on the first day of enrollment.

Tuition is \$125 per week and must be paid each week by Friday. A \$5 discount per week will be allowed for the second child if you have siblings attending the center at the same time. In order to maintain enrollment, tuition must be current. Students who fail to pay their child's tuition will have their grades, transcripts, registration request, and financial aid placed on hold.

Tuition may be paid with cash or check and needs to be made payable to SCC Child Development Center. There will be a \$25 fee on any returned checks and future payments may only be made in cash. If paying in cash, please bring the correct change because we do not keep cash on hand in the center. If you wish to pay in advance, please be reminded that once money has been receipted it cannot be refunded.

Beginning August 15, 2017 SCC Child Development Center will charge for all days that we are closed with the exception of Winter Break which will begin at 5:00p.m. on Monday, December 18th and end on Wednesday, January 3rd. Tuition will not be charged during this time.

Admissions Information

Prior to admission, the following documentation will need to be completed entirely, dated and signed by the parent or guardian of each child that is enrolled in our program:

- An immunization record
- A Current physical
- Dental Screening
- Allergy Documentation
- Authorization for pick-up in emergency situations: The persons indicated on this form will have your permission to pick up your child in case of emergency only. These people will be required to show a valid photo ID. Please keep this updated as necessary.
- Emergency Care Information Form
- Birth Certificate
- A copy of any court orders regarding child custody/visitation issues
- Photo Release Form
- Travel and Activity Authorization Form
- CACFP Food Forms
- Family Social History
- Discipline Policy

Hours of Operation

Fall and Spring Semester

Monday-Thursday: 7:30A.M. - 5:00P.M.

Fridays: 7:30A.M. - 3:00P.M.

Summer Semester

Monday-Thursday: 7:45A.M. – 5:30P.M.

Fridays: 7:45A.M. - 12:00P.M.

NC Pre-K Hours

8:00A.M. -3:00 P.M.

Wrap Around Fees for NC Pre-K Students

Parents of NC Pre-K children are not charged tuition fees however those parents needing before and after school care may pay a \$50 Wrap Around Fee per week for their child to attend during regular school hours. Parents that bring children before 8:00a.m. or pick their child up after 3:00P.M. will be charged the \$50 Wrap Around Fee.

Arrival and Departure

NC Pre-K children are required to attend school between the hours of 8a.m. and 3:00p.m. Tradition children are required to be at school no later than 9:00a.m. Children who arrive after 9:00 a.m. on a regular basis will be dismissed from the program. Each child needs to be at school to be served breakfast and start their day with the rest of the class. Interruption during our morning schedule will not be tolerated. Each child is required to be accompanied by their parent or guardian to and from their classroom during morning drop-off and afternoon pick-up. Children are not allowed to be in the hallway unattended or allowed to mash buttons on the Observation Monitors. Please help us enforce these rules with your children. A key pad entry code will be given to parents to enter the building. This code may not be shared with anyone else. If someone else will be picking up or dropping off your child, we will open the door for them. A child's parent(s) and/or guardian(s) must provide a list of adults to whom the child can be released (10.D.06). This list is for emergency pick up only. If you wish for someone other than yourself or an authorized adult to pick your child up, you must notify a staff member ahead of time or the child cannot be released until you have been contacted. **NO CHILD WILL BE RELEASED WITHOUT THE INDIVIDUAL SHOWING A PHOTO ID. NO EXCEPTIONS WILL BE MADE.** This is for the safety and well-being of your child. Per state licensing requirements, parents are required to sign their child in each morning and sign out each afternoon in the child's classroom. When signing in please remember that the parent's full name must be signed (no initials or nicknames may be used). Upon arrival each child, caregiver or parent that will be staying in the classroom must wash their hands before remaining in the classroom. Please be sure that the staff sees you and greets you before you leave the class.

Guidelines for late Pick-Up

SCC Child Development Center understands that true emergencies happen. If you see that you will not be able to pick your child up on time, please make arrangements with someone who can and notify the center of who will be picking up your child. In the case of a true emergency (accident or sudden illness) please contact the center immediately to let us know. If your child is not picked up on time and we are not informed of an emergency, you will be asked to sign a late pick up form and receive counsel from staff about our late policy guidelines. Three late forms will jeopardize your child's enrollment from the program. If child is not picked up 15 minutes after closing time, there will be a \$15 late fee charge, receivable at time of pickup. Cash only. If child is 30 minutes late, there will be a \$30 late fee charge, receivable at time of pickup. Cash only. Thirty-five minutes late will result in a call to Child Protective Services.

Absenteeism

If your child is going to be absent, please notify the center before 8:45 a.m. It is important that all children attend school on a regular basis, as frequent absences disrupt their daily routine and make it difficult for the child to benefit fully from the curriculum.

Photographs and Publicity

Upon enrollment, families will be given a permission form to be signed stating that their child may be photographed and that the photographs may be used by SCC staff. Photographs or videos of the children participating in activities at SCC may be taken on occasion by SCC staff or others approved by the administration. These photographs may be used for your child's classroom purposes and may appear in SCC publicity materials.

Curriculum

SCC Child Development Center uses Creative Curriculum which emphasizes that activities be selected and developed in response to the child's individual goals and interests. The staff at SCC Child Development Center base their curriculum planning on children's interests and plan opportunities for children to learn more about a subject or to practice a skill that they are developing.

We respect the unique differences of the families that we serve and believe that children are active learners. Developmentally appropriate learning experiences are designed by the teachers in order to meet the children's needs. This includes opportunities for creative art, music, science, nutrition, language arts, dramatic play, cognitive development, large and small muscle development, and outdoor exploration and play.

The environment is another vital piece to our curriculum. We offer a wide variety of play materials that meet the differing abilities of the children in the classroom. Teacher planning often focuses on how to change the environment in order to encourage new learning and play experiences for the children.

Daily schedules and weekly lesson plans of activities presented by the staff are posted in your child's classroom. You are encouraged to check this area daily. Teachers develop lesson plans based on the interests and needs of their group of children. Every child is observed for progress in the areas of physical, social, emotional, cognitive, and language development.

Daily Schedules and Lesson Plans

The daily schedule is posted in each classroom. It is designed to allow children adequate time to explore and have a balance of active and quiet activities, indoors and out. The routine allows children to know and prepare for what is coming next and provides a sense of security. Some flexibility is anticipated in response to individual and group needs, special needs, special times such as fieldtrips, visitors, and weather conditions.

Children are provided the opportunity to have time for free choice and accessibility to activity learning centers throughout the daily schedule. Teachers provide children the opportunity to acquire certain skills through indirect and direct teaching strategies.

Such teaching strategies provide children the opportunity to expand, explore, and reserve their creations, projects, and learning within the classroom and on the playground. Teachers purposefully plan and prepare the environment so children are allowed to have child-initiated and interest-topics to be discussed, explored, and researched. Each child is supported and provided through planned lessons, special interest centers, and collaborative inquiry to play individually, in pairs, small groups, and whole group.

Teaching strategies will also include opportunities for children to be exposed to curriculum content, routines, learning opportunities, task and skills in a holistic approach, and segmented sections as applicable, that are meaningful and suitable for children. Teachers will also provide children the opportunity to engage and be immersed in emerging skills and activities that support and enhance repetitive learning opportunities

Vacation Policy

Each child will be entitled to vacation time during Winter Break which will begin at 5:00p.m on Monday, December 18th and end on Tuesday, January 2nd. There will be no Tuition fees charged during this time. Anyone wishing to take vacation during the school year may do so but you will be charged tuition fees for that week.

Staff

Our staff is comprised of persons trained and educated in the development and education of young children. It is their responsibility to create an atmosphere in which learning can take place while meeting each child's individual needs. All staff meets the qualifications mandated by the licensing laws.

Occasionally, child development students, students from other curriculum programs at the college, coop students, and work study students will work in the center. These students are here to observe and work under the guidance of the lead teacher and the Administrator.

SCC Child Development Center is proud to have a well-qualified staff that is fully invested in enriching the lives of the children whom they care for. Each staff member has a qualified educational background as identified by the NC Department of Human Services state guidelines. Additionally, each staff member must attend in service training throughout the year in order to remain current on information in the child development field. All staff are certified in CPR and First Aid and Playground

Safety. All personnel at SCC Child Development Center are required to successfully pass a criminal background check before they begin working with the children.

Teacher Workdays

Because our program operates year-round, the need exists for days during the year when staff may attend work without having the children present. These days allow staff to work in their classrooms, attend trainings, visit other programs, and better prepare in their role as your child's teacher. We recognize that it is not easy to find alternative care for these days, but also recognize that our program would not have the level of quality that exists without teacher workdays.

Clothing

Please dress children in comfortable clothing and safe shoes in which he/she may play freely. Each child will need an extra change of clothes in his/her cubby at all times. If no extra clothes are in your child's cubby, you will be asked to provide extra clothing before the child can be left at school. These items need to be labeled with your child's name so that they do not get misplaced. Remember as seasons change to switch out these clothes. We use paint shirts when we paint or do messy projects. However, even with paint shirts the children can still get dirty so please do not send them to school in clothes that are special or that you do not wish to get dirty.

Shoe Policy

Children are allowed to wear flip flops and sandals to school as long as they keep them on their feet and as long as they can master the climbing equipment with them. If this is a problem for your child, he/she will need to wear tie up or buckle shoes that will stay on their feet. As a parent you can decide which is best for your child, however if your child does not keep their shoes on their feet, we may require that your child wear more appropriate shoes.

Sharing Results with Parents 4.E.06, 4.E.07

At SCC Child Development Center all assessment results are collected and used to formulate a summary to be shared with parents during parent teacher conferences. The report makes recommendations for follow up activities as needed. If a child's progress does not meet expectations, the teachers, parents, and administrator meet to discuss the next steps to be taken. Generally, more data is gathered before a referral is made to outside resources. All communication to families is approached through a sensitive, supportive, and confidential manner with documentation from multiple screenings and assessments. Assessment and screening results, as well as observations and the child's portfolio are used to inform families about the concerns of possible delays/disabilities or special needs. A meeting is held to develop an Individualized Care Plan that addresses the concern, suggested next steps, and information about the program and outside resources.

Family/Parent-Teacher Conferences 4.E.02, 4.E.06, 4.E.07

Family/Parent-Teacher Conferences are held quarterly during the school year. Or as deemed necessary. Before the conference, parents are invited to prepare by completing a questionnaire and observing their child's classroom. Family/Parent-Teacher Conferences are used to promote dialogue

between families and the program staff. Families/parents, teachers, and specialist (if applicable) meet to review the assessment data and discuss each child's progress in the various areas of the program. Families/parents and teachers collaborate to review progress to date, evaluate the effectiveness of the program in meeting each child's needs, and set new goals for each child. Experiences from within the classroom and from home will be recognized to determine a child's accomplishments and for setting goals for further progress. The teachers and specialist (if applicable) will work to achieve a consensus with families about the progress, assessments, and educational goals and plan for each child. Parents or teachers may request additional conferences if needed. Documentation of all parent/teacher conferences includes a summary of the discussion, goals set for the child, and/or recommended action plans. Parents and teachers sign the documentation and parents are provided with a copy. Written documentation is provided for the parents at least twice a year and conferences on at least a quarterly basis. This documentation is kept in the child's file located in the office.

Confidentiality/Privacy 4.A.02, 4.E.06, 4.E.07, 10.B.08

Families/parents are informed that enrollment in the program means their child's development and growth will be studied by students and faculty approved to work in the lab. Permission to allow their child to be studied is implicit in their decision to enroll their child in the program. The faculty and staff of the program assume the responsibility of protecting children's and families' privacy by monitoring who has access to what pieces of information. Child and family information and educational records are confidential and cannot be released without parental written permission. This includes permission to share information about potential health emergencies such as allergic reactions to particular foods or insects. Families/parents understand that enrollment is permission to give their child's first name and date of birth to college students who have access to the program to complete course assignments. Co-op students working in the lab have access to health and development information, assessment data, IEPs, and general family demographics necessary to plan lessons for the class, individualize the curriculum for each child, and support parents. Other lab students, as needed to complete a lab assignment, are given general information about a child's development and limited demographics to assist their understanding of a child's individual development and needs. All Co-op students sign a statement accepting their responsibility to maintain confidentiality of children's information. Families/parents are asked to retain and keep information, events, and incidents confidential and report or discuss any concerns they have with the teachers or administrator, which includes, but is not limited to, observations within the classroom or observation monitors, interaction with children and staff within the classroom, observation of other children within the program/classroom. Inappropriate sharing of certain information, events, or incidents can lead to immediate termination of your child from the child care center.

Children with Special Needs/Specialist

NAEYC 1.E.01, 3.A.01, 3.B.12, 4.A.03, 4.D.04, 4.E.07, 5.B.05, 7.B.04, 7.C.03, 7.C.06, 9.A.01, 10. B.08, 10.B.10

The program strives to make all reasonable accommodations to meet the needs of children with disabilities in an environment that is appropriate and supportive of the child. Parents are asked to speak with the director about a child's special needs. An Individual Education Plan (IEP) or an Individual Family Service Plan (IFSP) must be on file for each child with a diagnosed disability. The collection of information about a

child's disabilities or special health care needs is used to determine the most appropriate placement for the child and to establish an Individualized Care Plan. The program provides Occupational Therapy, Physical Therapy, and Speech and Language Therapy as a resources to provide therapeutic interventions that a child may need. Other services or specialist may be contacted to implement a prescribed program. Families/parents will be considered as the primary decision makers about services their children receive. The program will support and encourage families in advocating for services at the program and at other locations, such as their local school system. Staff encourages families/parents to make primary decisions about services, goals, and objectives their children need and encourage families to advocate in obtaining those services.

The second way parents are invited to evaluate the program is through an annual survey requesting feedback on the program's work. Sometimes this survey is in conjunction with accreditation review. Parent evaluation and feedback is important to the continual improvement of the program. On the child's enrollment forms, families/parents must identify children who live with special health care needs, food allergies, special nutritional needs or delay/disability. The administrator will contact the parents, teachers, and specialized specialist in preparing an Individualized Care Plan. The Individualized Care Plan will be used to determine the services, adaptations or modifications, and interactions that allow the child to fully participate in the program's activities. The program protects children with food allergies from contact with problematic food items. Families' consent is obtained before posting any information about that child's food allergy. The food allergy posting will remain within the classroom and kitchen areas, as a visual reminder, until that child's attendance is completed at the program. All staff members will be notified of all children who have food allergies.

The teaching staff is specialized in early childhood education methods and theories. If a staff member suspects that a child has persistent challenging behavior, developmental delay, or other special needs the administrator will be contacted by the staff member and an observation, documentation, and discussion about the child's growth and development will take place with the administrator and staff member. The teaching staff is not specialized to diagnosis developmental delays or other special needs. Therefore, the administrator will communicate to families in a sensitive, supportive and confidential manner and provide documentation and explanation for the concern, suggesting the next steps and information about resources to families/parents within and outside of the program. Individual Care Plans will focus upon a child's differing physical, social, or cognitive abilities. The plan will include modifications that support the child within their least restrictive environment. Identified modifications will be included to address the environment, learning activities, teaching strategies, and appropriate behavior for the child, families, and staff through an accepting and respectful atmosphere. Staff and specialist will meet, share, and plan educational endeavors, objectives, and goals for children. As a team, staff members, specialist, and families will meet during parent teacher conferences, and at other requested times, to establish set objectives or goals for children. The plan will be implemented within the classroom and services with adjustments/modifications being administered to accomplish IFSP's and IEP's goals. Documentation will be collected to determine the level of progress. Documentation will consist of, but is not limited to, informal anecdotal notes, checklist, screenings, assessments, child's portfolio-work, and photographs. At any time, any member of the team may request additional information or meeting through phone conversation, email, or other communication devices. In addition, the program will work with families to be an advocate for their child when seeking other services or transitions between programs. Program staff will attend IFSP or IEP meetings and provide documentation of services rendered and progress reports. The need for additional information or services can be accommodated with a sufficient amount of notice

Community Resources 7.C.08, 8.A.01-8. A.06

Staff members will obtain written consent from families/parents before sharing information about a child with other relevant providers, agencies, or other programs. SCC Child Development Center provides a current list of available community resources for children and families, and assists parents in locating and connecting with these services. A Resource Notebook with this information is located in the Office and is available to all parents or individuals needing information about these services. In addition to sharing the resources, the staff will assist families/parents in locating, contacting, and using community resources that support children's and families' well-being and development. The program has established linkages with other early education programs and local elementary schools to help families prepare for and manage their children's transitions between programs, including special education programs. Staff members provide information to families that can assist them in communicating with other programs, and help with transitions to other programs or schools with basic general information on enrollment procedures and practices, visiting opportunities and program options. In addition to the resources in our Resource Notebook, the following is a list of partnerships and professional relationships that have been established with the program from agencies, consultants and organizations in the community that further the program's capacity to meet the needs and interests of the children and families that we serve. Please see the administrator for more information.

Grievance Procedures 3.F.03, 10.B.08, 10.C.01

It is the program's desire and policies to provide developmentally appropriate requirements and criteria that meet and exceed NAEYC requirements. The program's policy is to collaborate with parents when a difference of opinion, value and/or belief is identified with professional practices and/or strategies. The optimum goal is for the child to participate successfully at the program in all of his/her endeavors. Families/parents are asked to speak with their child's teacher if they have a concern. If the concern cannot or is not met by the teacher, the concern should be taken to the administrator. The administrator will schedule a conference with the parents to discuss their concerns, and will be followed with a conference with the teacher as applicable. The program's goal is to meet the needs of the children and their parents. If the administrator cannot or does not address the concern to the satisfaction of the parents, then the issue will be referred to the appropriate source.

Communication with Non English Speaking Parents/Families

SCC Child Development Center works collaboratively with the college to offer written and verbal information/communication to families as needed in their native language. The program compiles and provides information to families in a language they can understand/comprehend. The information includes, but is not limited to, policies and operating procedures, enrollment forms, parent handbook, classroom newsletter, daily communication journals, negotiations of differences or difficulties, and other written communication sources.

Services Discontinued/Termination

The program reserves the right to discontinue services immediately to children under the following circumstances:

- The families/parents fail to pay tuition and fees within the designated time periods.

- The families/parents fail to reasonably cooperate with the program in the provision of educational services to their child, such as but not limited to, daily routines, implementation of curriculum, discipline and/or guidance, and maintaining a positive disposition.
- The child is dangerous to self or others due to delays/disabilities, behaviors, medical situations, or any psychological situation.
- After appropriate evaluation by staff, specialists, family/parents, or Administrator, it is decided that another educational setting would be more appropriate to meet the special needs of the child.
- The families/parents do not adhere to the program's policies, and procedures; which include but is not limited to the following: completion and updated records, confidentiality, arrival and departure routines, medical situations, special services, conferencing schedules, parent participation, late pick-ups, supporting classroom routines, or maintaining a positive disposition, and family problems that consistently interfere with the daily routine of our program.

Family/Parent Information, Involvement, and Committees 3.F.03, 7.A.02, 10.F.04 7. A.11-7. A.14, 7.B.01-7. B.04, 7.C.01

Family/parent information, involvement, and committee sections can be found and communicated to families/parents through the Family/Parent Handbook, email, phone conversations or direct contact with teaching staff, or administrator.

Staff members use a variety of mechanisms such as family conferences, surveys, and daily written and verbal communication to promote dialogues with families. The program staff might ask adults to translate or interpret communications as needed or call upon SCC College Staff to provide services to SCC Child Development Staff who need assistance with communications to families in a language the family can understand if the administrator is contacted by the family. Assistance could include, but is not limited to, written and verbal information such as program policies and operating procedures, parent/teacher summaries/surveys, special health and safety instructions/directions, and awareness of special events/activities.

Parents (only) are invited to an Open House before the start of the school year in August. During the Open House, parents meet the administrator, the teachers, and staff. Parents have an opportunity to explore the classroom environment at the Open House, familiarizing themselves with the anticipated routine of the day. Teachers can answer parents' questions about the school day and parents can inform teachers about their child's routines and experiences, this will allow for quality one-on-one time with the teachers and administrator.

The program values family/parent involvement. Communication between families/parents and the program is an essential element to a child's successful participation and development. Staff encourages families/parents to raise concerns and work collaboratively with them to find mutual satisfying solutions that the staff can incorporate into the classroom practices. Families have an opportunity to volunteer in the classroom or participate in special activities, to serve on Parent/Teacher Organization (PTO) committees which provide numerous services to the program.

WAYS FOR THE FAMILIES TO BE INVOLVED:

- Making things for the program
- Sharing their culture

- Sharing a talent or a job
 - Participating in the class activities or volunteering
 - Contributing to the curriculum
- *Donating items needed throughout the Center

Children’s Health 5.A.01- 5.A.05, 10.B.08, 9.C.10, 10.D.01, 10.D.09

Information about children’s health helps teaching staff plan activities to support their growth and development. At enrollment, families/parents are asked to submit a doctor’s statement and provide information about special health needs that a child might have. A child’s health information is kept confidential. Only the information necessary for a child’s care is shared with staff and student teachers who need to know. When families/parents provide the program with information about allergies, diet restrictions, or special health care needs, that information is shared with those individuals who provide care for the child. By regulation, some of it may be posted in the classroom so all adults who care for the child can be informed. Children who have chronic health conditions or special developmental needs may need additional assistance. Families are asked to provide the program with written medical instructions from their health care provider for handling such conditions as asthma, orthopedic or sensory problems, seizures, and serious known allergies. Physicians or health care provider’s directions/instructions will be followed without any exceptions. Conditions that require regular medication or technology support will need to complete the appropriate forms required by SCC Child Development Center.

Illness NAEYC 5.A.04, 9.A.01, 10.B.08, 10.D.01

The program follows the requirements of the NC Department of Human Services, Division of Child Care. Children with the following signs or symptoms of an illness are excluded from the program as long as the signs or symptoms exist:

- Fever of 100 degrees or higher (auxiliary)
- Vomiting
- Diarrhea
- Undiagnosed body rash
- Sore throat with fever
- Conjunctivitis with discharge from the eye or pink eye
- Yellowish skin or eyes
- Severe coughing where a child gets red or blue in the face or makes a high-pitched whooping sound after coughing
- Or if the director or a designated representative judges that the child’s symptoms interfere with the child’s abilities to fully participate in the program or pose a potential health risk to other people, then that individual is excluded from participation until the signs/symptoms improve.

Children are not admitted to the program if any of the above symptoms are obvious upon arrival. If these or other symptoms develop during the day and/or they are unable to participate comfortably in activities, children will be kept comfortable, within the administrator’s office, until a parent can arrive. Families/parents are notified immediately when a child shows any signs or symptoms requiring

exclusion from the program. Families/parents, or those designated as persons to be contacted in case parents cannot be reached, must come to get ill children as soon as possible (within thirty minutes) to minimize the spread of disease and to maximize the comfort of the child. Since the program does not have facilities to care for ill children, parents must make alternative arrangements when a child is ill. By law we are required to post a notice when a child does have a contagious illness within the center. It is your responsibility to call your child's teacher if he/she is unable to attend the center.

Exclusion Periods 5.A.05

When a child has been exposed to a communicable disease (for example: strep throat, chickenpox, etc.), parents are required to report that information to the classroom teachers or the administrator. If a child contracts a communicable disease, parents must keep the child at home until they have been symptom free for 24 hours. All families/parents in the center are notified when anyone in the center has contracted a communicable disease. A note will be post notify parents about all communicable diseases.

Administering Medications 5.A.11, 10.B.08, 10.D.09, 10.D.10

SCC Child Development Center only administers prescription medications The medicine must be in original container bearing the pharmacy label which shows the prescription number, date filled, physician's name, child's first and last name, strength of the medications, and directions for administering and storing, and expiration date. A Medication Form must be filled out by a parents before any medication can be administered to the child. Medication Permission forms must be on file in the office in order for the staff to administer any medications. All medications are kept in a locked container in the office or in the refrigerator if the medication is required to be refrigerated. Person giving medication must sign documentation. Blanket permission form must be filled out for children that require sunscreen. All sunscreen must be labeled with child's name and be kept in locked medicine box. Sunscreen should be applied by parent before school and will be applied by SCC Child Development Center before afternoon playtime only. Chap Stick must be applied by the parent before school and cannot be kept at school. If you have any questions or concerns about this policy, please see the center administration for assistance.

First Aid Kits

Program staff members have access to fully equipped first aid kits readily available and maintained for each group of children. First aid kits are stored within the classroom and taken to the outside play areas, field trips, and on outings away from the site. Each teacher receives First Aid and Pediatric CPR training. Program first aid kits are stocked according to licensing requirements. Each classroom has a first aid kit in their classroom. First aid kits are also available in the kitchen and administrator's office. Classroom backpacks also contain copies of emergency information for the children and these backpacks travel with the class whenever outside of the classroom.

Injury NAEYC 10.B.08, 10.D.01

If a child becomes injured, the program staff is expected to respond quickly and calmly, assessing the situation to provide appropriate care. Staff should seek help from other adults so that someone can specifically tend to an injured child. Immediately call 911 if a child has stopped breathing or has

difficulty breathing. Staff wear latex gloves for any injury involving blood or bodily fluids. A container of liquid absorbent pellets is kept in all classrooms and used on spills of bodily fluids such as blood or vomit. An injury report is completed for each accident.

Incident/Accident Reports

An "Accident Report" must be filled out when an injury occurs to a child. If there is any kind of mark (red, teeth marks, bruise, scratch, etc.), blood is visible, or the child continues to complain, an "Accident Report" must be filled out, no matter how minor the injury. No other child's name should be mentioned on the report. An "Incident Report" may be filled out when the family/parent needs to be notified of the behavior of a child such as biting, seriously hurting others, unusual behavior, etc. If a child was hurt or bitten by another child, do not use that child's name, instead write "another child." A copy is given to the family/ parents and a copy is placed in the child's file.

Food, Drinks, and Candy from Home 5.B.02

The program requests that food, drinks, and candy are not brought to school. Children should complete snacks or meals before entering the classroom. The program provides nutritious snacks in the morning and afternoon, and a nutritional lunch. This menu provides the children with energy they need to get through the school day.

Inclusion

The preschool program includes all children, including those with disabilities and unique learning needs, however they must be potty-trained to meet our licensing requirement of no diapers or pull ups. Modifications are made in the environment and staffing patterns in order to include children with special needs. Staff members are aware of the identified needs of individual children and are trained to follow through on specific intervention plans. It is our belief that inclusion in our program will enrich the experience for teachers, students, other children and their families. The preschool facilities meet the Americans with Disabilities Act accessibility requirements. C 9.C.03

Field Trips 8.B.02, 9.C.15

On SCC Campus we are fortunate to have access to many interesting facilities on the campus. To take the best advantage of the last minute opportunities that sometimes arise, we ask parents to sign a permanent permission slip for on-campus field trips. Teachers always notify the office before taking children out of the center (other than daily walks), we always walk to their destination, and take cell phones and first aid / emergency packs with them

Celebrations 5.B.02

Children's cultural heritage and celebrations are important parts of their personal-social development. Fostering respect for cultural diversity is an important goal at the program. Emphasis is always placed on respecting individual differences and beliefs. Families/parents are encouraged to share their

cultural heritage with others in the program. Activities related to traditional U.S. holidays such as Halloween, Thanksgiving, Christmas, Valentine's Day, and July 4th are low-key, age appropriate, and avoid specific religious beliefs. Plans are discussed with families/parents to ensure celebrations are sensitive to cultural diversity. Any family/parent wishing to share their cultural celebrations is asked to contact their child's teacher or the administrative office. Equally, families/parents may ask that their child not participate in these activities.

Any foods brought in for parties must be purchased from a facility with a commercial kitchen. Homemade snacks are prohibited by regulations. If a family wishes to share a cultural cooking activity with the classroom children, they must arrange with the teacher to prepare the items at the program following regulated guidelines.

Hand Washing 5.A.09, 9.C.05, 10.B.08, 10.D.01

Hand washing is the most important means of limiting the spread of diseases. All individuals participating in the program wash their hands before preparing and serving food, after helping a child with the bathroom, after cleaning a child's face, before and after tending to a child's injuries, after handling pets, and after outside play. Children are encouraged to wash their hands at the same times using soap and rubbing their hands together under running water for several seconds.

Staff and children follow proper hand washing procedures in order to eliminate as many germs in the environment as possible. Staff and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and periodically monitored. Hand washing is required for all staff, volunteers and children when washing would reduce the risk of transmission of infectious diseases to themselves and to others. Children may wash either independently or with staff assistance, staff should always assist children with hand washing as needed to successfully complete the task.

Everyone is required to wash their hands at these times:

- When arriving for the day.

Before and After:

- Meals with snacks, preparing, handling, or preparing food
- Feeding a child
- Administering medicine
- Playing in water activities that are used by more than one child
- Moving from one group to another

After:

- Using the toilet or helping a child use the toilet
- Handling bodily fluids (mucus, blood, vomit) from noses, mouths, eyes, or open sores
- Handling any raw food that requires cooking (eggs, meat, poultry)
- After playing in water that is shared by two or more people
- Handling pets and other animals or any material such as sand, dirt or surfaces that might be contaminated by an animal
- Playing outdoors
- Handling garbage or cleaning up items or areas

- Wash hands thoroughly after removing gloves when handling blood or body fluids that might contain blood

Handwashing how-to:

- Use warm running water
- Wet hands and wrists
- Use a thumb-nail size dab of liquid soap
- Rubbing and working soap vigorously into a lather and washing hands between fingers, back, and inside of hands up to wrists, and under fingernails for at least 20 seconds or two verses of "Row, Row, Row, Your Boat," making sure that all jewelry area is cleaned under and around the item.
- Rinsing all areas well
- Dry hands thoroughly using a clean paper towel
- Avoid touching faucet by using paper towel to turn off faucet
- If in the bathroom, open bathroom door with paper towel and throw paper towel in trash receptacle
- ALCOHOL-BASED HAND RUBS ARE NOT USED IN LIEU OF HANDWASHING

Assessment and Evaluation Plan 1.A.02, 4.A.01-4. A.03, 4.B.01-4. B.06, 4.D.04, 4.E.02, 4.E.04-4. E.07, 7.A.02

Assessment and evaluation are an integral part of a strong early childhood program. The program uses multiple sources of data collection to assess children's development and learning, and to evaluate the program. All assessments, evaluations, and communication with families about their child's growth and development are sensitive to family values, culture, identity, and home language.

The purpose of assessment and evaluation is to:

- Conduct health and developmental screening of children and make appropriate referrals for further assessment as indicated.
- Identify children's interests and needs.
- Describe children's level of development and scope of knowledge.
- Discover children's approaches to learning.
- Plan curriculum and choose instructional strategies.
- Plan an environment that best supports learning
- Improve the program and instructional practices.
- Communicate with parents and the community.
- Use language and familiar settings to the children to obtain meaningful and accurate results.
- Progress reports are provided for parents at least on a quarterly basis, written reports at least two times a year, and at any time by parent request.
- Conduct home visits prior to the beginning of the school year to collect vital information pertaining to families' ethnicity, religion, home language, culture and family structure.

Assessment Philosophy 4.D.04, 4.E.04, 4.E.06

Assessment should be embedded in the practices of an early childhood program and should be conducted in partnership with parents and families. An authentic assessment is one that gathers data from natural observations and interactions with the child in familiar settings and with familiar adults. Assessment done at the program strives to be authentic. Assessment should be valid and reliable. The program selects assessment instruments and methods that best achieve the purposes of its

assessment practices. Assessment data is understood to be only one source of knowledge about the child. Multiple sources are gathered and analyzed along with assessment data to determine a child's level/ability or need. Formal and informal sources of information are used before a referral is made for further evaluation. Parents are recognized as the expert on their child's growth and development, and given respect for their right to make decisions about their child's education and care. Families/parents are given information about the data gathered in assessment practices. The staff works closely with families/parents in achieving the best assessment method(s) that meet each individual child's needs. Assessment is on-going and is used to monitor children's progress and to inform practice. There are clear linkages between assessment and curriculum and program development.

Referral Policy 7.B.04, 10.B.08, 10.B.10

At SCC Child Development Center, we are dedicated to and invested in the success of every child. If a teacher feels that there is a possible issue related to a child's learning, developmental progress, or other special need, these concerns will first be shared with the SCC Child Development Center Administration. After reviewing the information presented, the center administrator will contact the child's parents to schedule a conference to discuss the issue in a sensitive, supportive, and confidential manner and will support decision making regarding planning and possible referral for the child. It is important that the staff and parents work together in order to ensure that the needs of the child are being met. If a parent does not wish to sign a referral form, then the center will document that a recommendation has been made and the parents refused to follow through the process. This will be placed in your child's folder so in the future if there is a question why the child was not referred we will not be held accountable. With the parent's consent, the teacher or administrator may request assistance from professional resources in the community that provide early intervention and engage in problem identification, plan interventions, provide support, and highlight outside resources that are available to individuals requesting assistance.

Supervision Policy

- All staff members are responsible for the well-being of all children and should take appropriate action in response to any child's needs or behavior.
- Maintain appropriate staff – child ratios at all times (10.B.12).
Preschool: 2 staff: 18 children (These ratios are applicable indoors and outdoors)
- Staff members, as a group, must supervise the children primarily by sight; however, supervision by sound only is permissible for short intervals, such as when children are using the toilet (3.C.04).
- Classroom space must be designed so that children can be supervised by sight at all times and so that there are no areas of the room where children can hide. (9.A.05)
- Head counts must be done frequently – every 10 minutes, especially at every transition and when leaving the building/grounds. Teachers must be aware of what children and how many children are under their supervision at all times.
- Children must be counted when exiting and entering the building. The head count must be matched to the current roster.
- Increase frequency of head counts when outside of the building/fenced playground.
- Each staff person must be aware of the current classroom roster to ensure accurate head counts.
- Sign in and out sheets must be monitored often for accuracy and must be taken on all outings (playground, walks, fire drill/evacuation, field trips).

- All staff members are responsible for knowing and consistently following the center's behavior expectations and management guidelines, outdoor classroom policies, parent handbook policies. • Children may not be left alone with anyone other than authorized staff members or other authorized persons (such as parents with their own children). Interns, volunteers, parents, etc., may not be left in charge of children.
- Ensure that the children wash their hands upon arrival at school, before and after eating, after toileting, after handling pets, after using the water table, and after coming into the center from the outdoor areas (5.A.09).
- For hand washing, help children line up at the sink and use proper hand washing and drying procedures (1 squirt of soap, vigorous and thorough hand rubbing for 20 seconds, rinse well, dry with paper towel, turn off the faucet with the paper towel 5.A.09). Be sure to monitor the cleanliness of the bathroom, correct any problems, and stock supplies as needed.
- When a child has a bathroom accident, help the child get changed into extra clothes (from their cubby) in the bathroom. Place wet clothes in a plastic bag in the child's cubby.
- When leaving the SCC facility with the children you must take the classroom emergency kit and the sign in and out sheets/list of children (9.C.10). If walking, have children walk single file or in pairs, and have one adult lead and one follow the group.
- When children have known allergies, be sure to follow the procedures specified by the parent and/or health professional regarding foods served or environmental precautions taken (5.C.04).
- When a child has a fall or other accident, follow the emergency procedures appropriate for the situation (10.D.09). Administer basic first aid as appropriate or seek the help of center management or safety and security as necessary. Be sure to complete an incident report and put one in the child's file, and give one to the parent. When filling out the incident report it is essential to report all of the facts in detail. • When a child is too sick to be in the classroom bring the child to the office, help the child get settled in a comfortable position, and arrange for a call home. Be sure there is someone designated in the office to supervise the child before returning to the classroom.
- Release children only to adults who are listed in the child's file or on a signed note from the parent (10.D.06). Parents submit a list of adults to whom we may release their child. Oral changes are permitted if you can verify the identity of the individual. In that case, log the name of the parent, date, and time of the request, name of the individual, and names of both the staff person taking the call and staff person releasing the child.
- At all times, interact with children without using physical punishment or any form of psychological abuse. In addition, the following staff/child situations must be reported to center management: harsh/degrading/humiliating language; non-attending or passive supervision; uncontrollable anger; leaving a child unattended; not maintaining staff-child ratios

Reporting Child Abuse (10.D.03-04)

All observations or suspicions of child abuse or neglect will be immediately reported to the child protective services agency, no matter where the abuse might have occurred. Administration will call CPS at 1-866-363-4276 to report suspected abuse or neglect. Administration will follow the direction of the child protective services agency regarding follow up or further action needed. If the parent or legal guardian of the child is suspected of abuse, Administration will follow the guidance of the child protective agency regarding notification of the parent or legal guardian. A staff member who is accused of child abuse may be put on administrative leave pending investigation of the accusation. Such caregivers may also be removed from the classroom and given a job that does not require

interaction with children. Parents or legal guardians of suspected abused children will be notified. Parents or legal guardians of other children in the program may be contacted by the Administrator if a caregiver is suspected of abuse so that they may share any concerns they have had. However, no accusation or affirmation of guilt will be made until the investigation is complete. Caregivers found guilty of child abuse may be dismissed or relieved of their duties. The VP of Human Resources and Employee Relations will make the final determination.

All staff are mandated reporters and are required to report all suspicions of abuse or neglect. Refer to the U.S. Department of Health and Human Services publication: *The Role of Educators in Preventing and Responding to Child Abuse and Neglect* for further information regarding child abuse and neglect definitions and procedures. SCC Child Development Center complies with all procedures as stated in the above publication as well as, all applicable federal, state and local laws regarding the reporting of child abuse and neglect.

Challenging Behavior

Southeastern Community College Child Development Center adheres to the philosophy of Conscious Discipline as described by Dr. Becky Bailey. It is a comprehensive classroom management program with a social-emotional curriculum that focuses on how adults can learn to enhance their own relationship skills which, in turn, helps with ordinary classroom behaviors as well as the challenging ones.

Several aspects of SCC Child Development Center serve to support positive behavior management including the structure and arrangements of centers, daily schedules, routines and other planned learning activities. All staff members are expected to support, guide, and nurture children at all times as they learn to use language to communicate their needs, gain control of their bodies, persisting when frustrated, play cooperatively with peers and learn to take turns. Those teachers who are experienced perceive the possibility of potential problems before they happen and often redirect the child before their behavior becomes unacceptable.

Open Door Policy 7.A.11, 7.C.02.a

Parents and legal guardians are welcome to visit the center at any time. As a safety feature, all parents and visitors will enter through the designated doors which remain locked during school hours. Parents will be given a code to enter the building while others will need to knock and be escorted in by the administrator or other staff to assure our schools safety.

Transitions (NAEYC 7.C.06, 7.C.01, 7.C.06, 7.C.07 & 10. B14)

Home-school connections are crucial to the transition to kindergarten or any other program, such as special education. The child's family provides the consistency and continuity necessary for a young child to be successful. Making a change from one program to another can sometimes be difficult for a young child whether the transition is within the same building or in another location. Teaching staff will partner with the family to make the transition as smooth as possible by connecting family members with the next program's staff and support specialist. Transition meetings and activities are planned for

all students including those on Individualized Education Plans (IEP). Preschool staff will provide information about enrollment policies and procedures, program options, and arrange for a classroom visit whenever possible.

Cell Phone Policy

SCC Child Development Center has a NO CELL PHONE policy which means that no cell phones are allowed inside the classroom. If you come in the classroom on a cell phone, you will be asked to wait outside until you have finished your conversation. The reason behind this is that drop-off and pick-up are valuable times for parents and teachers to have a conversation about your child and to discuss any topics or events that need to be addressed. In addition, this is a great time for you to actually see your child's work and show interest in, and learn about his/her day.

Behavior Guidance Policy

We utilize the following preferred behavior guidance techniques when working with young children:

- Encourage children using positive reinforcement for good behavior
- Listen to the children
- Explain things to children on their level
- Respect children's needs, desires, and feelings
- Setting clear, enforceable limits for the children
- Modeling appropriate behavior for the children
- Structuring the environment in such a way that maximizes good behavior and attempts to prevent problems before they occur
- Planning enough activities to fulfill your child's needs
- Provide the children with appropriate choices
- Redirection of child's attention
- Using direct and logical consequences of their behaviors
- Remain consistent in our guidance techniques and strategies with children

Children may be separated from the group temporarily if less intrusive methods of behavior guidance have been ineffective and the child's behavior threatens the well-being of other children or staff. Every attempt will be made to work with your child in all situations. However, if behavior that is unacceptable does not improve with staff intervention and parents working together to make improvements, SCC Child Development Center will have the right to terminate your child's enrollment from the center at any time deemed necessary by the center administration.

Child Guidance and Discipline (NAEYC 1.F.02 & 10.B.10)

Teaching staff will equitably use positive guidance, redirection, and planning environmental and instructional supports to prevent problems. Teaching staff will encourage appropriate behavior through the use of consistent clear rules and expectations, involving children in problem solving to foster the child's own ability to become self-disciplined, and the use of positive behavior support strategies. Teaching staff will encourage children to respect other people, to be fair, respect, property and learn to be responsible for their actions. Teaching staff will use discipline that is

consistent, clear, developmentally appropriate and understandable to the child. They will help children learn to persist when frustrated, play cooperatively with other children, use language to communicate needs, and learn turn taking. Discipline is a part of teaching. It helps children better understand inner control and appropriate behaviors when interacting with others in a group setting. Our preschools support children participating in activities without disruptive behavior from others, though we know there will be conflicts. Our goal is to support children during conflicts by giving the strategies that help them resolve conflicts. Another goal is to provide positive behavior supports in the form of social stories, visual supports, environmental supports, and friendship skills to prevent behaviors before they can occur.

Healthy self-esteem is reflected in appropriate behavior choices. A discouraged child may “act out” and provide us with clues we can use to help this child regain more positive feelings. We base our guidance decisions on what we believe best meets an individual’s needs without sacrificing the needs of the group.

Volunteers (NAEYC 10.E.01.e, 10.E.03)

Families are encouraged to take an active part in the educational process of the children. Families are encouraged to contact the teacher if they would like volunteer in the classroom. We have a volunteer job description that defines the role and responsibilities of a volunteer. For safety’s sake, if a volunteer will be working with children, he/she will be expected to report directly to the office staff and it may be necessary to undergo an interview with teaching staff and/or administrator before permission to volunteer is granted. In addition, no person with a substantiated report of child abuse or neglect will come in contact with children in the program or have responsibility for children. People interested in volunteering should contact Lynn Leonard, Child Care Center Administrator 910-642-7141 Ext. 361

Off-Premise Policy

You will be asked to sign a blanket Off-Premise Form for your child so he/she can participate in activities outside the fenced in playground and any on campus Emergency Drills. Licensing requires that parents be notified and give permission for their child to participate in these activities. Here at the college, the children get to participate in many college activities that will be outside the center. Your child’s teacher will inform you ahead of times of these activities.

Items That Are Not Permitted at the Center:

- Knives, guns, swords or any other items that relate to violence
- Clothing that expresses violence or inappropriate language
- Book bags
- Toys (except on Show and Tell Day)
- Any kind of food or drink
- Jewelry (necklaces and bracelets)

**SCC Child Development Center is not responsible for any lost or damaged items.

Outdoor Play

Outdoor play is a special and essential part of the child’s day at SCC Child Development Center. Fresh air and exercise are important to the total health of your child and our curriculum. By law we

are required to take the children outside unless it is unsafe or there is active precipitation. Please dress your child appropriately for the weather conditions each day. If you feel that your child is too sick to go outside, then your child is too sick to be at the center around other children and staff. We do not have extra staff available to stay inside with your child.

Rest Time

A quiet time occurs daily from 12:30 p.m. - 2:30 p.m. for all children enrolled at the center. Although children are not required to sleep, each child must lie down to rest quietly. Each child will be provided a cot and sheet by the center. Each child will need to bring a blanket that fits his/her cot. No blankets are allowed to touch the floor because of sanitation regulations. Children may also bring a small stuffed animal to sleep with from home. Pillows will not be allowed because of space. All sheets are washed here at the center weekly and blanket and stuffed animals will be sent home each week to be washed. Items that are brought to the center that smell like smoke will be sent home immediately to be washed.

Meals and Snacks

SCC Child Development Center participates in the Child Care and Adult Food Program sponsored by the Department of Public Instruction. Children are served breakfast lunch and afternoon snack each day. This program provides nutritious meals and snacks and the children are encouraged to try new and different kinds of foods. We ask that the parents talk to them about their meals and work with us in promoting healthy nutritious habits. Parents are not allowed to bring lunch from home for their child. Menus are posted in advance to allow parents to substitute foods for which there is a documented allergy (note from physician is required for provision).

If a child cannot have a certain food because of a religious belief, then it is the parent's responsibility to substitute a nutritious replacement from the same food group as the food being replaced. If the center has to make a substitution at meal time, the parent will be charged a two-dollar fee. Children are required to be at school by 9:00 a.m. for breakfast and stay through lunch each day so they can be counted for these meals. All parents must complete an application for the Food Program to have on file. If you do not wish to give out financial information you are not required to do so.

Opt Out Food Policy

If you do not wish for your child to participate in meals served here at the Child Development Center you must sign an Opt Out Food Form. Signing this form means that you will be responsible for providing a nutritious meal and beverage for your child each day and that your child will not be served any food or beverage by the Center. Sodas and candy will not be allowed to be served at any meal. If you however fail to provide a meal for your child SCC Child Development Center will provide the child's meal and you will be charged a \$3.00 fee for any substitution, we have to make. If you fail to provide your child's food for more than 3 times during the school year, the Opt-Out Form you signed will be void and your child will be served a regular meal in accordance to our Food Program guidelines.

Food/Drug Allergies

Parents must supply documentation to the Child Development Center staff concerning any allergies. These allergies should be documented through the child's medical report as well as a written notice must be placed in the front of the child's file. Also a written action plan for each documented allergy must be completed by child's physician and be keep in his/her file. Allergies must be posted throughout the center so that all staff are aware of each child's allergies.

Library

The children enrolled at the center will have the opportunity to visit the library on campus every two weeks. You will need to obtain a library card from the library for your child so that he/she can check out books to take home. It is your responsibility to make sure your child's books are returned on time. Any late fees or damage fees will be your responsibility. If a child's book is not returned on time or fees are not paid, your child will not be able to check out another book until the matter has been taken care of. This is a tremendous learning opportunity that teaches your child to be responsible and take care of his/her book.

Center Cleaning

We are committed to maintaining our center in a clean and sanitary condition. The following cleaning procedures are followed:

- All toys are washed and disinfected as needed
- Toilets are cleaned and disinfected daily and more often if needed
- Tables are disinfected before and after meals and more often if needed
- Blankets are washed once a week or when soiled
- Cots are disinfected each day
- Floors are swept and mopped daily
- Rugs are vacuumed daily

Emergency Policy

In case of an emergency, the center will contact the parent. If a child needs immediate medical attention, the child will be taken to Columbus County Regional Hospital by Rescue Squad. If the child's parent has not arrived a staff member will accompany the child in the ambulance.

We must receive a copy of your class schedule before the first day of each semester. If you have a change in your schedule, please be sure to notify both the teachers and lab administration of the changes immediately. If you leave campus for any reason during the day, you must notify your child's teacher or the administrator. You will need to provide a telephone number that you can be reached at and have an alternate contact person in case you cannot be reached. This information is vital in an emergency situation. We must be able to contact you or an alternate emergency contact at all times.

Weather Related or Early Closings

While closings are rare at SCC Child Development Center, if weather conditions force a closing the following will occur:

- Should the lab lose power or water during the school day for 30 minutes or longer, the lab will close due to sanitation regulations and all parents/guardians will be notified by phone.
- Should a weather condition require an early release, parents will be notified by phone call and a plan for child's pick up will be worked out.

The lab will follow the same schedule as the college. Southeastern Community College will announce weather related closings through the following methods of communication:

- The college's main phone number (910) 642-7141- There will be an announcement stating closing
- SCC Webpage- www.sccnc.edu
- Alert Now Notifications sending you a voicemail, e-mail, or text message (For more information about how to receive notifications via this system please visit <http://www.sccnc.edu/alertnw.htm>)
- Local television stations and corresponding website
- Local radio stations and corresponding website

IN THE EVENT THAT YOU ARE CALLED TO PICK YOUR CHILD UP FOR ANY REASON DURING THE DAY YOU MUST PICK THEM UP AS SOON AS YOU ARE NOTIFIED. HOWEVER, THIS AMOUNT OF TIME IS NOT TO EXCEED THIRTY MINUTES. IN THE EVENT YOU CANNOT PICK YOUR CHILD UP IN THE ALLOTTED TIME FRAME, YOU WILL NEED TO CONTACT SOMEONE WHO CAN.

Fire Safety

SCC Child Development Center and staff participate in fire drills at least once a month. Staff are trained yearly in fire safety and the lab receives a yearly fire inspection by the county Fire Marshall.

Emergency Preparedness Drills

SCC Child Development Center will participate in Shelter in Place Drills and Lockdown Drills at least every three months. These Drills are required. Once any Emergency Drills have begun no child will be released until the drill is completed.

Emergency Preparedness Plan

SCC Child Development Center has an Emergency Preparedness Plan in place in case an emergency arrives during the day while your child is in our care. This action plan is practiced with staff and children on a monthly basis and is coordinated with the college emergency plan. We also participate in all campus wide emergency drills.

Suspected Child Abuse or Neglect

All child care workers are mandated by law to report any suspected child abuse or neglect to the local authorities. Employees at SCC Child Development Center must take the following steps when there is suspected child abuse or neglect.

- Immediately notify the administrator of the center verbally
- The administrator will then determine if the case should be reported to the Department of Social Services. If so, the administrator will notify the parents that a report will be made. However, if notifying the parents may result in risk to the child or staff member, the case will be reported directly to Social Services. The administrator will be responsible for reporting the case to the Department of Social Services
- Upon verbally notifying the administrator, the employee should write down a detailed description of the suspected abuse or neglect. This documentation will be maintained in a separate file from the child's file.

Alcohol and Drugs

No child will be allowed to leave the center with an authorized person if the staff suspects the person is under the influence of a chemical. If this occurs, and you do not find another person to pick your child up, we will call authorities to assist you safely to your home.

No Smoking

As of August 1, 2010 Southeastern Community College is a Tobacco Free campus. Therefore, no smoking will be allowed anywhere on campus.

Seatbelts

We want the children to get to and from the center safely. Please make sure you do not forget to secure your child properly in either a car seat or a booster seat. Remember, your child will get into the habit if they see you do it. If we see that your child is not restrained properly in a seat belt, we will report the issue to authorities because it is our responsibility as mandated reporters to report any instances that we observe that constitute endangering a child. Children must remain in a car seat or booster seat until they reach the legal age or weight limit mandated by state law. They are also required to be in the back seat of a vehicle. Please put safety first with our children.

Right to Discontinue Services to Families

- Failure to have your child to school by 9:00 a.m.
- Failure to pay tuition in a timely manner
- Failure to pay the registration fee or parent fee associated with subsidy programs in a timely manner
- Family problems that consistently interfere with the daily operation of our program
- Child behavior problems that cause potential harm to other children or staff
- Late pickups by parents or guardians

- Bringing sick children to our center on a consistent basis when there is evidence that the child needs to remain at home and prevent the spread of illness to other children and staff in our program
- Failure to update emergency contact information in a timely manner
- Leaving campus without notifying your child’s teacher or the administrator
- Not being able to contact parent/guardian at anytime

North Carolina Division of Child Development Information

In order to ask specific questions about facility licensing, file a complaint, or to obtain general information, contact DCD directly in the following ways:

Mailing Address	Division of Child Development 2201 Mail Service Center Raleigh, NC 27699-2201
Location Address	8205 Boylan Avenue Raleigh, NC 27603
E-Mail Addresses	webmasterdcd@dhhs.nc.gov
Fax Number	919-715-1012
Telephone Number	1-800-859-0829 (In state only) or 919-527-6335

Tax Statement

Each family is eligible for a tax credit for enrollment or fees if they are receiving child care while the parent/guardian is working or seeking employment. As a courtesy to our families, we provide a tuition statement that indicates the actual tuition that has been paid by the family throughout the year. In order to receive this statement by January 30th, families should not have an outstanding balance and must notify center administration by January 5th.

Appendix A

Campus/Early Childhood Education Lab Scheduled Closings:

Monday, September 4th- Labor Day

Friday, September 15th- Teacher Workday

Monday, October 2nd- Teacher Workday

Tuesday, October 24th- Teacher Workday

Wednesday, November 22nd thru Friday, November 24th - Thanksgiving Holiday

Tuesday, December 19th thru Wednesday, January 3rd- Winter Holidays

(Center will close at 5 p.m. on Monday, December 18th)

Monday, January 15th- Martin Luther King Jr. Day

Thursday, March 29th- Teacher Workdays

Friday, March 30th thru Monday April 2nd - Easter Holiday

Monday, May 28th- Memorial Day

Wednesday, July 4th- Independence Day

Summer Schedule will be available at a later date

Appendix C

Emergency Action Procedures:

1. All emergency situations are reported to the highest ranking official on campus at the time of the emergency and the Director of Public Safety. This official will call the Emergency Response Team (ERT) together. The ERT members are:

President
Vice Presidents
Director of Public Safety
Director of Public Information
Evening Operations Coordinator
Director of Human Resources 6

2. The ERT members will be instructed at this time by the ERT leader (President of the college or designee) as to the location where they will assemble. Once assembled, the ERT shall begin operations under the direction of the ERT leader. Each ERT member will have Building Captains whom they wish to notify and have on standby, ready to initiate any plan of action that is appropriate and necessary.
3. Once the ERT has met, analyzed the emergency situation, and determined the plan of action, the Building Captains will be notified by phone, radio, ALERT NOW, or from a runner as to response for each building. The Captains will direct the individuals in their building as to one of the following:
 - **Stay-in-place:** When an emergency is such that it is best for the individual to stay where they are and protect themselves.
 - **Evacuation of the building:** When the emergency is such that it is not safe to remain in the building.
 - **Stay in the building and move to a safe place:** When an emergency is such that everyone needs to stay in the building but move to a safe place.

Types of Emergency or Crisis Situations and Procedures to Use:

Emergency Response Situations

Types of Situations:

- Accident/Serious Injury/Illness
- Bomb or Bomb Threat
- Evacuation
- Fire
- Threatening Weather
- Hazardous Materials
- Intruder/Suspicious Person/Hostage
- Stay-In-Place Lockdown (Active Shooter)

Accident/ Serious Injury/ Illness:

- Call 911 if necessary.
- Contact campus security via the switchboard.
- Stay with the victim.
- When assistance arrives, restore calm and move everyone from the scene.
- Complete an accident/incident form.

Bomb Threat:

Ask these questions:

1. Where is it located?
2. What does it look like?
3. What kind of bomb is it?
4. What time is it set to explode?

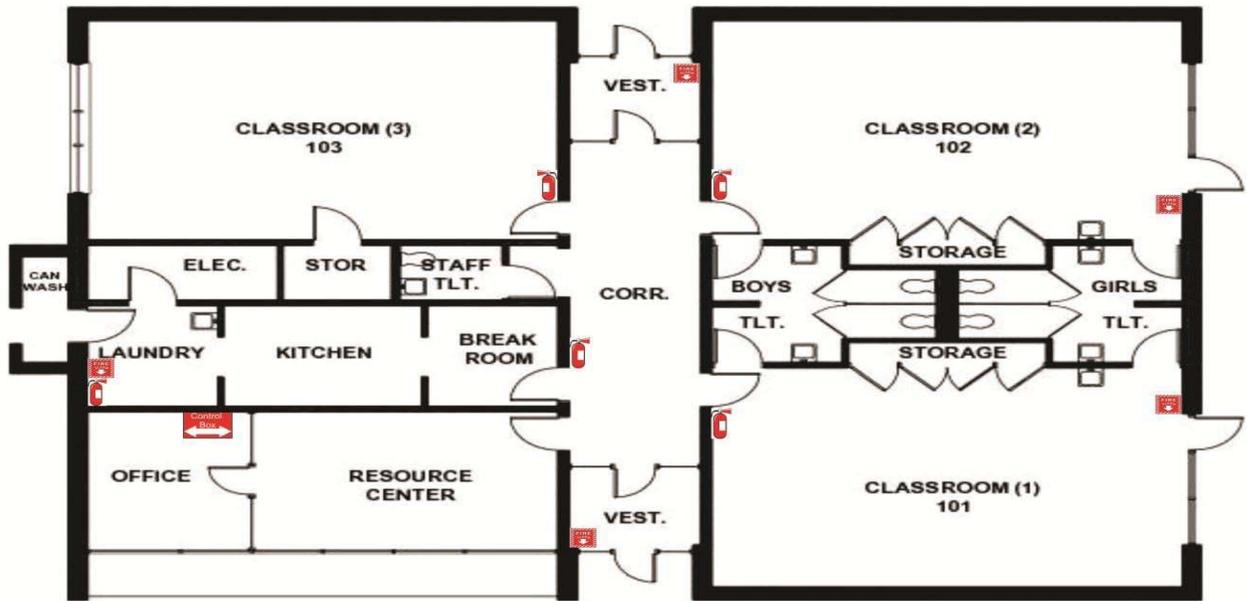
- Call 911.
- Contact Campus Security/Chip Stalling via the switchboard or cell.
- Sound the alarm to evacuate the building.

Evacuation:

- Instruct all personnel in the building to evacuate by nearest exit or alternate exit when necessary.
- Instruct personnel to stay in groups and proceed to the assembly area.
- Check restrooms and offices before you leave. (You will be the last one/s to leave.)
- Receive head count from instructors and staff when you arrive at the assembly area.
- Notify appropriate personnel that building is clear and all accounted for.
- Stay in assembly area until given all clear or other instructions.

Fire:

- Activate nearest fire alarm.
- Call 911.
- Contact campus security via the switchboard.
- Sound the alarm to evacuate the building to all personnel.
- Inform personnel to stay in groups and proceed to the assembly area.



BUILDING H Fire Evacuation Plan

Threatening Weather:

- In case of a tornado, you will need to sound the alarm and advise all personnel to move to the recommended safe areas within the building. **Remember the following:**
 - Move to the lower floor if upstairs in the A, D, & G buildings.
 - Stay away from windows and glass doors as broken glass will become flying shrapnel during high winds.
 - Move to the center of the building or to one of the recommended safe areas (Storage areas/closets may also be used).
 - Move to another building if located in one of the mobile units.
 - Seek shelter; find a ditch or other low lying area if you are outside or in a car.
 - Hurricanes, flooding, winter storms, & other severe weather- all staff/students will be notified of school closings by either of the following: Alert Now; Radio; Television (News broadcasts); Newspaper; School Website; or by appropriate personnel if school is in session.

Hazardous Materials:

- Call 911.
- Contact campus security via the switchboard.
- Sound the alarm to evacuate the building.
- Inform personnel to stay in groups and move to the assembly area.

Intruder/Suspicious Person/Hostage/Shooter:

- Contact campus security via the switchboard.
- Call 911 if necessary. (Weapon possession)
- Provide description of person(s) involved and their actions.
- If a hostage situation develops, try to keep notes on the hostage taker and hostages.
- Do not initiate communication with the hostage taker.
- If an active shooter situation develops, exit the building if possible.
- Lock or barricade rooms if unable to exit. (You must barricade in depth.)
- Turn off lights, cell phones, spread out, and remain quiet.
- Be prepared to fight back if the shooter gains entry into the room. (Throw objects at the shooter and overpower if possible.)
- Obey all commands, without question or hesitation, when approached by law enforcement personnel.
- When approached by law enforcement personnel, ensure that your hands are raised with palms open. Note: It is extremely important that you do as ordered by law enforcement personnel.

Appendix D

