

Child Care Education Program

Family Handbook



Department of Human Development & Family Studies
School of Health and Human Sciences
The University of North Carolina
at Greensboro

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Philosophy and Purposes

The philosophy of the University of North Carolina at Greensboro's Child Care Education Program is that learning ensues when children are actively involved (both physically and cognitively) in experiences that are age appropriate, individually appropriate and culturally appropriate. We focus on social emotional skills as the foundation on which all other learning depends. Our developmentally appropriate curriculum is based on the needs, interests, and abilities of the whole child in all domains of development: social-emotional, physical, language, literacy, cognitive, mathematics, science and technology, social studies, the arts, and for many students, English language acquisition.

Our objectives are:

- to provide a safe, warm, nurturing, and respectful environment in order to encourage children to develop empathy and respect for others and their natural surroundings
- to provide a context for learning that fosters relationships among people of diverse racial, ethnic, economic, age, family structure, and ability levels
- to include families in the education of their children by building partnerships
- To allow student's authentic interests to guide project-based learning that engages children in units of exploration
- to provide children with choices in order to facilitate development of autonomy, sense of initiative, and self-discipline
- to facilitate decision-making and problem-solving abilities in young children through a variety of open-ended experiences that allow children to creatively formulate their own ideas
- to enhance a positive sense of self in children through opportunities for uninterrupted concentration on activities with varying levels of complexity to allow both mastery and challenge

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

The Child Care Education Program serves three main purposes:

1. To provide a high quality, model child care program that includes:
 - Enrollment of children with and without disabilities from infancy until kindergarten
 - Offering family resources and support
 - Serving as a source of information for the community
 - Supporting teachers, through professional development and mentoring, to stay informed of and implement best practices as determined by current educational research
2. To provide an inclusive laboratory experience for undergraduate and graduate students in human development, early childhood education and other related fields.
3. To provide a setting for approved research activities.

Research/Lab School Setting

CCEP serves as a laboratory facility for the Department of Human Development and Family Studies. It is important that families enrolling with CCEP understand and support this important function of the program. Being a lab school brings many benefits from the students using the program, and the input from the University community.

However, it also brings the challenges associated with the successes and failures of adult students learning how to be teachers, having a fairly large number of new faces to learn each semester, and having our children's behaviors observed, recorded, and analyzed from time to time.

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

Research projects are vetted by the administrative team and only those that fit within our philosophy of teaching and learning will be approved. In addition, a university committee on research approves all research with human subjects. You will be notified of each individual research study through a letter from the principal investigator of the study. If you **do not** want your child to participate in the research,

you will be allowed to restrict your child's involvement.

On occasion, the researchers are able to give you feedback from the project. Children usually find the projects to be enjoyable, and the data gathered contributes to the growing knowledge base about young children and their development. From time to time, researchers will also participate with CCEP for training of data collectors, trying out activities they plan to use for a study, or recruiting families to participate in projects. These activities do not involve data collection on individual children and do not typically require permission for children's participation.

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

BK and Early Care and Education students from three different practicum courses also participate in CCEP classrooms. Their classrooms hours range from 2 hours to six hours per week for part or all of the semester. In addition, students from numerous other classes conduct observations and assessments of children in our classrooms, although they do not participate with children on a regular basis. CCEP also welcomes student volunteers from across campus. If you have questions about students in general, please discuss with the Administrative Team. If you have a question about a particular student, please discuss this with your child's teachers.

Confidentiality

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

Curriculum Planning and Assessment of Progress

CCEP provides rich educational experiences based on the idea that young children's learning is an active process. Therefore, we allow children to make choices and advance at their own pace in an atmosphere in which they feel competent, yet challenged, as they progress. We plan educational activities using an observation-based curriculum, which means that teachers spend time observing the play,

conversations and interests of the children in their classroom, and then use this information to plan units of exploration and activities that are appropriate for their particular group of children.

Throughout the year in every classroom, each child's development is tracked and assessed by teachers through the use of anecdotal notes, photos, videos and work samples that document important developmental milestones and the progress each child makes in different areas of development. These areas reflect the domains included in the NC Early Learning Standards. In addition, each child's individual progress is tracked during the year through the use of a more formal screening process using identified norms. Teachers are trained through their undergraduate course work as well as through in-service professional development on the use of the screening tool and strategies for authentic assessment of children.

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

Consistency in Caregivers

Looping and Primary Caregiver Groups

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

For our very young children, one teacher assumes the responsibility for the majority of the daily routine care associated with an identified "primary care group". This allows teachers to get to know the routines and individual needs of his/her group more quickly and also allows the children to have one primary individual to interact

with as they are becoming familiar with our setting. Families also have one identified person to communicate with regarding their child's needs, growth and development.

Transitions and Continuity

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

Transitions between classrooms typically happen just once per year at CCEP, typically in the beginning of August. When children do move between classrooms, we plan transitions with a focus on the needs of children. Multiple visits to new classrooms, time to get acquainted with new teachers, and familiar peer support is provided as part of the move.

Children in the infant classroom move to the North Drive toddler building where there is a younger toddler room and an older toddler room. They stay with their cohort as they move throughout these classrooms over the next two years. At this point, children typically move into one of the Curry preschool classrooms.

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

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

Program Operations

The Child Care Education Program is operated by the Department of Human Development and Family Studies, which is a department in the School of Health and Human Sciences at UNCG. Each individual site is licensed by the North Carolina Division of Child Development and Early Education (DCDEE). The program is inspected at least annually by the Fire Department and the DCDEE, and twice a year by the local Health Department. All three of the licensed centers that comprise the Child Care Education Program (North Drive, Carter and Curry Center) operate at the Five Star Level of the NC Rated License. The program also has been awarded Accreditation from the Academy of the National Association for the Education of Young Children.

Program administration is provided by the CCEP Director, CCEP Operations Coordinator, and CCEP University Coordinator. The Director has oversight of the program, including budgetary planning, curriculum development and supervision. The person in this position is responsible for serving as a liaison with the HDFS Department and the University.

The Operations Coordinator is responsible for daily operations that meet 5 Star licensing standards. The person in this position coordinates enrollment, assures needed classroom materials and supplies are available, oversees needed facility maintenance, and plans adequate staffing. The University Coordinator is responsible for oversight, placement, and scheduling of practicum students, student teachers, and student projects, as well as assisting with daily operations.

CCEP is open Monday through Friday from 8:00 a.m. until 4:30 p.m., except during scheduled closings for vacations, holidays and teacher in-service training. The program provides two well-balanced snacks each day for toddler and preschool classrooms. Families provide home lunches every day. Parents provide individually appropriate food for the infants.

Program Policies

Commitment to Diversity, Equity and Inclusion

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

enrolled in the program.

Enrollment

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

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

Admission/Orientation Procedures

When openings in our program occur, parents are invited to visit the program and particular classroom where the vacancy exists. During this time, questions regarding the program and the classroom may be asked of the teachers or CCEP administrative staff. Parents are encouraged to learn as much as possible about the philosophy of CCEP during this time to determine if they are comfortable with the center's goals, objectives and approach to education and care of children. If, after visiting, parents wish to pursue enrollment in the program, they will work with the Operations Coordinator. An enrollment fee (also on a sliding scale) is due at this time and parents will receive an enrollment packet. A deposit towards the first month tuition is due by July 1st for those enrolling in August.

Families will work with the Operations Coordinator to create a transition plan. First, a joint visit is arranged for the child and parent(s). Following the joint visit, the child will visit for several days with gradually increasing lengths of time each day. Families enrolled at CCEP may drop by, visit or observe their child's classroom at any time. All forms in the enrollment packet must be completed and returned to the center by the child's first visiting day.

Tuition

CCEP uses a sliding fee scale based on family income. Higher fees are charged for younger children in the program because of the lower child- adult ratio required. Parents are asked to sign an annual agreement for the monthly fee determined by their income level.

2024-2025 CCEP Tuition Processing Information

For tuition at CCEP, you have two options, you may submit monthly tuition once a month or bi-weekly per your fee agreement. If tuition is two weeks overdue, the center reserves the right to drop the child from enrollment and to begin appropriate collection procedures.

CCEP is a year-round school and there are twelve level tuition payments due during the school year. *There is no reduction in fees or refunds if a child is out sick, at home with parent(s), on vacation or absent for any reason.* The regular monthly fee is charged during months with holidays and/or weather-related closings.

Processing Tuition Deposits

CCEP partners with the UNCG Cashiers Office to deposit your tuition payments into our university accounts, and the procedures they have to meet compliance with their banking institution is what we must follow as well.

Checks or money orders shall not be more than 10 days past the original check date, and every payment must be signed. The goal is to deposit payments the date they are turned in.

A yearly set of dates and times have been created to prevent any issues, so please follow those dates and proceed accordingly. The dates are the only dates should be listed on tuition payments. These dates are updated yearly for families to prepare upcoming payments.

Forms of payment that are most preferred include personal checks, cashier's checks, and money orders. Other forms of payment accepted, but less preferred include bank checks and cash payments. If you choose to have bank checks sent, please send them based off of the dates provided (these checks typically take days to be received, but are within the 10 day period to be deposited).

If you have questions, please contact administration for assistance.

Arrival/Departure Procedures

All centers open at 8:00 am and close at 4:30 pm. Entry codes will open doors between these hours only. Please do not arrive earlier than 8:00am. Although teachers may be in the classroom prior to our opening time, they are using this time to prepare the classroom for the day. We ask that children arrive by 9:00am in order to participate fully in the planned activities for the day. Each time your child will arrive later than 9:00, please communicate with your classroom teacher through Brightwheel. If your child is going to be absent for the day, teachers must be notified before 10:00am.

Under no circumstances should children be dropped off to enter the building on their own. The adult bringing the child to school should accompany them into the classroom and make sure that an adult acknowledges their presence. It is important in the evenings, to make sure a staff member sees you as you are picking up your child, particularly if the group is on the playground. State regulations require that caretakers must sign their child in/out. At CCEP, we do this through the Brightwheel app. Only adults on the approved pick-up list will be allowed to pick up children. If those adults are unfamiliar to staff, they will be asked to show a photo id. The program also asks each child to wash their hands as they enter the classroom in the morning to help prevent the spread of germs.

We recognize the challenges associated with having children in parts of our program in different locations on campus. Please let us know if there are ways we can assist with arrival/departure when multiple children are involved. It is important that no child be left unsupervised in a vehicle and that vehicles are not left idling in parking areas.

Late fees

The center closes at 4:30pm and parents are expected to arrive for their children prior to closing. Arriving late can be difficult for the children who are waiting on a parent. We rely on parents to be on time to allow our staff to meet their obligations to their own families, classes, or other commitments.

Our goal is that no staff member be required to stay beyond 4:30 unexpectedly. Staff members are salaried employees and are not compensated for time beyond 4:30. However, late pickups happen on occasion. In consideration of teacher's time, a late departure fee is charged as per the following schedule:

- First Occurrence - Families will be given a warning letter which acknowledges the late pick up.
- Second Occurrence - A \$15 late pick up fee will be charged after 4:30pm. An additional \$15 fee will be added if the child is not picked up by 4:45. Additional \$15 fees will be assessed for every 15 minutes until the child is picked up.

- Third Occurrence - Late fees will be assessed as described above. A meeting will also be scheduled with the Operations Coordinator or the Director to discuss late pick-ups and continued enrollment may be in jeopardy.

Late pick up fees are to be paid directly to the teachers to compensate for them having to stay late. Preferably this is paid upon pick up of the child, but no later than the next day the child returns to school. Non- payment of late fees could jeopardize continued enrollment at CCEP.

Please note: In the event a family member or emergency contact cannot be reached after 4:30pm, UNCG Police may be contacted for assistance.

Program Safety

Entry Codes

Parents should use the security code given to them upon enrollment to gain access to the classrooms. As part of our security procedures, these codes are periodically changed. The parent codes will allow entry anytime between 8:00am and 4:30pm, Monday through Friday. Please do not allow your code to be shared with anyone not authorized to pick up your child. We also ask that you use your code consistently for entry. **Entry codes should NOT be shared with children in order to help us keep them consistently supervised and safe.**

Safety Drills

Children and staff participate in monthly fire drills. UNCG Police conduct drills with the alarm systems and children and adults evacuate our buildings to agreed upon safe locations. Additionally, staff conduct quarterly Emergency Preparedness Drills that include practice in sheltering in place, lockdowns, or procedures that are used during extreme weather or other emergency events.

Evacuation

In the event of an emergency requiring evacuation, UNCG Police will be in charge of the response. The University has made arrangements with local entities to use space in the event of an emergency that calls for evacuation. Families will be contacted with details and locations as soon as possible in the event of an evacuation. The safety of our children will always be our top priority.

All staff, students and volunteers receive instruction on Emergency Preparedness procedures and each classroom has printed EPR materials that are reviewed annually with staff and are updated as needed.

Health Policies

Immunizations

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

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

Each time child receives additional immunizations after enrollment, please always request an updated record from the physician's office to give to CCEP to help us update his/her file with the dates shots were received. Our records are reviewed annually and must contain this information. If an outbreak of a vaccine preventable illness occurs, any child who is under-immunized may be required to be excluded from attending CCEP. The duration of exclusion will be determined by the health department but could be for an extended amount of time.

Illness

A child should not be brought to the center if they have any contagious illness or are running a temperature over 100.4F. A sick child cannot do well in a group setting, and it is difficult for the staff to give a sick child the extra attention they need. We assume that any child who is sent to the Center is well enough to participate in our regular program, including outdoor play. If a parent feels that a child is not well enough to participate in all activities, we ask that the child stay home. If your child's teacher finds that they are unable to fully participate in all activities or develops vomiting, diarrhea, or fever over 100.4F, you will be contacted and expected to pick your child up within the hour. Your child will be provided a comfortable place away from other children and with a familiar adult until you arrive. If, after a reasonable amount of time, you cannot be contacted, we will call the emergency numbers listed in your child's file. If your child develops a skin irritation or rash you will be called to pick up your child so that a physician can determine the degree of contagion.

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

- 1) any child who is sick needs special medical care and attention, both physically and emotionally. Unfortunately, we are unable to provide such individualized attention in our group setting.

2) sick children may often pass their illness on to other children and staff.

Children must be free of signs of a contagious illness, including fever, vomiting, or diarrhea, without the aid of medication for 24 hours before returning to the center.

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

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

Medications

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

For those times when it is necessary for your child to be given medicine while at CCEP, there are some important guidelines that we follow.

Before we can give any medication to your child, you must complete written permission that indicates the child's name, the date, time, amount and type of medication to be given. The teacher giving the medication then signs his/her name as well as indicate the medication given, the time given, and the amount. This is required by our licensing regulations and is required for both prescription and over-the-counter medications.

Licensed child care centers in North Carolina are also all required to only give prescription medications that are in the original container, have a pharmacist's label with the child's name, the date the prescription was filled, the physician's name, and the name of the medicine with directions for dosage. Prescription medication may only be given to the person for whom it is prescribed.

For over-the counter medicines, we ask that you get the proper dosage directions from your child's physician. It is helpful to get this information when you visit the doctor for your child's physical. Please have the physician tell us how much, when, how often and for how long the medication should be given.

For sunscreen, insect repellants, diaper creams, or other ointments, you may complete a permission slip once a year with written instructions on when and how you want these medications administered.

Please check with your health care provider to assure that the medications are appropriate for your child, particularly for very young children.

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

Any children with severe food allergies, asthma or other health related issue requiring specialized care, must have a medical action plan on file by the first day of enrollment. If your child has a severe allergy or asthma or other health concern requiring a medical action plan, please inform the Operations Coordinator during the enrollment process so that you can be given the correct forms to be completed by your child's doctor.

If your child is on medication at home, please inform the staff.

Accidents

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

Student employees and teacher candidates are also required to obtain CPR, AED, and First Aid training in order to participate in our program.

If an accident should occur at the center and a child is injured, the staff will apply first aid to minor injuries (cuts, scrapes, bruises) and report the circumstances to the parent at the end of the day or during the day at the teacher's discretion. The staff will notify parents/guardians or the appropriate emergency person in the event of a more serious injury that might require medical attention. Parents may be asked to come to the center to observe the child or take them to their doctor. In the event of any injury or illness that is thought to be life-threatening, staff will call for EMS personnel and accompany the child to the hospital, if needed.

Parents will also be immediately notified. For all accidents, the incident will be written out in the classroom monthly "Bumps, Bruises, Bites and Scratches log" or in an Incident Report for the parent/guardian to sign.

Snacks and Meals

Snacks

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

Lunch

All children at CCEP eat home lunch. This honors practice honors personal preferences for particular foods and family favorites and preferences as well. We serve whole milk at lunch to children under 2 and 2% milk to children 2 and older. **Specialty milk in larger than single serving sized containers, needs posted written permission from the families, must be received unopened each Monday and have the date. Any remaining milk at the end of the week must be returned home.**

CCEP must meet licensing requirements for the foods that are served to children; this includes foods sent in home lunches. We will provide families with information on the meal patterns, serving sizes and required preparation for foods served at school in your child's age-group. Lunch containers from home must be labeled clearly with child's full name and current date to meet sanitation requirements before being left in the classroom refrigerator.

Due to the time involved and the limited equipment for warming food for the entire classroom, it is helpful to pack a cold lunch when possible. It is necessary to cut and prepare foods at home in an age-appropriate manner to prevent choking hazards. Candy, soft drinks, and chips are generally not part of the menu we provide, and we ask that you also avoid these as part of your child's lunch from home. A list of popular cold lunch foods is included at the end of this handbook.

Due to sanitation requirements, we cannot save or send home leftover food that has been served.

Parents of children in the **Infant classroom** supply formula/breast milk, baby food, or regular food for their child's individual needs. Bottles and other food containers from home must be labeled clearly with infant's full name and current date to meet sanitation requirements. After an hour, any unfinished and unrefrigerated formula or breast milk will be discarded. Families wishing to breastfeed in our center are welcomed.

With Infants and/or children with special feeding needs, families must complete a Feeding Schedule that states the instructions for feeding their children. A daily information sheet is provided for families to inform them of the type and quantity of food the child has consumed.

The requirements for lunch that must be met are:

1 serving protein

meat (chicken, beef, pork, turkey, fish), cheese, eggs, hummus, soy products, yogurt, quinoa, beans, etc.

1 serving bread/grain

bread, crackers, rice, pasta, polenta, couscous, oatmeal, barley, muesli, granola bar, rice cakes, bagel, etc.

2 servings fruit and/or vegetable

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

1 serving milk/milk substitute - see appendix for licensing regulations

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

Examples:

Hummus sandwich, cucumbers, steamed carrots, and milk.

Hard boiled egg, whole grain pita wedges, apple slices, berries and/or snap peas and milk.

Turkey and cheese rollup, wheat thins, raspberries, shelled edamame, and milk.

Food Safety

Please discuss any food allergies, dietary restrictions, etc. with administration prior to enrollment, and your child's teacher.

Please remember to slice small fruits/vegetables (grapes, carrots, etc.) length-wise rather than into round circular bites to prevent choking. See appendix for visual example.

Per food safety regulations, all food items with an expired date will be discarded.

Diapering/Toilet Learning

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

CCEP recognizes that each child grows and develops at his/her own rate; therefore, there is no age limit at which children are required to be using the toilet. There are various signs that families and teachers can use to determine when a child is ready to toilet train. Generally, a child is ready to begin learning to use the toilet when:

- They are consistently dry for 2 or more hours at a time
- The child can verbalize words related to toileting or when they can indicate to a caregiver that their diaper is wet or soiled
- The child shows an interest in using the toilet
- The child can do some dressing and undressing independently

The muscles that control bowel movements and urination develop at varying rates for young children, and children who do not have this muscle control cannot be expected to be using the toilet regularly.

It is a great idea for home and school to beginning the potty-training journey together. We encourage families to keep the lines of communication open between home and school and to talk together about signs of potty-training readiness before deciding to start this with your child. Consistency between these two environments offers the child an optimal learning experience that fosters security and comfort.

Guidance

Our goals for children include learning self-discipline, and to be respectful of the rights of others in resolving conflicts. In working toward these goals, we explain the need for behavior that does not hurt others and is safe for everyone. We encourage responsibility for one's actions. We also work with children to share their feelings in words with each other and help provide the words when needed. The guidance methods employed at CCEP will be reflective of an understanding of children's needs and stages of development. Children will be encouraged to resolve their conflicts with others through negotiations. The CCEP teachers are well versed in negotiation strategies and will guide children in resolving conflicts. Based on our beliefs of how children learn and develop, the Child Care Education Program will practice the following discipline and guidance policy.

WE:

1. DO treat children as people, respecting their needs desires and feelings.
2. DO encourage children to recognize their accomplishments and strengths.
3. DO reason with children and set necessary limits for behavior.
4. DO model appropriate behavior for children.
5. DO modify the classroom environment as needed to address behavior concerns.
6. DO listen to children and use their ideas.
7. DO help children understand appropriate behaviors when dealing with strong emotions.
8. DO provide children with natural and logical consequences of their behavior.
9. DO guide children to find ways to resolve conflicts with peers.
10. DO explain things to children as appropriate for their developmental level.

WE:

1. DO NOT use physical punishment with children, including but not limited to: spanking, shaking, biting, jerking, pinching, pushing, pulling arms/hair/ears, slapping, excessive tickling, requiring children to be inactive for long periods of time.
2. DO NOT use psychological abuse with children, including but not limited to: shaming, ridiculing, humiliating, threatening, frightening, isolating, withholding affection, making sarcastic remarks about, using profanity toward.
3. DO NOT use coercion to discipline children, including but not limited to: rough handling, grasping body parts, forcing to sit, lie down, or stay still, physically force to perform an action.
4. DO NOT shame or punish children when bathroom accidents occur.
5. DO NOT deny food or rest as punishment or relate discipline to eating, resting or sleeping.
6. DO NOT leave a child alone, unattended, or without supervision.
7. DO NOT place children in isolation as punishment, including but not limited to locked rooms, closets, or boxes.
8. DO NOT allow discipline of children by children.
9. DO NOT criticize, make fun of, or otherwise belittle children's parents, families, or ethnic groups.

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

Rest Time

In accordance with state licensing laws, a rest time is scheduled each day. The length varies with the age group and needs of the child. CCEP provides many active learning experiences throughout the day; therefore, it is necessary for all children to participate in nap/rest activity. Due to various ages of children, we are sensitive to all children's developmental needs. Although most children do sleep during nap, there are a few who no longer need a nap during the day. Licensing regulations do require these children to rest on their cots or mats for at least 30 minutes. After this time, these children can participate in quiet activities for the remainder of naptime (e.g., coloring, looking at books, puzzles, building with Legos, etc.).

Each classroom provides a cot or crib, sheet, and blanket for each child. For **Infants**, soft items are not allowed in cribs or infant sleep equipment for infants younger than 12 months. You may send in a sleep sack in lieu of a blanket for infants. If you wish to send additional nap items for **Toddlers** and **Preschoolers**, i.e. blanket, pillow, stuffed animals, or other special rest item, please feel free to do so. Please make sure that these items are labeled and can safely be stored in your child's cubby space. Items from home need to be taken home and washed on at least a weekly basis.

Closings

Inclement Weather

If UNCG is closed, CCEP will also be closed. In addition, the Child Care Education Program may be closed, open later, or close earlier than usual when ice, snow, or other hazardous conditions exist. This will allow children, parents and staff safe transit time to and from the centers.

CCEP will utilize Brightwheel to communicate closings or early dismissals with families. Please make sure to communicate any changes in phone numbers or email addresses so that the system can be updated as needed in order to get information to you in a timely manner.

Teacher Workdays

Because our program operates year-round, the need exists for days during the year when staff may attend work for professional development and continuous learning opportunities without having the children present. These days allow staff to work in their classrooms, attend trainings and staff meetings, visit other programs, and better prepare in their role as your child's teacher. We recognize that it is not easy to find alternative care for these days, but also recognize that our program would not have the level of quality that exists without teacher workdays. Attempts are made to elicit input from parents when calendars for the next year are being created. A calendar with these dates will be given to families upon enrollment.

Other Policies

Birthdays

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

Holidays

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

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

Special Toys

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

Appropriate Dress

Children should be dressed for busy exploration and activity. Comfortable clothes and shoes that can get wet and dirty are essential. Children need to have an extra full set of clothing in cubbies that reflects the time of year. Ideal dressing for winter weather would be layers, i.e., t-shirt, sweater, jeans, socks, jacket, mittens, sneakers, hat, so that your child can move comfortably from inside to outside. Children love playing in the rain when it is safe to do so; having rainboots and a rain jacket helps to facilitate this play. During the summer months, children engage in many outdoor water

activities. Please make sure that your child has a swimsuit, as well as an extra set of clothes. Please check cubbies daily, to ensure that your child has the clothes they need. In order to keep up with the amount of clothes in each classroom, please label your child's clothing. We try to keep up with individual items of clothing, but from time-to-time items are lost. Labeling clothes helps reduce this possibility.

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

Campus Trips

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

Child Abuse and Neglect

Under North Carolina law, caregivers are required to report any suspected case of child abuse or neglect. In the event of a suspected case, teachers would report to the Director or Operations Coordinator, and they will call the Child Protective Services Unit of the Department of Social Services.

Prevention of Shaken Baby Syndrome and Tobacco Policy

The North Carolina Division of Child Development and Early Education requires that all centers establish a policy for Prevention of Shaken Baby Syndrome and Abusive Head Trauma as well as a policy stating that we are 100% Tobacco-Free. Copies of these policies are located in the appendix and families are required to sign off that they have received them upon enrollment at the center.

Family Involvement

Developing a strong partnership between child care programs and families is one of the most important opportunities that exist for building quality education and care. It is our goal that CCEP be a welcoming place for children and adults. We recognize that you are your child's first and most influential teacher, and your involvement is a vital component of the Child Care Education Program.

Your input and understanding of our program helps us provide a better place for your child. Recognizing that while we cannot be "all things to all people", your input and support helps us build on the strength of the diversity our families bring. We welcome your visits and encourage you to share your talents, time and special skills with all our children.

Throughout the year there are a variety of opportunities to get together. These gatherings are opportunities for sharing of information, planning for the future, getting information on positive parenting techniques, and just getting to know staff and other families. We encourage you to plan to attend as often as you are available.

Family/Teacher/Program Communication

At CCEP, we use many different methods for communication with families. Informal sharing of information is often done by teachers during arrival and pick up times, daily information is posted on Brightwheel and a sheet with individual child information is provided for infants. Teachers and administrators primarily contact families through the Brightwheel app, but emails and phone calls may also be used to reach out to you. Any pressing concerns about your child that arise during the day will be shared by a phone call. Unless it is an emergency situation, teachers are encouraged to respond to parent inquiries during planning period in the afternoon so that they can stay focused on child engagement and learning at other times of the day.

We also ask that you provide up-to-date email addresses and phone numbers so that we can more easily communicate with you.

Family Concerns

Under the best of circumstances and in the best of programs, there will be times when questions, concerns, or problems arise. We ask that you let us know when you are unsure or concerned about anything in our program. It is in everyone's best interest that we discuss issues as they arise. We **do** ask that you arrange a time to talk with teachers when they are not responsible for supervision of children and students. In depth discussions can be held during planning period which usually coincides with rest time, or when additional classroom coverage can be arranged. We also ask that you be aware of what you say when children are present. It is very important that discussions be productive and focused on the best interest of all our children.

If after discussing concerns with classroom teachers, you do not feel the situation is resolved, please contact the CCEP Director or your site supervisor to arrange a conference. If after this meeting, the problem still persists, the director may reach out to the HDFS liaison to give input on the situation.

Program Concerns

AT CCEP we work hard to provide a setting that will allow the inclusion of all children. However, there are infrequently times when what our program has to offer may not

match the needs of individual children.

This may be related to needs for greater individualized care than is possible in our group setting, or it may be a need for specialized therapeutic interventions that are not part of our operations. If there is a concern regarding this match, families, teachers and administrative staff will first be involved in seeking ways to provide the setting that is needed. This will often include seeking outside resources for additional ideas and support (see additional information in "Referrals" below). If after multiple attempts to find ways to provide an appropriate and beneficial educational setting for a child, there are still concerns regarding the fit with what CCEP has to offer and what is needed by a child, a family may be asked to find an alternative setting. Possible options within the community will be discussed with families and transition strategies to help ease the change will be used if this occurs.

Additionally, if a family fails to work with program requests for additional support through evaluations, recommended therapy, or adherence to program policies, CCEP may also discontinue enrollment in the program. Any decisions regarding discontinuing enrollment will comply with federal and state civil rights laws.

Parent Conferences

Individual conferences will be arranged twice a year at the mutual convenience of both teachers and parents. If at any other time you would like to meet with the teachers, please feel free to set up an appointment. We are here to assist in answering any questions that you may have about your child's development and his/her interactions in a classroom setting. As part of our curriculum, we gather documentation and examples of your child's growth and development through authentic assessment opportunities such as anecdotal notes, pictures, videos or work samples. These are used as a basis for our conferences and for our ongoing curriculum planning for each classroom. Parents are encouraged to provide learning goals and input into their child's education during conferences and at other times of the year. Please let us know if you have any questions regarding our assessment methods and how they are used to inform your child's care and education.

Kindergarten

Families also meet with teachers prior to transitioning out of CCEP and have opportunities to discuss their child's development, strengths, learning styles, and expected challenges for the Kindergarten year.

Information on choices available through the area schools, as well as important considerations on preparing for this transition are also available.

Referrals

A major component of developmentally appropriate practice is to individualize our classrooms to the needs of each child as much as possible. We expect to see variations in how children develop and seek to enroll children with identified disabilities. However, if we have questions regarding an individual child's

development being outside the expected range, we may need to seek additional resources for our work with that child.

If staff and/or parents have concerns regarding a child's development, classroom teachers and the administrative staff will do observations of the child and the classroom. Conferences will be scheduled to discuss our observations with parents, seek their perspective on these observations, and a collaborative plan of action will be developed.

Families will be supported in finding resources and in strategies that are helpful in advocating for their child.

There are several resources in Greensboro, Guilford County and UNCG available to teachers, parents, children and students that are sometimes requested and used to help in meeting the unique, individual needs of our children. Please let us know if you want or need information regarding these resources. A list of local community resources can be found in the Appendix of this Handbook.

APPENDIX

Popular Cold Lunch Ideas
Illness Guidelines
Immunizations
Addresses and Phone Numbers
Community Resource Contact Information
Prevention of Shaken Baby Syndrome and Abusive Head Trauma Policy
100% Tobacco-Free Policy

COMPONENTS FOR HOME LUNCH MUST, PRE LICENSING REGULATIONS, INCLUDE THE FOLLOWING:

1. 1 serving protein: nut/sun/almond/soy butter, meat, cheese, eggs, soy products, fish, beans, chicken, meat
2. 1 serving bread/grain: bread, crackers, granola bar, rice cakes, pretzels
3. 2 servings fruit/vegetable, ¼ cup each meets serving requirement (fruit roll-up, jam, jelly or potato chips cannot be counted)
4. 1 serving milk (CCEP provides for all lunches) milk substitutes (soy, rice, coconut, almond, lactaid, etc) require signed parent permission. They must be delivered unopened on Monday and sent home on Friday unless they are single servings.
5. Water is always available as a liquid choice throughout the day

*Fruit and vegetables will be offered daily and the goal will be to offer a variety of fruits and vegetables weekly. Please check classroom updates daily for specific menu changes.

Popular Cold Lunch Foods

Sandwiches:

Humms
Tempeh
Cream cheese and preserves
Lunchmeat (Sliced Turkey, Ham, Chicken, Roast Beef) Sliced Cheese (Grilled or Cold)
Nut Butter or Sun Butter

Bagels, Crackers, Rice Cakes plain or with any of the above

Grilled Chicken, Chicken Legs, Chicken
Tenders/Nuggets Chicken or Tuna salad
Tuna or Salmon
Macaroni/pasta
salad Hard boiled
eggs
Cottage cheese with fruit (strawberries, blueberries, peaches, lemon curd)
Yogurt (plain, "Danimal" cups, GoGurts)
Carrot sticks
Cherry tomatoes, sliced
lengthwise Cucumber slices
Pepper slices
Green salad with dressing
Any variety of seasonal fresh fruits/vegetables Canned fruit, fruit cups or pouches
Dried fruit

HOW TO SERVE COMMON CHOKING HAZARD FOODS TO CHILDREN.
Please note that this prep must be done at home.

1 Year

2 Years

3 Years

4 Years



Immunizations in Child Care Facilities

All children in North Carolina must be vaccinated against certain diseases. Immunization records are checked when a child enters an early childhood program. The North Carolina General Statutes (G.S. 130A-152(a)) require immunizations for every child present in this state. Every parent, guardian or person in loco parentis is responsible for ensuring that their child(ren) receive required immunizations. Please speak to administration if you are seeking a religious exemption to this policy.

By This Age:	Children Need These Shots:							
3 months			1 Hep B					
5 months			2 Hep B			2 Polio		
7 months		3 DTaP	2 Hep B	2-3 Hib		2 Polio	3 PCV	
12 months		3 DTaP	2 Hep B	2-3 Hib		2 Polio	3 PCV	
16 months		3 DTaP	2 Hep B	3-4 Hib	1 MMR	2 Polio	4 PCV	
19 months		4 DTaP	3 Hep B	3-4 Hib	1 MMR	3 Polio	4 PCV	1 Var
4 years or older (in child care only)		4 DTaP	3 Hep B	3-4 Hib	1 MMR	3 Polio	4 PCV	1 Var
4 years and older (and in kindergarten)		5 DTaP	3 Hep B	3-4 Hib	2 MMR	4 Polio	4 PCV	2 Var

North Carolina Vaccine-Specific Requirements

Classroom Locations

North Drive 1 and North Drive 2 Toddler Building



310 McIver Street (Street Address if using GPS), (336)334-5810

(Beside Sullivan Science Building, diagonally across the street from the Carr and McIver Street Intersection, we have 3 playground spaces surrounding the building with a wooden ramp at the main entry of the building).

Curry 205 PreK, Curry Annex PreK, Curry Infants



1109 Spring Garden Street

Curry 205-(336)334-5923, Curry Annex-(336)334-5587, Curry Infants-(336)256-0481

(Located in between the MHRA and Ferguson Building, the classrooms are located in the back of the building.) Curry 205 is the only classroom you can enter from the inside. It is on the left side of the building. Curry Annex is on the right side of the building (Same side as the MHRA). (You must enter the classroom from the playground). Curry Infants is under the covered area of the playground with double doors (this is the main entrance to the classroom). If you are on College Avenue, the Curry Building is at the end of College Avenue across the street on Spring Garden Street.

Carter Center: Teacher Workspace, Meeting House and Resource Center



117 McIver Street, (336)334-5376

(Located across the street from the McIver parking deck. The ramp access is considered the main entrance of the building. From Tate Street, take a left or right onto Carr Street, then turn right on McIver street, then turn right at 117 McIver Street. From Market Street, turn left or right onto McIver, turn left at 117 McIver Street.

PARKING

For families: There is limited parking at all of the locations, so please be advised when dropping off and picking up. You may use your family parking pass at the North Drive, Carter Center, and Curry locations. There is also street parking and parking in the parking decks for longer periods of time. If you have any questions, please call (336)334-5810.

Community Resource Contact Information

Child Care Education Program

HELP LINES AND EMERGENCY HOTLINES

- **Emergency Services** (Police, EMS-Ambulance, or Fire)-911, Campus: 4-4444 (Emergency) 4-5963 (Non-Emergency)
- **Family Justice Center:** A new public safety initiative launched by Guilford County and a variety of community partners to assist victims of family violence. Services are for victims of domestic violence, sexual assault, child abuse and neglect, and elder abuse. For more information, they are located at 201 S. Greene Street, 2nd Floor, Greensboro, NC, 27401, (336) 641-SAFE (7233).
- **Family Service of the Piedmont,** 24 hours, 336-387-6161, F-336.387-9176. Washington Street Building, 315 East Washington St, Greensboro, NC 27401 336-387-6161. Crisis #: (336) 273-7273, Office#: (336) 387-6161. Domestic Violence, 315 E Washington St, Greensboro, NC 27401 Tel. (336) 273-7273.
- **Family Service of the Piedmont –** 902, Bonner Drive, Jamestown, NC 27282 Office: (336) 889-6105, Crisis: (336) 273-7273, Fax: (336) 387-9167, Website: www.safeandhealthyfamilies.com
- **North Carolina Suicide Hotline (Suicide.org)** 1-888-235-HOPE (4673)
- **Behavior Health Services (24-Hour Helpline)** (Dealing with mental illness and substance abuse) - (336)832-9700 or 1 (800)711-2635
- **National Domestic Violence Hotline** (interpreters available) 1-800-799-7233

HEALTH and NUTRITION SERVICES

- **Immunizations** – Guilford County Health Department provides immunizations for children and adults. Charges for vaccinations vary. Greensboro and High Point (English and Spanish): 641-3245
- **Women, Infants and Children (WIC)/Nutrition Program** – Our Women, Infants and Children (WIC) program provides a nutritional assessment, personalized education and food vouchers to eligible participants, breastfeeding support and loaner breast pumps. Greensboro: 641-3214, High Point: 641-7571
- **Dental Care Services** – Sliding fee scales clinic. Healthy teeth are an important part of healthy bodies. Guilford County Department of Public Health Chandler Dental Clinic staff provides exams, treatment, cleanings and emergency care for financially eligible children (up to age 21) with Medicaid or Health Choice insurance and pregnant women who have Medicaid. Greensboro: 641-3152, High Point: 641-7733

- **Family Planning Services** - Any resident of North Carolina may receive family planning services in our clinics. Charges are based on income and number of dependents. All services provided are strictly confidential regardless of the age of the patient. Parental involvement is encouraged with minors, but not required. Free condoms are available in our clinic. We offer a full range of family planning services, including birth control; physical examination; Pap smear; health education; short-term counseling; laboratory tests (through our in-house laboratory); pregnancy tests; counseling and referral for male/female sterilization; adult immunizations; HIV testing and counseling; sexually transmitted infection testing and counseling; initial and annual exams with screening for high blood pressure, diabetes and anemia; and vaginitis and urinary tract infection screening and treatment. Men are also encouraged to participate in our program. Men can receive information on reproductive health issues that affect them. Greensboro and High Point (English and Spanish): 641-3245
- **Medication Assistance Program (MAP)** - The Medication Assistance Program (MAP) provides free or low-cost medications for chronic diseases for the uninsured and underinsured. A pharmacist will review your medications and check for medicines that should not be taken together, similar medicines, less expensive alternative medicines and to see if you are taking more medicines that you may need. The pharmacist will then help you decide which services are best to help you manage your drug costs. The services are free for residents with chronic diseases and who meet eligibility guidelines. Greensboro: 641-8030, High Point: 845-7620

The information above is from the Guilford County Health Department Resource List. If you have any questions or need additional services, please call 336-641-7777 or visit their website at www.guilfordhealth.org

SERVICES FOR CHILDREN AND FAMILIES

- **Cheshire Center Communication**-The Cheshire Center provides pediatric Speech Language Therapy to children from birth to age 21 and Developmental Services (C.B.R.S.) to children from birth to age 3. They are located at 2500 N. Church Street, Greensboro, NC 27405, (336) 375-2214.
- **Community Alternatives Program (CAP/C) for Disabled Children**– The CAP/C program is a program that provides services for medically high risk children up to age 21 who require assistance that could lead to institutionalization in a nursing facility or hospital. For more information, contact (336) 641-3660.

FOOD ASSISTANCE

- **One Harvest Food Ministries**, www.oneharvest.com (Provides grocery boxes for families at a reduced cost; no eligibility requirements. (336) 285-8807.
- **Greensboro Urban Ministry** (Grocery Assistance Program-GAP)-305 West Lee St, (336)271-5959 or (336)553-2672. www.greensborourbanministry.org

- **Guilford Social Services**, Food and Nutrition Services (FNS), 1203 Maple Street, Greensboro, NC 27405, (336) 641-3000 OR (336)845-7756
- **Food Assistance:** Groceries on Wheels (336)988-8899, email: foodassistance@hotmail.com
- **Spartan Open Pantry**, College Place United Methodist Church, 509 Tate Street, (usually opens around 5pm-7pm, on Tuesdays through the semester and summer, open for students, faculty, and staff)
- **Need Help Paying Bills:** List of current food banks in Guilford County. https://www.needhelp-payingbills.com/html/food_banks_in_greensboro.html

FINANCIAL ASSISTANCE

- **The Salvation Army.** By appointment only. 336-.235-0368 Financial Assistance and foreclosure prevention.
- **Unemployment Office:** Greensboro 2005 B South Elm-Eugene, Street Greensboro, NC 27406.
- **Emergency Assistance Program DSS**, 1203 Maple St., Greensboro, NC, Pam Watkins at 336-641-3120 or Lisa Ashley at 336-641-3769 OR 336 -845-7756 (High Point)

SERVICES WHEN UNHOUSED

- **Interactive Resource Center**, Guilford County’s only day resource center for people currently facing, experiencing or coming out of homelessness. Fundamental services are offered such as: showers, laundry, or a mailing address. Medical services, mental health care, case management, and employment services. 407 E Washington St, Greensboro, NC 27401. (336) 332-0824. Email: info@gsodaycenter.org Website: <https://interactiveresourcecenter.org/>
- **Greensboro Housing Coalition**, GHC is a HUD certified Housing Counseling Agency that works with individuals and families at any stage of the continuum from homelessness to homeownership. 1031 Summit Avenue, Suite 1E-2, Greensboro, NC 27405.336-691-9521. Email: info@sohc.org Website: <https://www.greensborohousingcoalition.org/>
- **Homeless Shelter Directory**, is a directory of all North Carolina shelters. “Many are emergency shelters along with general homeless shelters and some transitional housing opportunities.” <https://www.homelesshelterdirectory.org/northcarolina.html>

Prevention of Shaken Baby Syndrome and Abusive Head Trauma Child Care Education Program

Background

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

Belief Statement

The UNCG Child Care Education Program staff believe that preventing, recognizing, responding to, and reporting SBS/AHT is an important function of keeping children safe, protecting their healthy development, providing quality child care, and educating families. As a part of this commitment, CCEP shares information regarding SBS/AHT with families upon enrollment and with staff upon hiring and with student teachers and employees. This information includes policies, strategies to recognize and prevent SBS/AHT, and resources noted below.

Procedures/Practices used at CCEP:

Recognizing:

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

Responding: if SBS/ABT is suspected, staff will³:

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

Preventing inappropriate responses to a crying, fussing or distraught child:

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

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

Staff are encouraged to take short breaks away from children if they feel overwhelmed or in danger of becoming inappropriate in their interactions or behaviors⁶. Behaviors that are prohibited at CCEP include but are not limited to:

- Shaking or jerking a child
- Tossing a child into the air or into a crib, chair, or car seat
- Pushing a child into walls, doors or furniture

To gain skills in understanding how to care for infants, all staff will review and discuss:

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

To gain skills in understanding the brain development of children up to five years of age, all staff will review and discuss:

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

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

Additionally:

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

For Families:

In addition to the resources offered to staff, please know that CCEP staff will provide support for you as a parent/guardian in the care of your child. Please let us know if you have questions about any of the information in this policy or need additional support.

Additional resources for families (and staff) include:

The American Academy of Pediatrics: www.healthychildren.org/English/safety-prevention/at-home/Pages/Abusive-Head-Trauma-Shaken-Baby-Syndrome.aspx

- The National Center on Shaken Baby Syndrome: <http://dontshake.org/family-resources>
- The Period of Purple Crying: <http://purplecrying.info/>
- Caring for Our Children, Standard 3.4.4.3 Preventing and Identifying Shaken Baby Syndrome/Abusive Head Trauma, <http://cfoc.nrckids.org/StandardView.cfm?StdNum=3.4.4.3&=+>
- Preventing Shaken Baby Syndrome, the Centers for Disease Control and Prevention, http://centerforchildwelfare.fmhi.usf.edu/kb/trprev/Preventing_SBS_508-a.pdf
- Early Development & Well-Being, Zero to Three, www.zerotothree.org/early-development

Additionally:

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

Any suspected child maltreatment may be reported as noted below:

- Instances of suspected child maltreatment in child care are reported to Division of Child Development and Early Education (DCDEE) by calling 1-800-859-0829 or by emailing webmasterdcd@dhhs.nc.gov.
- Instances of suspected child maltreatment in the home are reported to the county Department of Social Services. Phone number: (336) 641-3795 Guilford County DSS

References:

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

100% Tobacco-Free Policy for North Carolina Child Care Centers

UNCG Child Care Education Program

Purpose/Belief Statement

UNCG Child Care Education Program understands that the use of tobacco products on child care premises and in vehicles used to transport children or during any off-premise activities is an environmental hazard and detrimental to the health and safety of children, staff, and visitors.

Background

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

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

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

Application

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

Procedures/Practice:

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

- on the premises of the child care facility
- on vehicles used to transport children
- during any off-premise activities sponsored by our facility

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

Communication

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

Staff*

- All current staff members and newly hired staff will review the **Tobacco-Free Policy** before providing care for children.



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

Parents/Guardians

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

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

Enforcement

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

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

Definitions

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

Tobacco Cessation Resources

Our facility will consult with the local health department or other appropriate health and community-based organizations to provide staff and administrators with information and access to treatment programs and



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services to support them in complying with this policy. The North Carolina Quitline 1-800-QUIT-NOW (1-800-784-8669) offers free coaching sessions, helps develop a plan to quit, provides reading materials, and offers counseling. See <http://www.quitlinenc.com>.

References

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

Effective and Review Dates

5/9/2024

Effective Date



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October, 2017

CHILD CARE EDUCATION PROGRAM

P.O. Box 26170

310 McIver Street

Greensboro, NC 27402

(336) 334-5810

website: <http://ccep.uncg.edu>

email: ccep@uncg.edu

North Drive Child Care Center

310 McIver Street

(336) 334-5810

Brent Woodson Carter Child Care Center

117 McIver St.

(336) 334-5376

Curry Child Care Center

1109 Spring Garden Street

Curry Annex (336) 334-5587

Curry 205 (336) 334-5923

Curry Infants (336) 256-0481