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The Program

This handbook provides information about the operations and policies of the Nancy W. Darden Child Development Center (NDCDC). The NDCDC is an early childhood model training facility under the Department of Human Development and Family Science (HDFS) at East Carolina University. The mission of the NDCDC is to serve as a model-training facility for students majoring in Child Life, Family and Community Services, and Birth through Kindergarten Teacher Education (BK), to provide early education and high quality care for preschool children, and to provide research opportunities for university students and faculty. The East Carolina University NDCDC provides high quality early childhood education for children ages 3 months to 5 years who represent a broad cultural and economic mix. The NDCDC provides supervised observation and participation opportunities including practicums and internships. Volunteers and students are cooperatively supervised by the HDFS faculty, the NDCDC director, and NDCDC Clinical Teachers. The East Carolina University NDCDC holds a five star rated child care license from the Division of Child Development, North Carolina Department of Health and Human Services, and is fully accredited by the National Association for the Education of Young Children (NAEYC). The Infant and Toddler classrooms meet developmental day status and may serve children with special needs.

All research conducted in the NDCDC is approved by the University, Medical Center Institutional Review Board, and the NDCDC Research Committee. Research activities are carried out under the direction of the Director of Research and Program Development for the NDCDC. Strict confidentiality is maintained.

THE EDUCATION PROGRAM

Philosophy of Early Childhood Education - The NDCDC follows the Developmentally Appropriate Practices Guidelines established by the National Association for the Education of Young Children (NAEYC). The program’s theoretical orientation and application are eclectic, borrowing mainly from the development theories of Eriksson, Piaget, the Montessori/Reggio-Emilia approach, and Vygotsky. Services for children with special needs are guided by the Council for Exceptional Children (CEC) Division of Early Childhood (DEC). The educational program is designed to help children develop physically, intellectually, emotionally, and socially. Children learn that they are free to make choices as long as they stay within the limits of consideration for people and things. The curriculum and activities prepare children to use their intellectual and creative abilities and apply them to future learning tasks. Reggio Emilia Approach, Creative Curriculum and Highscope are used in all classrooms and individualized for children.

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

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

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

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

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

**Infant Curriculum** - The infant class includes children ages 3 months to approximately 18 months. There are 8 infants of various developmental ages in the infant class. The clinical teachers implement a primary caregiver system for the infants. A primary caregiver system is used in the infant program. Each infant is assigned to a specific caregiver who is primarily responsible for the care of the infant during the day, and for the frequent communication with the child’s family close working relationship between the caregiver and the family is crucial to the success of the infant’s development. A major goal of the infant caregiver is to provide an experience that is an extension of the home, by focusing on the individual needs of each infant and family. The caregiver/family bond helps to ensure the continuity between the home environment and the early childhood setting. Close relationships develop over time through interactions that are warm, respectful, responsive, and caring. The curriculum occurs naturally and spontaneously during routine care giving and free play.

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

The clinical teachers work as a team interacting with and providing learning experiences for all infants. Infants learn by exploring with toys, observing the world around them, listening to sounds, and interacting with caring adults. Infants also learn about the world through the use of their senses and their bodies by reaching, grasping, manipulating, and mouthing. The caregiver encourages play by making a variety of interesting materials and experiences
available for the infant to explore and discover. It is the caregiver’s responsibility to provide a safe, clean, uncluttered, and comfortable “touchable” play space for infants. In an effort to do this, the infant program has a shoeless policy. All adults entering the infant classroom are asked to remove their shoes and use socks or slippers to walk about the classroom. Infants may wear shoes and should come dressed appropriately for both indoor and outdoor activities.

**Toddler Curriculum**
The toddler class includes children ages 18 months to approximately 30 months. There are 8 toddlers of various developmental ages in the toddler classroom. The goal of the toddler curriculum is to have opportunities to explore objects and materials as well as learn through their experiences with others. Clinical teachers use the Creative Curriculum for Infants and Toddlers when planning activities for the children. The toddler program is an exploration and experienced-based approach to learning. Curriculum planning focuses on activities that will be engaging and meaningful to the children. These activities provide opportunities for children to experience concepts, to practice problem solving, to be independent, to express creativity, to develop language and social skills, and continue to practice and perfect motor skills. During activities, there is an emphasis on one-to-one interactions and close teacher/child relationships. Each child is assigned to a specific caregiver, who is primarily responsible for the care of the child during the day and for the frequent communication with the child’s family. Toddlers are developing a sense of independence. It is important to give children opportunities to do things for themselves in order for them to develop a sense of competence. In the toddler class, children are encouraged to practice independent skills such as changing their own clothes and cleaning up their toys. Teachers are available to provide support and encouragement to children in order to help them to grow into independent and competent individuals.

Toileting is a significant developmental objective for this age group. Daily records are kept of children’s toileting routine. When a child begins to show signs of interest in toileting, the parents and teachers work together to develop a plan that will best meet the child’s needs.

**Preschool Program**
The preschool program includes children ages 30 months to 60 months (five years) in two classrooms. Each classroom focuses upon the developmental and individual needs of the children. Clinical teachers use Creative Curriculum for Preschool when planning activities for the children. The classrooms are divided into learning centers such as blocks, dramatic play, art, and science. Learning centers allow the children to have choices and to actively explore the environment using a variety of materials. Since play is the medium through which preschoolers learn, most activities are based on child interest and exploration. Music, art,
literature, language development, science, and math concepts are woven into the daily program.

Children are involved in various projects of particular interest to them. These projects are a cooperative group effort but the children participate at their own level and are encouraged to progress as far as they can. It is through project work that children learn the many concepts and skills needed for continued development. Projects provide the opportunity for children to use skills to solve real problems.

**Classroom Schedules**
The daily schedule is planned to include active and quiet times, large and small muscle activities, and child-initiated activities. The schedule is posted in each classroom and in the observation booths. Daily schedules are subject to revisions and adaptations according to children’s needs.

**Transition Policy**
Each of the NDCDC classrooms initiates a transition process to introduce the children to their up-coming teacher and classroom. Classrooms are reviewed three times a year in January, June, and August. A clinical teachers accompanis the child to the new classroom during the transition visits to participate in activities such as free choice in centers, large group time, lunch, etc. Transitions are catered to the individual child’s needs and may be extended if needed.

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

**Supplies and Personal Belongings**
Clothing
Parents are asked to provide at least one complete extra set of clothing for their child. Clothing should be clearly marked with the child’s name, and updated to match the season/temperature. For very young children, more than one set of clothing is requested. For infants and children in diapers, parents provide disposable diapers and wipes. Clothing worn at school should be such that children feel comfortable and free to participate in a wide variety of activities such as painting, water play, sandbox, etc., without concern that they will become soiled. For safety as well as health reasons, children should wear comfortable yet sturdy shoes. Flip-flops are not considered appropriate safe footwear. Children are expected to dress appropriately for the season; cool clothing for the spring and summer, coats, hats and gloves, sweaters, etc. in the colder months. The NDCDC staff believe that daily outdoor play is essential for young children except in the most inclement weather. (See page 27 for Air Quality Guidelines)

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

Additional Supplies Needed

Infants - Infants need a crib sheet as well as all feeding and diapering supplies.

Toddlers - Toddlers need a crib sheet (for cot), blanket, pillow, and diapers and wipes.

Preschoolers – Preschoolers need a crib sheet (for cot), blanket, pillow for naptime; Pull-ups and wipes if needed (pull-ups only in threes classroom)

Outdoor Play
Outdoor gross motor play is an important extension to the classroom and essential for the health and well being of young children. As a central part of the NDCDC program, all children will go outside when weather, air quality, and environmental safety conditions do not pose a health risk as determined by local weather advisories. Children who are too ill to
participate in outdoor play during a day should remain home. All children should be dressed appropriately for the weather. Clinical teachers and the Director consider temperature, humidity and precipitation, and wind chill factors when deciding about the suitability of outdoor play. Accommodations are made for children with special health conditions. When outdoor opportunities for large-motor activities are not possible because of conditions, the program provides similar activities inside. Indoor equipment meets national safety standards and is closely supervised.

**Sunscreen and Insect Repellent**
The NDCDC playgrounds have ample shade where children may choose play with minimum sun exposure. Parents may choose to send their own insect repellent for their child. The NDCDC complies when public health authorities recommend use of DEET-based insect repellents due to a high risk of insect borne disease. Parents are strongly encouraged to send repellents containing DEET for any child older than two months. Staff apply insect repellent no more than once a day and only with parental permission.

**Field Trips**
Field trips are a component of the NDCDC education program; therefore, teachers will be taking children on various field experiences. Because the NDCDC is a model training center, it is important the children be available to students for their regularly scheduled observations and participation. Therefore, most field trips will be walking trips on ECU campus. The NDCDC is fortunate to be a part of the university community, which provides rich opportunities for exploration and learning. For these walking trips, parents will be notified prior to the trip and the general campus field trip permission form on file in the NDCDC office will serve as permission. Any and all times that staff takes children outside the NDCDC fenced in playground; they carry child emergency cards, cell phones, and a first aid kit.

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

**HEALTH, SAFETY, AND NUTRITION**
The NDCDC designs policies and practices for optimum health, safety, and nutrition. Universal precautions and recommended sanitation practices are used in an effort to promote wellness and safeguard the health and safety of children, staff, and volunteers. Food and nutrition practices are aligned with USDA recommendations for young children in child care centers.

**Nutrition**
The NDCDC uses the US Dietary Association’s recommendations for healthy food for young children.

**Food**
The NDCDC complies with The North Carolina Department of Environment and Natural Resources, Division of Environmental Health for all food handling regulations.
- Personnel who prepare food are required to wash their hands in antibacterial soap prior to any food preparation.
- Snack foods are prepared in the NDCDC kitchen, covered, and stored until use. Foods requiring refrigeration will be stored in refrigerators.
- Refrigerators are kept at 45 degrees and below for proper cooling.
- Any portions of unused food still in its original container will be dated, tightly sealed, and properly stored.
- Unused food, which has been removed from its original container, will be discarded.
- Eating utensils are rinsed, washed, and sanitized in a dishwasher.
- Clean utensils are stored in a clean designated area.

The NDCDC provides a substantial mid-morning snack, lunch, and afternoon to children in the toddler and preschool classrooms. The NDCDC utilizes a four-week rotating snack menu. Menus are given to parents at the beginning of the month and are posted in the classrooms. Every effort is made to follow the menu, however, the NDCDC reserves the right to substitute one day’s menu during the week for another, based on availability and freshness of fruits and vegetables purchased. Meals are served family style and offer an opportunity for developing appropriate social behaviors, conversational skills, and nutritional habits. Children are encouraged to serve themselves using serving utensils and pitchers. Teachers closely supervise children with regard to sanitation. As frequent spills are common, rather teachers have absorbent materials handy for children to use in clean up. Teachers and staff take the lead in modeling encouragement, healthy attitudes and habits, and pleasant conversations with the children during snack time. Alternative foods are provided in the
case of individual allergy. A vegetarian option is offered to families as well. Packed lunches and snacks are prohibited.

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

Infant Food
Parents of infants will provide all food for their child each day. Upon arrival each day, parents will give feeding instructions to the teachers. These instructions will be noted on the infant’s daily care sheet. All infant food practices follow North Carolina Child Care Regulations.

- Only plastic bottles are used at the NDCDC.
- Bottles are prepared by parents and sent “ready to feed” and labeled with the infant’s name and the date.
- Properly labeled and dated breast milk may be stored for one month in the freezer and will be discarded if not used during that time.
- Bottles will be warmed in an approved bottle warmer. Holding time after warming is no more than 1 hour. After the infant has finished a feeding, any unused portions of formula/liquid will be discarded.
- All bottles will go home daily. No prepared bottles can remain in the center overnight.
- One clean bottle and a can of ready-to-feed or powdered formula should be in the child’s cubby at all times for emergencies.
- All jar food and cereal boxes will be labeled with the child’s name and the date.
- Jars must be new with the seal unbroken.
- When feeding jar food, food will be spooned out into an unbreakable feeding bowl. The remainder of the food will stay in the jar and be refrigerated and sent home at the end of the day.
- No juice may be provided in bottles, only sippy cups
- No medicine, prune juice, antibiotic, etc. may be added to bottle.
No food may be warmed for infants in the classroom.

Milk and Formula practices
The NDCDC supports the practice of breast milk or formula only for infants under six months of age. Unless a written doctor’s order is on file, children under six months of age will not be fed solid foods or fruit juices and solids will not be added to liquids in bottles. Infants under one year of age will not be given cows milk except by written order of physician. Parents of children between the ages of 12 and 24 months, who are in the infant classroom, will be encouraged to send whole milk for snack on days that they send milk for their child. Except by written physician order, children under 24 months old who are in the toddler room will be given whole milk (when milk is on the snack menu) until their second birthday.

Breastfeeding
Breastfeeding is supported for infants and is facilitated by NDCDC teaching staff. A separate and private area is provided for breastfeeding mothers who wish to feed their children during NDCDC hours. Expressed breast milk may be bottled, dated, frozen, and stored in the NDCDC kitchen freezer for up to one week (in conjunction with the NC Department of Environment and Natural Resources, Division of Environmental Health rules for licensed child care centers).

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

Toddler/Preschool Snack Foods
The midmorning snack for both classes and afternoon snack for the preschool provided by the NDCDC includes foods from two- three different food groups (see classroom schedule for daily snack time). The four week rotating menu is reviewed annually by a registered dietician and member of the ECU Aramark Nutrition Manager. A copy of the menu is given
to families and posted in the classrooms. When food substitutions occur, families are informed via a note on the classroom parent board. Snack times are individual to each classroom and are noted on the classroom schedule. Effort is made to offer food in the freshest form possible. Fresh fruits and vegetables are served when available. Staff who prepare snack are mindful of the age/development of the children in each classroom and size the food according to the chewing and swallowing capacity of the children. Food is served family style and children are encouraged to serve and pour their own snack food and drinks. Bread, cereal, and crackers are high in whole grains and fiber and low in sugar. Canned fruits are served in juice or in very light syrup.

Milk served to children ages 24 months and older is 1%. Whole milk is served to children in the toddler classroom who are between 12 and 24 months of age. If a child is still thirsty after drinking 8 ounces of milk, water is offered. No more than 8 ounces of milk is given to any child during one snack period.

Foods not requiring refrigeration such as dry cereal, bread, or crackers, may be placed in covered serving containers on a tray. Food requiring refrigeration for freshness is kept refrigerated until served. Hot foods are not served as foods requiring cooking on site are not part of the standard snack menu. Exceptions might include sampling food that children have prepared as part of their daily activity. In these cases, teachers will set food aside until it is cool enough to consume.

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

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

Staff consume the same food during snack and lunch as the children to promote good nutrition and family style dining.

Food is served in commercial reusable food service containers. Children use plastic cups, plates, and bowls and stainless steel utensils. At the end of each meal, food containers and utensils are returned to the kitchen and sanitized in a commercial dishwasher. Each rack of dishes is left to air dry before being stored.

Lunch for the toddler and preschool classrooms is provided through a contract with Aramark.
Allergies
Notice of all child allergies is posted in the classrooms on the inside of the teacher cabinet door using first name only. In the case of a food allergy or special diet prescribed by a physician, families will need to send food from home in a container labeled with the child’s name and the date.

Parties
Parents are welcome to give classroom birthday parties for children at the NDCDC. Teachers work closely with parents on party plans, discouraging sugared foods such as cakes and donuts. For safety, candy, chewing gum, candles and balloons are not permitted in the NDCDC.

HEALTH AND SAFETY
Health
During the registration visit, families will discuss with the NDCDC administrative staff/teacher the child’s health including any suspected or diagnosed medical conditions and any specialized needs related to that condition. As part of enrollment, each child will have documentation of a physical examination on file. A record of immunizations is included and updated regularly. Each child’s overall condition will be noted each morning. If a child comes to school but during the day an illness prevents them from comfortably participating in activities or creates a greater need for care than the staff can provide without compromising the health and safety of other children, the program will immediately notify the parent, legal guardian, or other person authorized by the parent to pick up the child. If the child’s condition is suspected to be contagious, then the child is made comfortable in a location where new individuals will not be exposed and where she or he is supervised by a familiar caregiver until picked up by the family.
In the event that a child/children have been exposed to an unusual level or type of communicable disease, the program will notify parents verbally and in writing about signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program and that should be implemented at home.
Many germs are carried under fingernails. In order to help reduce the transmission of diseases, it is important that staff and children keep their fingernails trimmed.

**Hand washing**

Hand washing is the single most effective way to prevent the spread of disease. In accordance with NC Environmental Health Regulations for Child Care Facilities, the following hand washing procedures and guidelines will be followed. All children and adults will wash their hands upon entering the classroom in the morning. This is a child care regulation in North Carolina and is designed for the health and well-being of all individuals. Parents are asked to wash their own hands and to help their children wash hands as soon as they come into the classroom. Staff will monitor and enforce hand washing as needed.

**Proper hand washing procedures shall include:**

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

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

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

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

**Water Play**
The activity of playing in water is valuable to young children in many ways. “Water play” is a central component of the NDCDC curriculum and is available to children daily. Clean water is placed in the water table at the beginning of the day and removed at the end of the play period. Children and adults wash hands before participating in water play. Individuals with open sores on their hands will not participate or will wear a plastic glove during water play. Water tables are sanitized and allowed to dry prior to being used again. Close supervision of children during water play activities is a priority. **Parent consent must be acquired prior to children engaging in water play activities. Water for infant water play must not be over 1” in depth.**

**Diapering**
Diapering procedures are in accordance with regulations set forth by the NC Department of Health and Human Services, Division of Child Development, and the NC Department of Environment and Natural Resources, Division of Environmental Health. Teachers use disposable diapers and wipes which families bring from home for their child. Except in emergencies, only the diapers and wipes brought by a child’s family will be used. Teachers will wear disposable gloves and use the method of diapering currently approved by both the Division of Child Development and the Division of Environmental Health, posted on the wall in the infant and toddler classrooms.

**Cleaning**
The NDCDC classrooms are cleaned at the end of each day by university staff. **During the day the teachers are responsible for cleaning and sanitation in the classroom.** Cleaning is done with a solution of dish detergent and water. Sanitizing and disinfecting is done with an approved solution equal to 200 ppm of chlorine. After cleaning, disinfectant is sprayed onto surfaces and left for a period of at least two minutes before being wiped with a clean paper towel. A new paper towel is used for each surface wiped.
Toys are sanitized according to material and to use. NDCDC staff takes responsibility for cleaning/disinfecting and maintaining a record in the classroom. A record of classroom cleaning is kept on a check sheet posted in each classroom.

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

**Toddler & Preschool Classrooms**
- **Toys** – after use, any toys that are mouthed or contaminated with body secretions are placed out of reach until they can be cleaned and sanitized. After cleaning and sanitizing they are returned to the classroom shelves for use. When toys made of fabric are mouthed or soiled, they are removed from use until they can be washed in the washing machine. Plastic toys (such as Legos) are washed, sanitized, and air dried periodically.
- **Fabric Items** – items such as pillow covers, dress up props, and smocks are laundered in hot water as needed.
- **Furniture** – all furniture and classroom surfaces are cleaned and sanitized by classroom staff prior to serving food and after messy activities. In addition, all classroom surfaces are sanitized weekly. (Recorded on a checklist each week)
- **Floors** – floors are washed and carpets vacuumed daily by university staff. Carpets are washed and/or steam cleaned when soiled (upon request by staff).

**Communicable Diseases**
The NDCDC must be notified if a child is diagnosed as having a communicable disease. To avoid the spread of communicable diseases, children will be excluded from care until the following conditions are present:

1. **Chicken Pox**---until all sores are scabbed over
2. **Measles**---the week after the rash began, provided all cough and cold symptoms are gone

3. **Mumps**---until all of the swelling is gone

4. **German Measles**---after the rash and fever are gone

5. **Roseola**---after the rash and fever are gone

6. **Pink Eye**---requires doctor’s note for return to school

7. **Impetigo**---24 hours after treatment is begun

8. **Diarrhea**---when 2 loose bowel movements occur, child will be sent home. Child should be diarrhea free for 24 hours before returning to school

9. **Head Lice**---24 hours after treatment is begun

10. **Ringworm**---must be on antibiotics for 24 hours

11. **Fever**---child should be fever free for 24 hours (a fever of 100° F orally, or 99° Axillary requires home care)

12. **Scabies**---24 hours after one treatment with prescription cream

Any child that is unable to participate in daily activities because of fatigue, emotional distress, or any atypical symptoms the child director reserves the right to send child home for rest.

After a contagious or communicable disease, the NDCDC may require a doctor’s certificate before the child will be readmitted. Parents will be notified if a doctor’s note is needed. The doctor’s note must specify that a child may return to the center.

**Health Consultant**

The NDCDC has an agreement with the Pitt County Health Department in case medical care of a non-emergency nature is needed. Connie Clark, RN, Child Care Health Consultant serves as nursing consultant to answer questions about health issues, especially in regard to
contagious diseases. Dr. Stephen Engelke, Associate Professor of Pediatrics, School of Medicine, East Carolina University, serves as the medical consultant to the center.

Medication Administration

**IMPORTANT**

In accordance with North Carolina child care regulations, all medicine including but not limited to creams, ointments, lotions, sunscreens, eye drops, and insect repellents are considered medications and MAY NOT be left in children’s diaper bags or backpacks during the day. These items must be locked in a special cabinet in each classroom.

Diaper Creams must be stored in locked cabinets and include instruction label filled out by parent and updated once a year.

Emergency Only Prescription medications such as Epipens, Nebulizers, etc. will be administered only in accordance with the procedure described on the label. Medication must be in its original container with the pharmacy label intact. All other medications must be administered at home or by parent during the day.

Medical Procedures

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

Animal and Pet Policy

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

SAFETY

Safe Entry and Exit

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

Security System

One Card Access

The NDCDC doors will be open in the morning will remain locked and have to be accessed through an electronic calling system controlled by the main office. Staff will be able to use their One-Card to access the building during designated times.

Panic Button

There are security cameras located at each end of the main hallway which are linked to the ECU Police Department. The double doors at the end of the main hallway will remain locked at all times. In addition, each classroom has a panic button that can be pressed in case of emergency. The panic button is also linked to the ECU police department. The panic button should be used only when there is an emergency situation.
Infant Sleep
The NDCDC complies with N.C. Division of Child Development infant sleeping regulations for all infants under 12 months of age. A written infant sleeping policy is explained to parents of young infants and signed by parents and a NDCDC representative prior to the infant’s enrollment. All NDCDC faculty, staff, and substitute teachers assigned to the infant classroom are Infant/Toddler Sleep (ITS) SIDS certified and all students and volunteers have been trained in the NDCDC sleep procedures. The NDCDC infant sleep procedures require that infants under 12 months of age be placed on their back for sleeping with feet near the foot of the crib. Although all infants are placed on their back, infants who can roll to a side or tummy position independently are left in their position of choice and a sign is placed on the crib indicating such. In rare cases where an infant has a diagnosed medical condition requiring either an alternative sleep position or the addition of a sleeping device in the crib, a medical waiver must be completed and signed by a physician. In these cases, a sign is placed on the crib indicating such. Sleeping infants are visually checked every 15 minutes and staff document the times of the check on the individual child’s log. Clinical teachers can easily see infants in cribs from various parts of the classroom. The daily contact sheet and the sleep log are used to help document supervision provided by the teachers in the infant classroom. In accordance with the NDCDC Infant Sleep policy, teachers document the time a child is put down for sleep. In addition, clinical teachers check sleeping infants every 15 minutes to watch for movement and listen for breathing. Infants are touched on the skin during this sleep check in order for the teacher feel for irregularities in body temperature. Each sleep check is documented on the child’s daily contact sheet. The time of waking is also documented. Infants are taken out of cribs immediately upon wakening.

Accidents
Any time a child receives an injury at the NDCDC, an incident report will be completed by the supervising teacher. The report is signed by the supervising teacher and the parent. A copy of the report is given to the parent and the original is placed in the child’s file. A log of all incidents is filed by the NDCDC. If the child receives medical treatment for the injury, a copy of the incident report will be sent to the Child Care Licensing Consultant, Division of Child Development within seven (7) working days of the accident.
In the event of a serious accident or emergency, the supervising teacher will notify the NDCDC director immediately. The director or supervising teacher will activate the emergency plan and child will be taken to Pitt Memorial Hospital by ambulance. The supervising teacher or director will notify the parents/guardian immediately. If the parents/guardian cannot be reached, the NDCDC will attempt to notify the physician listed on the Emergency Information Form. In the event that the physician cannot be reached, an assigned member of the staff will secure the medical attention he/she deems necessary in accordance with the NDCDC Emergency Medical Care Plan. Parents/guardians give the authorization for emergency medical care by signing the Release Form which is part of the application package.

In the event of any possibility of blood exchange, the ECU blood exchange procedure will be put into place. All documentation will be signed by parents or guardians and kept on file in the NDCDC office.

**Drills**

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

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

**Storm Drills**
As recommended by East Carolina University, storm drills occur randomly throughout the year, with a minimum of one drill per semester. Each classroom follows the designated storm drill procedure (posted in the classroom). With teacher assistance children go to the designated area in the hallway and remain for the duration of the drill. Each drill is documented for the record.

**Playground Audits**
The playground will be **visually inspected daily prior to outdoor play**. All trash or unsafe materials will be removed from the play area prior to the children using the playground.
A *monthly playground audit* will be completed by a teacher certified in playground safety. Any problems related to playground surfacing, equipment, fencing, and litter should be reported to the NDCDC director immediately. Playground audits are kept in a notebook in the director’s office and are available for inspection by licensing personnel. Parents may review this record upon request.

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

**Supervision of Children**
In accordance with child care regulations, children will be visually supervised at all times. The following teaching ratios are maintained AT ALL TIMES: Infant Classroom 1:4, Toddler Classroom 1:5, and Preschool Classrooms 1:8 and 1:9.

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

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

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

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

**Smoking**
The NDCDC is a non smoking facility. Smoking is not allowed within 25 feet of the center or playground. Please see ECU Smoking Policy at this website: http://www.ecu.edu/cs-dhs/prospectivehealth/upload/ECU-Policy-Statement-on-Smoking-8-17-10.pdf

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

**Code orange:** (unhealthy for sensitive groups) outdoor physical activity will be restricted to no more than **1 hour between noon and 8:00 pm**.

**Code red:** (unhealthy) outdoor physical activity will be restricted to no more than **15 minutes between noon and 8:00 pm**.

**Code purple:** (very unhealthy) outdoor physical activity will **not take place** between noon and 8:00 pm.

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

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

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

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

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

GUIDANCE

The NDCDC complies with North Carolina General Statutes 110-91 (10) (child nurturing) and 143B-168.3 (child care commission). The NDCDC is committed to meeting the needs of every child in our program. This commitment includes making every reasonable effort to help children be physically and emotionally safe, as well as helping children learn acceptable behaviors.

Young children are often egocentric by nature and beginning to learn that other individuals have needs and feelings. Anti-social behaviors such as pushing, hitting, and biting, are a normal part of the development of infants, toddlers, and young preschoolers, (see biting policy page 30.) It is during these years that children are learning important social interaction skills. Over time, children learn various higher order social skills such as sharing and taking turns. The NDCDC staff and student teachers work closely with infants and young children to help them learn the natural consequences of actions and behaviors. Positive behaviors are modeled and encouraged. Children exhibiting anti-social behaviors will be redirected to more appropriate actions. Short periods of “reflection” with an adult may be used when necessary. Reflection is the removal of a child for a short period of time to a space that is located within the classroom during reflection, the child, in the company of an assisting teacher, has a chance to calm down and talk about the behavior. Once the child is calm, the teacher discusses the incident and appropriate behavior with the child. When the child returns to the group, the incident is considered over and the child is treated with the same affection and respect shown to the other children. Staff will work closely with the family to assure consistency between school and home. If certain behaviors that might require outside intervention continue overtime, the family will be consulted about an appropriate plan of action. The staff will work with the family to help resolve the difficulty. In extreme cases when anti-social or inappropriate behaviors of children cannot be resolved, and when interventions have been unsuccessful, the NDCDC staff may determine that the child’s needs might be better met in a different
type of setting. In all cases, the NDCDC staff will work collaboratively with the family in creating a plan focusing on the needs of the child. The NDCDC staff use positive techniques of guidance including redirection, anticipation, and elimination of potential problems, positive reinforcement, modeling, and encouragement.

The teachers provide verbal guidance.

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

The teachers provide guidance by their actions.

They:
- give children help when needed in order to promote independence
- prevent problems by planning engaging activities and designing an appropriate environment
- make sure children understand safe and appropriate limits
- make sure that children understand the logical consequences of their actions if limits are tested
- are consistent, yet flexible when necessary
- are cheerful and happy around children
- position themselves in strategic positions when supervising children
- are alert to children’s needs
- are primarily concerned for the health, safety, and development of the children and
- are concerned about the total development of the children

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

**Why Children Bite**

Young children by nature are egocentric. As infants and toddlers grow and develop, they take a while to figure out that they are not the center of the world and often feel that everything happens for them or because of them. Young children may get very impatient when others don’t cooperate with their wishes-- immediately. They want what they want, when they want it. They haven’t yet learned how to wait. If they are not successful in getting a desired object, or if someone takes a toy away, they may resort to biting. Biting behavior usually occurs before children have adequate language skills to negotiate with others. They sometimes resort to biting when they are frustrated and do not have the words to express themselves. Teething is rarely the cause of biting in the child care setting. There are many other things to bite down on in the classroom. Since young children go through a very “oral” stage when everything goes in the mouth, and chewing something may relieve stress, we often offer teething toys to head off biting.

Children learn by imitation, and sometimes they bite because they see others doing it. That is why we may go for many months without a biting incident and suddenly there is a “rash” of biting. We intervene quickly so the children learn that biting does not look like a good thing to do. Although children bite at different ages, the prime time for biting seems to be
between twelve and eighteen months, during the “oral” stage when they use their mouths to explore everything. Sometimes it is related to cause and effect – “what happens when ...”

**What We Do To Prevent Biting** – The NDCDC staff supervise children well when they are playing. If we notice tension building, we move in, change the pace, or redirect the children’s interest. In addition we

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

**What Happens if a Child Bites** - In spite of all our preventive efforts, sometimes a bite will still happen. In those cases we

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

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

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

• Help your child develop meaningful language skills
• Use appropriate ways to express your own feelings
• Use caring, nurturing behaviors
• Express disapproval for biting if it occurs at home
We wish that we could guarantee that there would never by any biting in our program, but we know there is no such guarantee. Our policy is to support all children whether they bite or are bitten as we follow the procedures outlined above. We encourage parents to bring their concerns, questions, and frustrations directly to the teachers.

**When a child in the classroom is demonstrating consistent, serious and challenging behaviors, it is critical that teachers and families work together to implement a behavior plan to ensure the child's inclusion and success in the classroom environment. Our ultimate goal is for ALL children to be safe and successful and we will take every measure to ensure your child's success in our program.

If your child is exhibiting a continuous challenging behavior that is disruptive to the learning environment or is unsafe for other children or himself/herself, teachers will first document this behavior on incident reports (you will receive copies of these on the day the incident occurs), then they might arrange a conference with you in order to gather as much information about the situation as possible and share their detailed observations of the child's behavior. After this conference, another meeting will be scheduled two weeks later in order to create a formalized behavior plan.

During those two weeks, teachers and families will both fill out ASQ and ASQ-SE (formal developmental assessment tools) to screen for possible causes of the behavior. Teachers will also continue to track behavior and will communicate with you daily. It is also possible for the child to be referred for more detailed assessment during this time.

For the second meeting, you and your child's teachers will create a positive behavior support plan that will include strategies to prevent and replace the challenging behavior, to reinforce appropriate behaviors, to not reinforce the challenging behavior, and to create
evaluation criteria for the plan. A review of the developmental screenings will also happen during this meeting, at which time you would receive a referral to an appropriate agency for further assessment if needed*.

Following this meeting, the teachers will begin to implement the new support plan, including meeting with other professionals as appropriate. It is important for all teaching staff that work with your child to be informed of the exact plan, therefore you will be asked to sign a release of information allowing all program staff access to the information contained in the behavior support plan.

At the specified time, families and teachers will meet again to evaluate the plan and make adjustments as necessary. It is important to understand that all programs are not always a good fit for every child, which should be considered if the challenging behavior continues despite behavior plans.

*Important note: If the teachers and director indicate that your child needs to be further assessed for his/her behaviors, it is your responsibility to get those services. If you choose not to get your child assessed, it is possible that the NDCDC will not be able to meet the needs of the child without professional assistance, in which case the family will need to remove the child from the program.

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

**Licensing and Accreditation**
The NDCDC maintains a five star-rated license from the NC Department of Health and Human Resources, Division of Child Development (NCDHHR, Div. CD). Policies and procedures are consistent with good early childhood education developmentally appropriate practice as well as state child care regulations. In addition, the NDCDC maintains accreditation with the National Association for the Education of Young Children (NAEYC). In cases where NAEYC standards exceed those of the NC DHHR, Div. CD, the NDCDC will follow the standards set by NAEYC.

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

**Program Evaluation**
The NDCDC will conduct an annual program evaluation to be submitted to the Department of Human Development and Family Science. The following components will be considered in a program evaluation:
- NC child care licensing regulations
- Recommendations from accrediting agency
- Parent survey results
- Summary of children’s assessment results
- Faculty feedback
- Lead teacher feedback
- Graduate teaching assistant feedback
- Student participation survey results

**Fiscal Management**
The NDCDC director is responsible for the fiscal operations of the NDCDC including writing and monitoring the budget. The NDCDC director writes the annual budget with the
approval of the Chair of the Department of Human Development and Family Science and the Dean of the College of Health and Human Performance. The NDCDC administrative support associate maintains fiscal record keeping and tracking of income and expenses.

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

Admission Considerations

Age: The NDCDC accepts children between the ages of 3 months to 5 years.

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

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

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

Waiting List
Any parent may apply for admission of a child to the program. As only 51 children are served in this program, typically there is a waiting list. Families of children who are initially selected meet with the director of the NDCDC to talk in detail about policies and procedures and make final decisions about the appropriateness of the program for their child and family. Children who are not initially selected will be placed on a waiting list if the parents desire. NDCDC policies are reviewed and discussed with all parents at the time of admission.

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

**Forms Required for Admission**

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

- registration application form
- enrollment application
- physical examination report--includes proof of immunizations (Appendix VIII)
- signed release form for NDCDC policies
- emergency information form
- authorized pick up form
- signed discipline policy
- signed form showing parent receipt of NC Child Care Laws
- North Carolina child care center infant safe sleep law (children under 12 months only)
- parental signature on safe sleep policy (children under 12 months only)

**NDCDC FEES**

**Registration Fee**

An annual nonrefundable registration fee of $150 is required to secure enrollment. The registration fee is charged per child.

**Tuition Payment**

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

**Returned Checks**

Checks returned because of insufficient funds will be re-deposited for a second time (if permitted by banking institution). Checks returned a second time, or checks, which cannot be re-deposited, shall be charged back to the appropriate parent’s account. Parents will be notified of the insufficient funds and there will be a $25 returned check fee charged.
Late Payments – Tuition is due by the date indicated on the schedule. Childcare will be discontinued if tuition is more than one week (5 days) overdue unless director is notified. The NDCDC will contact families on the waiting list to fill the slot in the classroom. A late fee will be charged at the flat rate of $15.00 beginning on the first day past the tuition due date. Delinquent payments will be subjected to collection. Collection procedures will be initiated upon 30 days of non payments that are overdue.

Withdrawal

Written notification for withdrawal of a child must be given to the NDCDC Director no fewer than two weeks prior to the child’s last day. Parents will still be responsible for payment of the final 2 weeks of attendance in the NDCDC, as well as an additional week for lack of notification of withdrawal.

Dismissal

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

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

DAILY PROCEDURES

Hours of NDCDC Operation

The hours of operation for the NDCDC are from 8:00 a.m. to 5:30 Monday through Friday. Children need to arrive by 9am each day. This is to ensure that ECU students have ample opportunity to observe children in their learning environment.

Adverse Weather

As a private, nonprofit organization, in the event of adverse weather, the NDCDC director will make a decision the day before occurrence of adverse weather based on best judgment.
to prevent any health and safety issues with children, families, and NDCDC staff and to provide NDCDC families enough time to prepare. All decisions will be communicated to the HDFS department chair, Dr. Sharon Ballard, for approval. Every effort will be made to maintain consistency with ECU policy; however, the NDCDC prioritizes the health and safety first.

**Arrival and Pickup**

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

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

**Late Fee**

A late pick-up fee is applied on all occasions at the rate of $10.00. If a child is not picked one hour after the program closes, the child will be considered abandoned. In such cases, the NDCDC director should be notified immediately. At this point, NDCDC procedures for reporting child neglect will take effect. (See abuse and neglect reporting.)

Late fees will be charged if a parent must be let into the building after front door locks at 5:30pm.

**Transportation**

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

**Security**

Program entrance will be monitored by the director and staff at all times. The NDCDC will be accessible during hours designated for the drop-off and pick-up of children. All other times parents will use the monitor to call the office in order for the doors to be opened.
ECU Students in the HDFS program will have their one card activated only during their semesters of participation.

**Parking Passes and Policy**

Parking on campus is by permit only. Each family will be issued two “NDCDC Parent” parking hangtags and may utilize the 2 NDCDC spaces and parking spaces adjacent to the building. (Use of metered spaces may result in ticket) The hang tag must be displayed in the vehicle at all times. The NDCDC is not responsible for parking tickets for cars without the display of the hangtag.

Individuals using the NDCDC spaces should be aware of the time limits for those spaces. Enforcement personnel understand your need to park near the building when children are arriving or departing the school. However, vehicles parked illegally and creating a traffic hazard or blocking other vehicles will be ticketed. All parents and visitors are expected to conform to the ECU Parking and Traffic regulations. Policies and procedures for parking on the ECU campus are established by the University and enforced by the Department of Parking and Traffic Services. An appeal process for parking tickets is available through the Department of Parking and Traffic Services. Unfortunately, the NDCDC cannot assume responsibility for tickets received. All questions or suggestions concerning parking on campus should be directed to the Department of Parking and Traffic Services, located on East 10th St. The telephone number is 328-6294 or 328-6963.

**Child Abuse Reporting**

NDCDC are required to report all suspicions of child abuse or neglect. Any NDCDC personnel who suspects that a child may be neglected or abused will notify the director immediately. The Director will then notify the ECU Police Department.

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

In the event that a NDCDC personnel is under investigation for abuse or neglect, the NDCDC Director will notify the ECU Police Department.

**Child Files**
Children’s Files

- A file is kept for each child enrolled in the NDCDC. In accordance with NC child care requirements, files are kept in the NDCDC office where they are secure but available to parents, authorized agency personnel, and regulatory consultants upon request.

- Health, immunization, and safety information are updated on an ongoing basis, no less than quarterly. Parents are asked to bring proof of new immunizations to the NDCDC office which will transfer that information to the child’s record.

Emergency Cards

An emergency card is kept in the classroom for each child containing the following information:

- Name, address, and date of birth
- Parent’s name/s
- Home, work, and other contact telephone numbers
- Allergies (in RED)
- Doctor’s name and telephone number
- Dentist’s name and telephone number
- Name and telephone number of other emergency contact
- Names and addresses of individuals authorized to pick up the child (on back)

Portfolio

A portfolio is kept in the classroom for each child containing:

- Individualized Family Service Plan, (infants and toddlers with special needs only)
- Individualized Education Plan, (children with special needs only)
- Samples of the child’s work
- Assessment records
- Photo documentation of children’s work
ASSESSMENT OF CHILDREN

Developmental Assessment

The development of each child is assessed using the Creative Curriculum Assessment Tool. At any time, assessment information may be shared with the parents. Information learned through child assessment is utilized in curriculum planning and in planning for individual needs of children. In cases where children need more in-depth developmental assessment, a conference will be held with the family and recommendations will be made.

STAFF

Staff

The Nancy W. Darden Child Development Center is part of the Department of Human Development and Family Science within the East Carolina University College of Health and Human Performance. NDCDC teachers are subject to all personnel policies described in the East Carolina University Faculty Handbook, non-teaching category. Graduate students are subject to all policies described in the East Carolina University Graduate Handbook. In addition, and in compliance with NC Department of Health and Human Resources Division of Child Development, NDCDC faculty and graduate students comply with the following additional personnel policies.

Recruitment and hiring of lead teachers and graduate teaching assistants is the responsibility of the Department of Human Development and Family Science and falls under university guidelines. Teachers must have a bachelor degree or lead degree in Human Development and Family Science or Early Childhood Education. Supervision of staff is the responsibility of the Director of the NDCDC and Chair of the Department of Human Development and Family Science. Annual goals and performance evaluations are completed jointly by the staff and the NDCDC Director.
Graduate Teaching Assistants
Graduate teaching assistants must be enrolled as graduate students in the Department of Human Development and Family Science, and will be assigned to the NDCDC by the departmental office. The department complies with all university academic and EOE requirements. Teaching assistants will be supervised by the NDCDC Director and the designated Lead Teacher. Supervision is ongoing and consists largely of daily communication. Regular supervision of teaching assistants, both formal and informal, is an important aspect of classroom operations. Performance evaluations for teaching assistants will be completed each semester in accordance with departmental policy. Evaluation formats are available in the departmental office.

Classroom Staffing
Each lead teacher is paired with a teaching assistant. In addition, students enrolled in a variety of HDFS courses, are scheduled for observation or practicum experiences. Lead teachers oversee all students participating in the classroom experience. These students are counted as volunteers and as such, follow all volunteer guidelines established by the North Carolina Department of Health and Human Services, Division of Child Development.

Planning
Built into each lead teacher’s schedule is time for planning. Curriculum planning in the infant class is done for each individual child as needed, typically every two weeks. Planning for the toddler and preschool classrooms is daily. Lead teachers and assistants jointly plan but unless otherwise delegated by the director, planning documentation is the responsibility of lead teachers.

Lesson Plans
A weekly Lesson Plan is utilized for all classrooms in the NDCDC based on the Creative Curriculum. Lesson plans are flexible and may be modified to best meet children’s interest and developmental level. Lesson plans include information on the Reggio Emilia Approach, project based activities, small groups, etc. A current weekly lesson plan will be posted in each classroom. **Lesson Plans are due on Fridays 1 week in advance.**

**Classroom Newsletters**

Classrooms will complete a monthly newsletter to update parents on what has been happening in their child’s classroom. It may be emailed or handed out to the parents. The NDCDC Director will review newsletters before distributed to parents.

**Centers**

The classrooms are divided into **learning centers** such as blocks, dramatic play, art, and science. Learning centers allow the children to have choices and to actively explore the environment using a variety of materials. Since play is the medium through which preschoolers learn, most activities are in the form of hands-on play activities. Music, art, literature, language development, science, and math concepts are carefully woven into the daily program.

**Observation System**

The NDCDC has equipment that allows primary families and ECU students to view the classrooms. This equipment has been updated. Students and parents who wish to observe the infant classroom have virtual access from the preschool observation booth. All other classrooms can be observed through the observation windows. **While we encourage parental observation, staff should make appointments with parents to discuss any concerns and not utilize class time for this reason.**
Training
All teachers are expected to attend professional development on an ongoing basis. Each teacher has a professional development plan based on her own professional goals and objectives. Time off is given for training. In cases where the NDCDC teacher is a state or national conference presenter, it is possible that the department will pay for the training (subject to availability of funds).

CPR and First Aid Training
Lead teachers and teacher assistants are required to maintain current certification in CPR and First Aid in accordance with guidelines set by the American Red Cross. There must be a minimum of one staff on duty in each classroom at all times who are currently certified in both CPR and First Aid training.

Playground Safety Training
At all times at least two NDCDC staff will be certified in “Play It Safe Playground Safety Training”. Training is approved by the NC Department of Health and Human Resources, Division of Child Development and Early Education and available locally through Child Care Resource and Referral. The Director and one other staff person must be certified.

Absenteeism
NDCDC staff members are 12 month employees. All teaching staff are responsible for all work done during that time. A record of attendance will be kept on all employees of the NDCDC. Excessive absence will be noted on yearly performance evaluation and can be grounds for the nonrenewal of a contract.

Graduate assistants are hourly employees and fall under the university guidelines for graduate assistants. Relative to NDCDC teaching responsibilities, any substitute expenses
for time not worked by graduate teaching assistants will be the responsibility of the NDCDC. Graduate teacher assistants are required to make up time lost from absenteeism.

Sick Leave
- Report illness to Supervisor by 5am.
- Leave for appointments MUST be submitted in writing at least 2 weeks in advance on leave form

Vacation Leave
- Vacation leave MUST be submitted in writing at least 2 weeks in advance on leave form; No more than one person may be out for a doctor’s appointment or vacation
- In the case of an emergency it must be approved by the NDCDC Director.
- The appropriate leave request form must be submitted prior to the absence.

Paid Holidays:
New Year’s Day  Memorial Day  Thanksgiving (2days)
Martin Luther King  July 4th  Winter Holiday
Good Friday  Labor Day

Attendance Process
Children:
- Complete Attendance sheet daily as children arrive in the classroom with a A-absent, √-Present, submit completed attendance sheet by the 1st of the month to the NDCDC Director
- Parents must sign children in and out daily in notebook in classroom

Staff:
- Staff must complete daily sign in and sign out sheet
- Complete electronic Timesheet on a monthly basis and submit to NDCDC Director for approval by the 1st of the month for previous month’s time worked

Dress Code
The Nancy W. Darden Child Development Center serves as a model of professional standards. Staff must promote appropriate dress code as they provide a model for
professionals-in-training. Casual dress attire is appropriate in a child care setting however there are specific guidelines that must be followed:

- The type of clothing worn should not interfere with interacting with children or fulfilling duties in the classroom or on the playground.
- Neat, clean jeans (no holes, or large frayed areas) and shorts that are below the knee are allowed (no short shorts or short skirts).
- Shirts and tops must cover the midriff/abdomen in the front and back so that skin is not visible when bending and stooping. Low cut tops are not permitted. (no tank tops)
- Sturdy, comfortable shoes are required at all times. The infant room is a shoeless environment; socks or slippers are required at all times.
- Perfumes, scented lotions should not be worn to the NDCDC.
- Excessive jewelry should not be worn to the NDCDC. ECU does not accept liability for any accident or injury to a student caused by a child bumping against or pulling on jewelry, including pierced earrings and other items of decoration.
- Jewelry for areas of the body that are pierced other than the ears should not be worn in the classroom (i.e. eyebrows, nose, tongue, etc).

Fingernails should be kept short. Many germs are carried under fingernails. In order to comply with childcare regulations and help reduce the transmission of disease, it is important that staff, students, and children keep their fingernails trimmed and clean

**Students**

The primary purpose of the NDCDC is to provide training opportunities for students. Lead teachers are responsible for supervising all students who are observing or participating in the classroom. Occasionally, lead teachers will delegate the role of student supervision to the teacher assistant. Student supervision is an important component of the NDCDC program. Lead teachers observe student interactions with children. In cases of inappropriate student language or actions, the lead teachers share feedback as quickly as possible.

It is the policy of the NDCDC to not allow students to work with children without supervision. At no time are students left alone with one or more children. When a group of children is divided, the lead teacher or the teacher assistant will be in charge of the group.
Personnel Files
A personnel file for teaching staff will be maintained in the NDCDC office containing all of the following:

1. Emergency Information On Staff
2. Letter from the Division of Child Development indicating the decision regarding the provision of child care by the individual, based on criminal background check
3. Staff Medical Report (dated within 60 days of hire)
4. Staff Health Questionnaire (updated annually)
5. NC Education and Equivalency Information for Child Care Lead Teachers (lead teachers only)
6. NC Education and Equivalency Information for Child Care Teachers (teachers only)
7. NC Education and Equivalency Information for Administrators (Director and Assistant Director only)
8. Official Transcript/s and Diploma
9. Documentation of Staff Orientation
10. Record of In-service Training
11. Job Descriptions
12. A signed statement indicating review of each of the following:
   - Job description
   - Confidentiality Policy
   - Personnel policies (see faculty manual)
   - NDCDC operating policies
   - Voluntary enhancement information for child care facilities

Faculty reference checks, resignation, and termination procedures are on file in the Dean’s office. Graduate student reference checks, withdrawal, and termination procedures are on file in the Office of the Graduate School.

Volunteers
Persons interested in sharing time and talents with young children and the NDCDC staff are invited to volunteer. The NDCDC Director approves and monitors volunteer activities. Volunteers are not considered in the adult-child ratio. An abbreviated personnel file is kept in the NDCDC office for all volunteers including forms in accordance with the North Carolina Division of Child Development requirements. This file contains:
   - Staff Health Questionnaire
Emergency Information On Staff

Volunteers are directly supervised by NDCDC staff at all times, and at no time are left alone with children.

Federal Work Study Employees
The university provides support to ECU students through the federal works study program within Financial Aids Services. These students are employed by the NDCDC to provide support to the staff by various duties such as kitchen prep and the maintenance of the center. All employees at the NDCDC must have a criminal background check and health exam before entering the NDCDC.

Health Statement
Each staff/faculty member (and anyone who is counted in the adult-child ratio) will have an annual staff medical statement on file in that individual’s personnel file.

Substitute Teachers
Only individuals previously approved by the NDCDC director, and for whom the NDCDC has a personnel file, will be utilized as a classroom substitute. A substitute teacher’s personnel file must contain:

- Emergency Information On Staff
- Letter from the Division of Child Development indicating the decision regarding the provision of child care by the individual, based on criminal background check
- Staff Medical Report
- Staff Health Questionnaire (updated annually)
- NC Education and Equivalency Information for Child Care Lead Teachers
- Documentation of Staff Orientation

Community Outreach
The Nancy W. Darden Child Development Center is traditionally used as a training site for community college and high school child development classes in eastern North Carolina. In addition, local child care providers are invited to observe the classrooms and talk with the faculty.

Program Evaluation
The NDCDC will conduct an annual program evaluation to be submitted to the Department of Human Development and Family Science. The following components will be considered in a program evaluation:

- NC child care licensing regulations
- Recommendations from accrediting agency
- Parent survey results
- Summary of children’s assessment results
- Faculty feedback
- Lead teacher feedback
- Graduate teaching assistant feedback
- Student participation survey results

**Grievances**

Parents or guardians who have a grievance are encouraged to discuss these concerns directly with the faculty member with whom it is an issue. In the event that the parent or guardian and the faculty member are unable to resolve their differences, the parent or guardian is encouraged to direct the matter to the NDCDC Director. If the NDCDC Director is unable to help resolve the differences, the parent or guardian may request that the matter be directed to the NDCDC Grievance Committee for review. The NDCDC Grievance Committee shall be composed of the Director of the NDCDC, one Child Development and Family Relations staff or faculty member, and the Chairperson of the Department of Human Development and Family Science. Grievances may not be handled during regular classroom schedule or disturb the learning environment.

**Community Resources for Families**

**Abuse and Neglect Referral**

- Pitt County Dept of Social Services 902-1110

**Advocacy**

- Mental Health Association 902-2000
- Tedi Bear Children’s Advocacy Center 758-1200
- ARC of Pitt County 756-1056
Child Care
- Licensing Consultant 355-2430
- Child Links (resource and referral) 758-8885
- Martin-Pitt Partnerships for Children 756-1567

Counseling
- ECU Marriage & Family Therapy 328-4236
- Pitt County Mental Health Center 412-1600

Developmental Assessment & Evaluation Services
- Child Development Services Agency (CDSA) 737-1177
- Pitt County Early Intervention Program (B-36 mo.) 902-1600
- Pitt County Preschool Intake Coordinator (3 yr-5 yr) 830-3560
- TEAACH 830-3300

Environmental Health
- Pitt County Health Department 902-2300

Family Support
- Family Support Network 328-9332

Family Violence
- New Directions, Administration 758-4400
- Crisis Line 752-3811

Library
- Sheppard Memorial Library (Main Branch) 329-4580
- Children’s Section 329-4581
- East Branch 329-4582
- Carver Branch 329-4583

Long Term Care
- Howell’s Child Care 353-2437

Medical
- Pitt County Health Department 902-2300
- Pitt County Memorial Hospital 847-4100
Observed Holidays

August (1 week)  Center Closed for Staff Professional Development

  Labor Day Holiday
  ECU Thanksgiving Holiday

NDCDC Closed, ECU Winter Holiday (two weeks)

  ECU New Year Day Holiday
  Martin Luther King Holiday

  Good Friday
  Memorial Day

  Independence Day