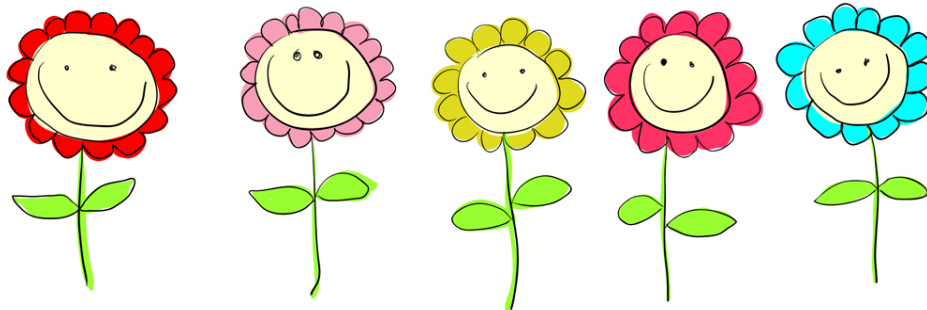


CHESAPEAKE COLLEGE
EARLY CHILDHOOD DEVELOPMENT CENTER



2017-2018
PARENT
POLICIES AND PROCEDURES MANUAL

CONTACTS:

Heidi Garlick, Program Director

(administrative items, schedule changes, etc.)

(410) 827-5801

Classroom Staff

(daily attendance, direct care of children, classroom activities)

(410) 822-5400, ext. 2297

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WELCOME

Welcome to the Chesapeake College Early Childhood Development Center (CCECDC). We are pleased that you chose us to provide your child with care and early education and we look forward to continued growth and open communication in our new relationship with your family.

Within the pages of this manual you will find our mission statement, philosophy, policies and procedures and enrollment information. It is of vital importance that you take the time to carefully read the manual in its entirety.

If at any time you have concerns with regard to a policy, procedure or your child's care, feel free to contact the Director or your child's Early Childhood Teacher. The telephone numbers are on the front cover of this manual. Please remember to sign and return the Manual Addendum that is included in the Enrollment Packet.

GENERAL PROGRAM INFORMATION

The CCECDC provides care for children ages 3 (toilet trained) through 7 whose parents are college students, staff, and faculty as well as from the community.

During the school year limited space is available for school-age children who have a sibling who attends the center full-time. During the summer months, school age care is offered to children completing 1st grade (or up to age 7) on an "as space is available" basis. Those who have a younger sibling attending will receive priority consideration.

The center is open Monday through Friday from 7:30 AM to 5:30 PM through the academic year. During the summer months (and in coordination with the Queen Anne's County Board of Education calendar) the center is open Monday through Thursday from 7:30 AM to 5:30 PM. Adequate advance notice will be provided to you in regard to all center closings due to holidays, college policy, professional development, emergency situations, etc.

CHILD CARE LICENSURE

The CCECDC is licensed by the Maryland State Department of Education Office of Child Care. The license number is 33335. The OCC Regional Office is in Easton, Maryland (410)-819-5801.

THE CENTER AS AN ACADEMIC SETTING AND USE OF VOLUNTEERS

In addition to our center functioning as a licensed childcare facility, we also serve as a learning site for students enrolled in the ECD Program, EMS Program, Nursing Program as well as an observation site for students enrolled in human development and psychology courses.

Students in the early childhood development program participate up to 10 hours each week throughout the spring semester in order to gain experience in planning and implementing an early childhood curriculum and in practicing appropriate classroom management techniques.

Since one of our primary goals is to provide the college students with valuable experiences on many levels, we thank you in advance for your cooperation in allowing students to become involved with your child in a supervised setting, as well as to participate in parent discussions, meetings, etc. should you be asked.

Our center also engages the help of volunteers on occasion. You will be notified when that occurs.

MISSION STATEMENT

The CCECDC is a licensed facility maintained for the education of college students preparing to work with young children and their families. The facility is administratively associated with the Division of Career and Technology and is programmatically dedicated to meeting the needs of college students in various education, human sciences and child development courses.

The mission of the CCECDC is threefold:

- collaborate with the Chesapeake College Early Childhood Development Program and local agencies to provide the college students with an educational atmosphere conducive to observation and the engagement in practicum classroom experiences in support of their classes
- serve as a model early childhood program for regional professionals
- provide a safe, nurturing environment where children of students, faculty, staff and the community can engage in both an individual and developmentally-appropriate curriculum

DIVERSITY AND INCLUSION MISSION STATEMENT

A guiding principle of the CCECDC is our abiding respect for the worth and dignity of each individual, along with sensitivity to the individual and group differences that make a diverse community. We view differences among us as steppingstones to the personal and intellectual growth of our children and we ensure that these differences are acknowledged, explored and supported with interest and respect.

Therefore, the CCECDC does not discriminate on the basis of race, color, learning or physical disabilities, individual health care needs, national / ethnic origin or sexual orientation in the administration of its admissions or educational policies.

PHILOSOPHY

Our program curriculum is based on current best practices and research and includes activities planned in the social, emotional, creative, physical and cognitive developmental domains. In order for staff members to meet with success in promoting competency and developmental progress within each of these domains, family involvement is highly encouraged and supported

When setting up the classroom, creating a daily schedule and writing curriculum, staff members consider:

- offering opportunities for peer interact in a developmentally appropriate environment
- planning activities that promote exploration, critical thinking, cooperative play and mutual respect
- planning activities that offer a balance of child initiated and teacher planned and directed activities
- how best to determine and honor each child's individual abilities, individual interests, primary language and cultural background

We believe that:

- the parent is the child's first teacher and we are here to offer them support
- the development of children occurs in a relatively orderly sequence, with later abilities, skills and knowledge building on those already established
- development proceeds in predictable directions toward greater complexity, organization and internalization
- development proceeds at varying rates from child to child as well as within different areas of each individual child's functioning
- development and learning occur in and are influenced by multiple social contexts

PROGRAM GOALS

In support of our mission and philosophy, our goals are to:

- provide an instructional climate for college students
- provide education, care and nurturing to each child enrolled
- embrace family input and support families in an effort to reach their goals
- utilize culturally appropriate practices
- utilize developmentally appropriate practices based on assessment results
- provide ongoing staff education and updates on current research/best practices
- plan for and implement ongoing program evaluation

In creating our goals, we realize that parents want their children to have the following:

- to be shown respect at all times by other children, staff and students
- comfort when their child is unsure, frightened, injured or ill
- constant protection from harm
- proper handling of emergency situations
- positive direction without rejection when he/she expresses frustration or anger
- understanding with respect to cultural and individual differences among children
- experiences that develop independence, competence and self-confidence
- opportunities to learn through play both indoors and outdoors
- scheduled time for group and individual activities
- scheduled time for eating, toileting and rest

By meeting our goals, we want your child to:

- feel comfortable in the child care environment
- receive care necessary to remain free from harm and in good health
- develop a positive self-image and to be confident in their abilities
- learn to value the rights of other children and adults
- to function productively in a group/social situation
- be able to channel aggressions and anger in an acceptable manner
- to develop self-control and a sense of right and wrong
- develop and widen language skills, both speaking and listening
- develop motor skills in a physical and rhythmical sense
- develop creativity and imagination through music, art and movement
- develop cognitive skills based on the child's developmental level
- be curious, to wonder, to seek answers to questions
- be successful in their future educational experiences

THE STAFF AS EDUCATORS AND ACTIVE LEARNERS

We are campus-based, so the nature of our program is educational as well as childcare oriented. As a result, many of our staff carryout professional responsibilities in addition to their positions here at the center. These endeavors serve to enhance the quality of the program that we offer and allow us to provide valuable education to area childcare providers.

It is important that you comply with our policy regarding the closing of the center at 5:30. Evening courses begin at 6:00 PM and the half-hour between is necessary for the staff to travel and prepare to take or teach classes. Late arrival will result in a charged to your account per our Fiscal Policy.

ABOUT OUR STAFF

Staff members are selected based on a combination of their education credentials and amount of experience in an early childhood setting. When selecting staff, consideration is also given to personal qualities such as patience, tolerance, level of energy, and genuine respect for children and other adults.

Staff members are credentialed through the Maryland State Department of Education and must meet the following requirements for annual renewal:

- successful completion of at least 24 hours of continued education
- engage in a number of professional activities both inside and outside the center

Heidi Garlick is the center Director. In 1975 she received a B.S. Degree in Elementary Education with a concentration in the field of Early Childhood Development from Salisbury State College. She has been with Chesapeake College since 1990, first as a classroom teacher, then as administrator and associate faculty since 1994. She lives in Easton with her husband John and Schooner the "wonder dog" (gee I wonder where there's more food). Her interests include driving her "GT", playing the guitar, dabbling in composing music and poetry, Civil War history and crossword puzzles (a genetic trait from her dad).

Susan Haddox is a full-time teacher in the 2-3 year old classroom and has been at the center since 1994. In 1979, she graduated from Essex Community College with an A.A. Degree in Early Childhood Development. Sue is actively involved in the professional growth of other childcare providers by teaching continuing education courses. Sue lives in Centreville with her husband Bill, her daughter Alana, and Lucky who is literally a lucky dog. Her interests include camping, the "Bear's", "cruising in the Avalanche", going to the beach and attending the Canadian Football League Grey Cup each year.

Lou Anne Hudson has been employed at the center since 1996 and comes to us with years of experience as a family care provider accredited by the state. She is an excellent addition to our staff and works as co-teacher in the 4's-5's room. Lou Anne lives in Chester with her husband Joey and her children Kayla and Tyler.

Erin Mack has been employed at the center since January 2013 and comes to us with experience substituting in an at-home child care center. She earned her A.A. Degree in May of 2013. She lives in Denton with her twin sons Brady and Blain.

Tiffany Wright has been employed at the center since 2006 and works with Miss Sue. She lives in Denton with her awesome son Christopher. She enjoys shopping and spending time with her family.

Each semester, college students may be hired through the Federal Work Study Program to work up to 15 hours per week. They are required to meet the MSDE Office of Child Care requirements including a medical report, CBC, and an orientation session. Your child's lead teacher will introduce those students to you as they are hired.

ENROLLMENT PROCEDURE

In regard to enrollment, the ECDC does not discriminate on the basis of race, color, learning or physical disabilities, individual health care needs, national/ethnic origin or sexual orientation.

We encourage visits prior to enrollment, in order to provide a smooth transition for children. The amount of visits will vary according to the child's needs.

There will be a four week period of time where we will need to communicate closely with each other to determine if our program is right for your child and if we can meet their needs. If there are concerns or issues relating to the care of your child on either the part of the parents or staff, they will need to be addressed within this timeframe so a decision can be made regarding continued enrollment.

ENROLLMENT RECORDS

All children are required to have on file, certain health and emergency forms as required by the State Child Care Administration. The following forms, which will be provided to you when you visit, must be in our possession before your child can be left at the center:

- Health Inventory (Part I Parent and Part II Physician)
(includes Immunization Record and Lead Screening Addendum)
- Emergency Card State Quality Child Care Booklet Acknowledgement Form

The following forms are required according to CCECDC policy:

- Emergency Information (for "Emergency To Go Bag")
- Child Care Agreement
- Parent Handbook Acknowledgement
- "All About Your Child" form
- Parent Schedule (if on campus)
- Photo Release and On-Campus Field Trip Forms

ATTENDANCE

It is the responsibility of the parents to sign the child in and out of the center on a daily basis. For your convenience, attendance sheets are placed on the counter in the entrance hallway. Your cooperation is vital, as these records are not only required to meet state licensing and food program requirements; more importantly to you they ensure the safety of your child during fire drill procedures, and in the event of an emergency on campus.

If your child is going to be absent, please notify the center by calling center staff at 822-5400, ext. 2297. and let them know the reason for the absence so that it can be recorded. Please be advised that payment will be due whether your child attends or not. If your child is absent for (2) consecutive weeks without notification, enrollment will cease and the space will be filled by another family.

Parents must provide in writing, at least 2 weeks' notice of discontinued enrollment, permanent schedule changes or absence due to vacation, camps, etc.

Parents who are students enrolled at the college, are required to provide the Director with a current schedule prior to the beginning of classes each semester. These parents must also submit tuition waiver form when requesting tuition to be waived due to their Instructor canceling a class during the semester.

PARENT CHECKLIST

- Have I paid the registration fee and submitted all attendance forms?
- Did I provide extra sets of weather appropriate clothing for my child?
- Does my child have a blanket if he/she is here during rest-time?
- Are my child's shoes safe for play, do they have a hat/coat, gloves for outdoor play?
- Does my child have a nutritious lunch that does not require heating?
- Is there someone available to pick my child up should they become ill or injured?
- If I work a distance away, is there someone local to pick my child up in the event of illness or inclement weather?

PREPARING YOUR CHILD FOR THEIR FIRST DAY

Please plan on visiting the center with your child as many times as you would like prior to their first day. If you both meet the staff and your child has the opportunity to spend time visiting, to engage in activities and to see where their cubby will be, it will help in their adjustment to the new environment.

Our goal is to provide a smooth and comfortable transition for your child from home or another child care setting into ours. Our collaboration will make this successful. Prior to your child's day, mention the name of their new teacher, so that it will remain familiar to them. Remember to pick-up a newsletter so you'll be familiar with your child's activities.

COMMUNITY RESOURCES

A list of Community Resources and Events are posted on our Parent Bulletin Board. Look for updates and new events in our Parent Newsletter as well. With the assistance of staff from CHESAPEAKE HELPS, a Resource and Referral service housed in our facility and our Parent Committee, we were able to develop this information for you. We meet with the staff of CHESAPEAKE HELPS on a monthly basis to update information and to add more resources as they become known to us. Keep an eye out on how the community is involved in our curriculum.

POINTERS FOR PARENTS

Encourage your child to tell you about his/her day. Ask specifics such as "Can you tell me about what you made in art?" rather than something general like "How was your day?"

Realize that your child is different; your child is an individual. Please do not compare him/her or their completed projects to other children, even those of the same age.

Feel free to ask questions and make suggestions to the staff. You know your child best!!

Let the staff know if there are any changes in your personal life that might have an effect on your child's behavior/mood while at school, so that we can be responsive to their needs.

Adjust your child's bedtime, if necessary, to allow them to adjust to the earlier hours and to meet the demands of a higher energy level required throughout the day.

It's not always easy to do something new. Please be prepared that your child (or even you) may be anxious and emotional at the beginning, we will be looking for a hint from you to us or vice versa, when it is time for you to leave and for us to take over. Our staff have been through many years of "first days" and are able to successfully help you and your child through yours.

Once your child is comfortable separating from you, and secure in the new environment, you will be able to visit at anytime. We ask that you be patient during the transition time, as surprise visits before they are secure, may result in unnecessary anxiety for them.

CURRICULUM

Our educational curriculum is based on the MSDE approved Creative Curriculum for Preschool which aligns with state early learning standards along with some tried and true "teacher chosen themes". You will receive much more detailed information on the curriculum throughout the year in our Monthly Parent Newsletters.

Rather than moving to a new topic each week, the Creative Curriculum is comprised of Studies that can last anywhere from 2 to 4 weeks and include ongoing "investigations" allowing your child to inquire about and explore further into the topic as well as to learn about other closely related topics.

The Studies are:

Beginning of the Year

Trees

Bread

Holiday Celebrations

Clothing

Buildings and Roads

Reduce-Reuse-Recycle

Balls

Boxes

Pets

Weekly Summer Themes to be scheduled

Each Study includes "intentional learning experiences" that promote growth and development in the following developmental domains:

Social-Emotional

Physical

Language

Cognitive

Literacy

Mathematics

Science & Technology

Social Studies

The Arts

Each Study is comprised of "investigations" and includes learning experiences, family involvement and visitors. Planned activities are culturally competent, age-appropriate, domain-based and reflect the developmental needs, interests, skills and individuality of each child. The "investigations" are planned to provide for individual, small and large group learning opportunities and the curriculum provides support for our teachers in planning "differentiated instruction" to meet the needs of each child.

In addition, we collaborate with the local school system to ensure that school-readiness goals are being met. The investigations are based on results of ongoing observations, developmental assessments, IEP's, if provided, and information gained from families about their children.

LEARNING CENTERS & MATERIALS

As part of our curriculum planning, materials, manipulatives, props, reading materials, etc. in the learning centers are enhanced/rotated upon assessments to meet the children's needs, weekly to support the unit theme of study and seasonally to support environmental changes. Learning materials used in the classrooms are age and developmentally-appropriate, are easily accessible to the children, promote multiple modes of exploration and learning; reflect the children's interests, culture and language, and support children of all abilities.

Circle Time During this meeting time your child engages in meaningful experiences such as conversation within a large group, listening to stories, storytelling, language experience stories, singing and movement, show-n-tell and developmentally-appropriate games that relate to the weekly unit theme. Also, this is the time they have the opportunity to read their names as well as the names of their friends and also receive their "job for the day".

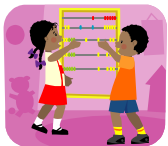
Art Children experience art through the freedom of touching, feeling, pulling, twisting, tearing, bending, scraping, and much more. They enjoy experimenting and creating colors, lines, shapes, and objects of different sizes with varied materials while developing and refining small muscle movement.

Music/Movement These activities provide children the opportunity to use their bodies for learning and exploring their surroundings, building awareness by listening to many sounds. They experience the release and freedom of body movement. Children are encouraged to test their vocal and kinesthetic abilities and have fun while experimenting. Literacy skills development as the children begin to recognize the written words of songs and to use memory skills as they engage in the repetition of familiar songs.

Blocks In this large area, children stack, count, measure, weigh and learn about number concepts with a variety of blocks and accessories. Hand-to-eye coordination and small motor skills are developed. Children acquire respect for working together and engage in problem solving through trial and error. Their imagination comes into "play" as they design structures and if their structure falls, your child will most likely try a different approach until they are satisfied.

Dramatic Play

We invite children to make believe with the use of dress up clothes, props and child-sized furniture. They learn about careers, learn to share, make friends and express different emotions in a safe environment. Children begin to acquire life skills such as buttoning.



Math Through engaging in activities in the math center, children have the opportunity to count, sort, classify, put things in order and use patterning. A wide variety of the activities provide opportunities for 1-1 correspondence, and all important concepts in acquiring counting skills. Math is a way of learning about concepts such as "same" or "equal" and "small, smaller, smallest", etc.

LEARNING CENTERS & MATERIALS

(continued)

Science and Discovery

It is here that children have the opportunity to engage in hands-on real life experiences and activities that encourage discovery skills. They take part in experiments based on the "scientific method". Activities include: magnets, magnifiers, caring for living things and exploring various sensory materials.

"Interactive" Technology

will offer carefully chosen software that promotes "readiness skills" and will be limited to 30 minutes per week.



Sand and Water

Children have the opportunity to explore early science and math concepts through the manipulation of sand, water, barley, or other materials that are placed into their table along with various accessories. Small motor skills, social connections, expressive and receptive language skills and sensory-motor skills are developed in this area.

Literacy (Reading and Writing Readiness Skills)

The "library" offers a quiet place where children can relax on soft comfy furniture. In this area your child explores and enjoys the world of literature while enhancing reading readiness skills.

Our "writing center" offers an assortment of utensils, paper, envelopes where children enhance their small motor skills and writing readiness skills. Here they can create, draw and write.

In addition, the staff will work with your child as they make weekly entries in their formal journals.

DAILY SCHEDULES

While the main aspects of our daily schedules remain consistent to provide children with routine and familiarity, the timing of activities or even the activities themselves may vary according to the children's interests and to reflect the individual needs of each child including those with learning and physical disabilities, special health care and dietary needs, diverse cultural backgrounds and primary language considerations.

We strive to allow children optimum time to develop creative use of their imagination during self-directed play. Research shows that children need at least 30 minutes of uninterrupted time, if not longer, to make decisions, to explore and to interact with their own environment in a way that will promote learning and for them to have the opportunity to make decisions on what activities they wish to engage in and when to end an activity and begin another. Daily schedules will include experiences in the following domain areas: Social and Personal Development, Physical Development, Language & Literacy, Fine Arts/Creativity, Cognitive Thinking, Mathematics, Science & Technology, and Social Studies

THREE'S DAILY SCHEDULE

(subject to change depending on interests and activity levels of the children)

The main aspects of our schedules remain consistent in order to provide the children with routine and familiarity and at the same time reflect the individual needs each of our children including those with learning and physical disabilities, special health care and dietary needs, diverse cultural background and primary language considerations.

- 7:30 Welcome Families (social studies, social/emotional, language, writing)
- 8:00 Handwashing/Set the Table (health, responsibility for well-being, self-help)
Breakfast (health, nutrition, social/emotional)
- Small Group & Self-Directed Activities (social/emotional, language/literacy, reading & writing, small/large motor, science, math, social studies, spatial, music/art/dramatic arts)
- 9:30 Transition Activity to Circle Time
Circle Time (social/emotional, language/literacy, reading & writing, small/large motor, science, math, social studies, spatial, music/art/dramatic arts)
- 10:00 Theme-Based Transition Activity to Toileting and Outdoor Play
Toileting / Handwashing (health, responsibility for well-being, self-help)
Outdoor Play (physical, health and well-being)
- 10:30 Handwashing & Snack (health, nutrition, responsibility for well-being, self-help)
- 10:45 Theme-Based Transition Activity to Small Group & Self-Directed Activities
Small Group Activities & Self-Directed Activities (social/emotional, language/literacy, reading & writing)
Journals, small/large motor, science, math, social studies, spatial, music/art/dramatic arts)
- 11:45 Theme Based Transition Activity to Handwashing & Lunch
Hand washing & Lunch (health, nutrition, responsibility for well-being, self-help)
- 12:15 Toileting / Handwashing (health, responsibility for well-being, self-help)
Outdoor Play (physical, health and well-being)
- 1:00 Toileting / Handwashing (health, responsibility for well-being, self-help)
Rest Time (health, self-care)
- 3:00 Toileting/Handwashing & Snack (health, nutrition, responsibility for well-being, self-help)
- 3:30 Self-Directed Activities (social/emotional, language/literacy, reading & writing, small/large motor, science, math, social studies, spatial, music/art/ dramatic arts)
- 4:00 Transition Activity to Toileting and Outdoor Play
Toileting / Handwashing (health, responsibility for well-being, self-help)
Outdoor Play (physical, health and well-being)
- 4:45 Self-Directed Activities or Outdoor Play
Good Bye to Families (social studies, social/emotional, language)

FOUR'S DAILY SCHEDULE

(subject to change depending on interests and activity levels of the children)

The main aspects of our schedules remain consistent in order to provide the children with routine and familiarity and at the same time reflect the individual needs each of our children including those with learning and physical disabilities, special health care and dietary needs, diverse cultural background and primary language considerations.

- 7:30 Welcome Families (social studies, social/emotional, language, writing)
- 8:00 Handwashing/Set the Table (health, responsibility for well-being, self-help)
Breakfast (health, nutrition, social/emotional)
- Small Group & Self-Directed Activities (social/emotional, language/literacy, reading & writing, small/large motor, science, math, social studies, spatial, music/art/dramatic arts)
- 9:00 Theme-Based Transition Activity to Morning Meeting
Morning Meeting (social/emotional, language) Jobs, Calendar, Weather, Count Friends & Graph, News, Pledge
- 9:30 Theme-Based Transition Activity to Toileting and Outdoor Play
Toileting / Handwashing (health, responsibility for well-being, self-help)
Outdoor Play (physical, health and well-being)
- 10:00 Circle Time Reading, Letter of the Day, Sign Language, Music Activity (social/emotional, language/literacy, reading & writing, small/large motor, science, math, social studies, spatial, music/art/dramatic arts)
- 10:15 Theme-Based Transition Activity to Handwashing & Snack
Handwashing & Snack (health, nutrition, responsibility for well-being, self-help)
- 10:30 Small Group Learning Activities, Centers and Self-Directed Activities (social/emotional, language/literacy, reading & Writing) Journals, small/large motor, science, math, soc studies, spatial, music/art/drama arts
- 11:45 Theme-Based Transition Activity to Hand washing & Lunch
(health, nutrition, responsibility for well-being, self-help)
- 12:15 Toileting / Handwashing (health, responsibility for well-being, self-help)
Outdoor Play (physical, health and well-being)
- 12:45 Theme-Based Transition Activity to Toileting
- 1:00 Rest Time (health, well-being)
- 3:00 Transition Activity to Toileting/Handwashing & Snack (health, nutrition, responsibility for well-being, self-help)
- 3:30 Outdoor Play (physical, health and well-being)
- 4:30 Toileting / Handwashing (health, responsibility for well-being, self-help)
Self-Directed Activities (social/emotional, language/literacy, reading & writing, small/large motor, science, math, social studies, spatial, music/art/dramatic arts)
- 4:45 Self-Directed Activities
Good Bye to Families (social studies, social/emotional, language)

SUPPORTING TRANSITIONS

When transitioning into our program, during transitions within the program or when leaving our program, the parent, Director and staff will meet to develop a transition plan for each of the children. Plans will be individualized based on the child's needs and will consider development level, learning or physical disabilities or special health care needs.

A series of visits will be scheduled to support each transition and after a conference with the parents, current assessment results, Plans of Action, portfolio documentation and IEP's will be transferred to the new teacher within the center or to another requested location.

ECDC Staff will attend an annual articulation meeting with our local school system to ensure a smooth transition for children entering Pre-K or K.

PARENT INVOLVEMENT AND COMMUNICATION

We are privileged to play such an important role in the lives of the families enrolling their children at our center. It is our goal to bring a stable influence to these families and by being reliable, trustworthy and sensitive to their needs.

Communication is our greatest tool and comes in many forms including but not limited to the following:

- Telephone and e-mail contact
- Day to day parent/caregiver contact
- Information board
- Parent education
- Written communication (letters, newsletter, memos, positive day notes, incident notes and injury reports, Parent handbook, written evaluations)
- Conferencing

The use of social media/networking between staff and parents as a way of communication is restricted.

We feel that direct contact with parents on a daily basis is vital and is the most successful way of sharing with you about your child's progress. We know you love to hear about what your child has accomplished during the day. If direct contact with your primary provider is not possible, they will leave a note or ask another staff member to communicate with you verbally.

If you have a concern regarding your child at any time, please see the appropriate classroom teacher so the situation can be evaluated a plan of action can be created if deemed necessary.

Parent involvement is welcome at our center. Some ways to be active are:

- we have an open door policy-visit for play, story-time, an art activity or a class party
- volunteer time in the classroom/ share talents/chaperone a field trip
- talk with your child daily about what they did at school-ask specific questions
- read Parent Newsletters and remain aware of posting on front door and classroom boards
- participate in parent conferences and education sessions

PARENT CONFERENCES

Parents are asked to participate in 2 conferences per year during the months of December and May. Additional meetings may be requested at any time. Progress and Planning Reports will be distributed in December, March and May of each year. During your conference, your child's teacher will review their developmental progress and a Plan of Action will be created if it is deemed necessary. At that time, we will also ask you to re-familiarize us with your family customs, traditions, occupations, interests and invite you share any of these with us.

**ANNUAL CALENDAR OF
OPPORTUNITIES FOR PARENT VOLUNTEERISM**

JANUARY (Clothing Theme Study) share skills in regard to sewing
read to children / plan and an activity

FEBRUARY (Music Theme Study) attend/assist at Valentine parties
share musical talents
read to children / plan and an activity
assist with 100 Days Party

MARCH (Buildings / Roads Theme Study) attend/assist at Easter parties and Egg Hunt
read to children / plan and share an activity

APRIL (Reduce, Reuse, Recycle Theme Study) attend Field Trip to Oxford Park
read to children / plan and an arts activity

MAY (Balls/Movement Theme Study) assist in setting up a ball-themed field day
share knowledge of "ball sports" with children
read to children / plan and share an activity

JUNE (Boxes Theme Study) invite parents to bring a box and make "their house" with child
read to children / plan and share an activity

JULY (Pets Theme Study) invite parents to visit with pets
read to children / plan and share an activity

AUGUST (Class Choice Unit themes) attend/assist at end of summer event
read to children / plan and share an activity

SEPTEMBER (Beginning of the Year Unit Theme) attend Field Trip to the National Aquarium
read to children / plan and share an activity

OCTOBER (Trees Unit theme) visit to share pictures of trees at home or in your community
attend/assist at Halloween parties
assist with campus-wide Trick-or-Treating
read to children / plan and share an activity

NOVEMBER (Bread Unit theme) assist with planning Annual Fall Harvest Dinner
volunteer to help during Book Swap
share baking talents
read to children / plan and share an activity

DECEMBER (Celebrations Around the World) share family holiday traditions and celebrations
read to children / plan and share an activity
assist with annual Fund Raiser

CONTINUOUS PROGRAM IMPROVEMENT

Our program engages in continuous program improvement through in-house evaluations, visits from MSDE Excels Quality Assurance Monitors, performance of annual MSDE Early Childhood Environmental Rating Scales, and 3-year renewal of our MSDE Accreditation.

EVALUATING CENTER COMPONENTS

Ongoing evaluation/assessment of our program is important to ensure that we are:

- meeting the needs of our families and the children as individuals
- meeting school readiness goals for our children entering Pre-K and K
 - meeting program goals and objectives
- managing the center effectively in terms of cost, time and energy
 - using this information as a basis for future planning

PROGRAM EVALUATION

On an annual basis coinciding with program evaluations and ongoing throughout the year, we will involve you, the parent, in our evaluation process. This process includes:

- Enrollment Interview (4 weeks after) and an Exit Interview (2 weeks after)
- Parent Orientation, Conference/Workshops Evaluations and an Annual Program Evaluation by Parents/Staff

These tools will help us to ensure that we are meeting your needs and to allow us to make any changes possible in order to do so. Of course, we ask that you express concerns you have immediately throughout the year as they arise.

CHILDREN'S EVALUATION (ASSESSING DEVELOPMENTAL PROGRESS)

Because the goals of our program revolve around expectations in regard to the development of the children and meeting school readiness goals, it is important to evaluate if those goals are being met.

Initially an Ages & Stages Developmental Screening Tool will be conducted by parents prior to enrollment and within 45 days thereafter by staff.

During the months of November, February and May a CC Developmental Assessment will allow the classroom teacher to provide detailed feedback on your child's progress. Samples of writing, artwork and other developmental indicators will be placed in your child's portfolio to illustrate their progress.

The staff engage also in ongoing observation of the children to determine if there are developmental needs we can address by providing additional individual and/or group activities. Observations are placed in the child's portfolio.

You will be asked to engage in parent conferences in December and May of each year to discuss your child's progress. A sign-up sheet offering hours that will meet your needs will be placed on the sign-in counter. We may also ask to meet with you throughout the year in addition to conferences, and we encourage you to do the same.

STAFF EVALUATION

Formal staff evaluations are conducted 3 months after employment and then each June, enabling us to analyze what is being done well, and in what areas growth and change can occur. At that time, Professional Development Plans will be formed based on performance assessment results.

In addition to these evaluations, other evaluative tools include self-evaluations and team evaluations. The Director will perform ongoing observations of staff, documenting areas that are meeting appropriate practice and any that might need improvement. These observations will be discussed with the employee on a regular basis so that any necessary changes can be made on an ongoing basis.

STAFF DEVELOPMENT

The ECDC will close for 2 days per year and at 5:00 once per month for Staff Development. This time will be spent reviewing specific topics such as new program practices in regard to administration, emergency management, curriculum, pending policies and changes in regulations.

PROFESSIONAL DEVELOPMENT

In terms of professional development, early childhood staff members are involved in a growth process much like the children we care for. We constantly strive to:

- seek additional knowledge on child development & review current research and apply best practices
- find new and exciting ways to present curriculum information
- enhance skills in the management of children in a group setting

An annual Professional Development Plan is created for each staff member in coordination with yearly performance appraisals. All staff within 3 months of employment will be assisted in applying for the "Maryland Child Care Credential" issued by MSDE.

Staff members are expected to take 24 hours of continued education (to be paid for with an MSDE voucher or the CCECDC. In addition, the following items will be addressed during staff meetings: Medication Administration, Emergency Protocol, Developmentally Appropriate Practice and Conflict Resolution.

In addition to continued education, all staff members are required to participate in a number of professional activities as well, such as serving on early childhood committees, Advisory Boards, teaching classes, or volunteering their time and skills at a local Child Care Resource and Referral Center.

Heidi Garlick, Sue Haddox, Lou Anne Hudson, Erin Mack, Lisa Smith and Tiffany Wright have been awarded the Maryland State Department of Education Child Care Credential which is re-issued annually based on continued education hours and professional development activities.

STAFF COMMUNICATION

In order for our staff to provide the best care possible, we must communicate closely in all aspects of the program. This is accomplished by:

- direct interaction on a daily basis
- memorandums and the use of a log book
- informal staff meetings held on as needed basis
- formal staff meetings are held on a monthly basis

ADDRESSING CONCERNS WITH PROGRAM

Please know that we want to provide you with the highest quality of care for your child. In order to accomplish that, it is important that you communicate concerns with any aspect of the program as soon as they arise.

If a concern arises in regard to administrative issues such as billing, center closings, center staffing etc. please see the Director, Heidi Garlick or call at 410-827-5801.

If a concern arises regarding the direct care of your child, please see your child's classroom teacher or call them at 410-822-5400, ext. 297 (the best time is between 1:30 and 2:30 when the children are at rest). If you work together to move toward a positive resolution and your concerns are not yet resolved, the teacher will contact the director and we will continue to work together until issues are resolved to your satisfaction.

REST TIME

As stipulated by MSDE Office of Child Care, children who spend a full day in a child care center are required to have a period of rest. Relaxing music is played. Quiet activities are provided to children as they begin to wake up, and to non-sleepers after they have rested quietly for 45 minutes. We will provide cots and ask that you provide a crib or single size sheet, a blanket and a small pillow. Storage space is limited so please do not bring larger pillows, sleeping bags, etc.

PETS ON-SITE

We have fish tanks in each classroom and a turtle in Sue's room. The turtle is not directly accessible to the children for health reasons.

MEDICATIONS

Medication will be administered only after a Medication Administration Authorization Form has been completed and signed by the Physician and Parent. Forms are available in our office, or your Physician may have a supply. Medicine must be handed to a staff member. In order for us to administer medication or topical ointments, the child must have received at least one prior dosage, to ensure there are no allergic reactions.

Prescription Medications must be in the original container labeled by the pharmacy or physician including the child's name, expiration date and time/amount of dosage.

Non-Prescription Medications must be labeled directly on the original container with your child's name in permanent marker.

Topical Ointments must be labeled directly on the original container with your child's name in permanent marker. Topical ointments do not require an Authorization form. Medicated topical ointments do not require an Authorization form.

EMERGENCY MEDICAL CARE

Minor injuries result in:

- immediate first-aid by the staff and documentation of injury
- parents notified immediately if deemed necessary otherwise when they arrive

More serious injuries result in:

- our immediately calling the campus EMT first and 9-1-1 if deemed necessary
- parents notified immediately
- injury documented & report filed with the Office of Child Care should parents seek medical attention

The Director and EC Teachers are trained in CPR and First-Aid. First-Aid Kits are located in the hall and the kitchen. A Defibrillator is located in the hallway. Please be sure to keep your Emergency Contact information up to date by advising us of changes in phone numbers or additions/deletions to your Emergency Contact List.

ILLNESS OF CHILDREN

If a child develops any of the following symptoms, the child should not attend the center. If symptoms appear, the parent will be contacted to plan a course of action that will include pick-up of their child within 1 hour:

- fever of 101 degrees or higher
- vomiting/diarrhea during their stay
- actively running nose, deep cough, earache
- conjunctivitis (pink eye) / head lice or other infestation
- unexplained rash, sores or suspected communicable disease
- general discomfort and inability to be successfully comforted by staff

Your child may return to the center **24 hours** after symptoms end. A physician's note is required for illness resulting from a communicable disease or absence from the center for 3 or more days. Please call us when your child will be absent to report a medical condition of any kind. Be sure your child is well enough to return and to fully participate in both inside and outdoors. Sufficient staffing is not available to stay inside with individual children.

INCLEMENT WEATHER

When inclement weather or other such events necessitate late opening, early closing or full-day closing of the college, the center is included in those decisions. The following media outlets will broadcast weather related announcements:

- Chesapeake College (410) 822-5400 or www.chesapeake.edu
- Set up a Twitter account and request to receive **ChesCollAlerts**
- Radio: WCEI 96.7 FM or WNAV AM TV: WBOC 16 / WJZ 13 / WMDT 47

EMERGENCY CRISIS MANAGEMENT

In order to ensure the safety of your child while they are attending the ECDC, we have established an emergency/crisis management protocol.

You the parent/guardian, will be required to submit an Emergency Contact Card and an Emergency Information Form on or before your child's first day of attendance. The Contact Card is for daily use, the Emergency Information Form provides us with more detailed information about your child (ex: identifiable markings, photograph) and will be kept in the "Emergency To Go" bag in the office. By returning this form you are assisting us in completing the first step in our protocol:

Have in our possession vital information should we be required to evacuate the building or campus and need to show identification for the children in our care

Documentation and medications pertinent to the health of any child in attendance will be readily available for transport to the host building or off campus site. This procedure will ensure that we meet the second step in our protocol which is:

Have in our possession medical information and medication and/or other "items of care" for each child with a known health condition

As mentioned, there is an "Emergency To Go" bag with records on the children along with first-aid kits, flashlights, radios, tools and other items we might need in the event of an emergency. Also, in the office is a supply of water and food, clothing and children's activities that would be transported to the designated evacuation building or off campus site. With the "Emergency To Go" bags and the immediate availability of these other essential items, we are completing the third step in our protocol:

Have in our possession up to date disaster supply kits including documentation, food, water, clothing and activities.

In the event of any type of emergency such as but not limited to weather, environmental hazards, or potential acts of violence, a designated staff member will check attendance and compile an accurate attendance list to take to a host facility. In addition to reviewing the attendance of children, a staff member will also account for all staff and visitors during the evacuation process.

The staff is prepared with the items necessary to perform a "lockdown" should circumstances require us to do so. We also have readily available emergency contact numbers such as the college Public Safety Officer, campus security and the Sheriff Department. You will be notified in the event of a lockdown event; however we ask that you do not attempt to pick your child up until you are re-contacted with a request for pick-up.

Should weather related incidents require us to move to the interior rooms of the building, all blinds will be drawn and we will use the kitchen, the 2 restrooms in the classrooms and the office if needed. Should an emergency arise that requires us to evacuate the building, we will move to the Gymnasium, behind and just off to the right of the center.

EMERGENCY CRISIS MANAGEMENT (continued)

Should a campus-wide emergency require us to evacuate the campus, a sufficient number of employees will assist in transporting the children. The county emergency response organization will work with CC's Public Safety Officer to ensure timely evacuation. The ECDC will evacuate to **Day Care, Inc.** in Centreville. With these arrangements in place we are completing the fourth step in our protocol: ***Ensure that current, effective procedures for an orderly emergency response and/or evacuation are in place.***

Parents will be contacted to discuss arrangements for pick-up of their children. If circumstances require a change in the evacuation site, parents will be contacted. If necessary you may call Heidi at 410-714-0298 or Sue at 410-490-5062 to receive updated information on the evacuation, but please remember that all staff will be highly involved in providing for the needs of every child in attendance. Be assured that staff members will be assigned to the task calling parents as soon as it is safe to do so. With this procedure in place we are completing the fifth in our protocol: ***Staff will be designated to ensure that updates on the evacuation with time and place for pick-up of children will be communicated to the parents as soon as we are settled and safe.***

In the aftermath of an emergency/crisis event, staff ECDC staff will assemble to develop appropriate follow-up including the close evaluation of procedures taken, making changes in protocol if necessary and to take steps to ensure that the children feel safe and protected when they return to the center. This is our sixth and perhaps one of the most important steps in our protocol: ***Staff members will engage in ensuring that counseling and/or other professional services are available to families and that procedures are closely evaluated to ensure continued readiness. All emergency supplies and materials will be immediately replaced and/or updated.***

BUILDING SECURITY PROCEDURES

Only staff and parent/guardians will receive an access code to the classrooms and back door. Everyone else will be asked to use the intercom system to announce their need to access a classroom.

FIRE, HAZARDOUS WEATHER AND UNSAFE CONDITION DRILLS

We will engage the children in monthly fire evacuation drills in addition to drills for securing ourselves safely for hazardous weather or other unsafe conditions. As part of our curriculum we include a unit in regard to personal safety and precautions we can take both at school and at home. Is your family ready?

AUTHORIZED FOR PICK-UP

Your child will not be released to any person(s) not included on your Emergency Form. In the event of an emergency and you need someone not on the list to pick your child up, call the center in advance so a staff member can record the information. Anyone not on the list will be asked to show picture identification and to sign the enrollment sheet next to your child's name when they arrive.

PARKING

A drop-off entry is located in front of the center. Please use this area only for quick drop off and pick up. If you will be spending time speaking with a teacher or going across campus for any reason such as taking an older sibling to a summer day camp please park over to the side by the tennis court. When at the ECDC, remember to turn your vehicle off, do not leave unattended children in your vehicle and always have your child/ren in an approved safety restraint until you come to a complete stop.

VEHICLE SAFETY RESTRAINTS

If it becomes necessary for you to leave a safety restraint for your child, please be sure that it is clearly labeled with their name and placed by the sign-in counter of the room your child is in, rather than near the entryway.

TRANSPORTATION

If the staff feels for any reason that a parent arrives in a condition that will hinder the safe transport of their child, campus security and the local Sheriff's Department will be contacted immediately. ECDC staff will schedule transportation for field trips. In the event of an immediate need for evacuation, Md State Police have ok'd transport without safety restraint to our designated sight at Day Care Inc, in Centreville.

The staff of Chesapeake College, the ECDC and the Chesapeake Child Care Resource Center will not be held financially or legally responsible for injuries incurred from an on-site accident or while transporting children for field trips or during an emergency evacuation. All expenses incurred from an accident, injury or following emergency procedures are the full responsibility of the child's family.

ABUSE AND NEGLECT

We will not allow or accept any child within our program to be neglected or abused by an employee, parent/guardian or another child. Staff are trained to be aware of the signs of neglect & abuse on the part of peers, parents, guardians, or other children. Any signs of neglect or abuse will be discussed in confidence and then, should circumstances warrant, a report will be made to DSS.

CHILD CUSTODY

If a non-custodial parent is not authorized to pick up a child, we must receive a certified copy of the court order confirming that they do not have visitation rights. Without such a court order the law grants joint custody and we are not allowed to refuse the release of a child to either parent.

PHOTOGRAPHS AND ON CAMPUS TRIPS

With your permission, distance photos/videos of children may be taken for marketing. You will be contacted in advance for your approval should the college wish to place photos in a publication or newspaper. Distance photos may be taken for academic assignments and then cleared from college tablets by faculty. You may decline to have your child included in photos or videos by indicating your preference on the Photo Release Form included in your Enrollment Packet.

Parents make take a photo/video of their child while at the ECDC that **DOES NOT** include identifiable close-ups of the other children. Staff may use the ECDC camera to take photos of individual children and may send them directly to that parent through college e-mail. Group photos or videos that would allow a child to be identified may be posted only in the secured classrooms out of public view and may not be shared via e-mail, text or Facebook.

We will take children across campus for a variety of activities such as musical performances, to visit the art, biology and music departments, trick-or-treating, to feed the fish at the pond and the occasional parade. Your enrollment packet includes a form where you can sign approval for us take your children on these adventures.

USE OF TECHNOLOGY/SOCIAL MEDIA

To promote physical rather than sedentary activity, "interactive" technology will be limited to 30 minutes per week and will be of curriculum related content. "Passive" technology will be limited to special events or celebrations and staff are required to sit with and engage the children during screening. Parents are asked to support us as we strive to provide our children with more physical activity, by limiting screen time at home as well.

Staff may "friend" families (and vice versa) to make personal connections, however are asked not to communicate in regard to ECDC activities, policies, events, attendance, etc. or to share photos taken at the ECDC. Please contact the ECDC directly by calling 410-822-5400, ext. 2297 for center-related communications with staff members.

SMOKING

In consideration of the health of children, college students, faculty and staff, Chesapeake College is "smoke-free".

NUTRITION

We participate in the MSDE Child and Adult Food Care Program serving breakfast and 2 snacks. We offer whole grains and fruits or vegetables daily and when purchasing and preparing foods, we are cognizant of the importance of limiting sugar, fats and salt. In order to promote the awareness of proper nutrition for our children and families, our staff will:

- eat at the table with the children during meals
- attend classes that provide ways to incorporate nutrition topics into the curriculum
- provide parents with newsletters, etc. that include topics related to nutrition for preschoolers
- invite parents to support us at home by serving whole fruits and vegetables rather than fruits in juice form and to limit juice to 4-6 oz. per day

Parents are required to pack lunches (w/ an ice pack) and to promote good nutrition for growing bones, muscle and brain tissue by providing a whole grain, a protein source, and fruit/vegetable in your child's lunch. We are required by MSDE to provide and serve 1% milk with lunch. You may supply a container of a dairy milk substitute if you wish. Components of your child's lunch that are missing will be supplemented. Gum, soda or larger-size candy will be returned (small snack size candy bars are permitted in limited quantity). If you wish to send something warm, please use a thermal container and leave it with a staff member. Remember, our goal is for your child to gain independence, so when possible, pack food items in containers that they are able to open and close on their own.

Staff will accommodate children with food allergies or special dietary needs; see us to design an Action Plan. While we are NOT a Peanut Free Facility we will make the appropriate seating accommodations.

ENCOURAGING PHYSICAL ACTIVITY

Active play and movement are important for every child's growth, health, development and learning. Although it may seem like children are active and energetic, most children do not get the amount of physical activity they need. Children enrolled at our center receive a healthy balance of high-energy ACTIVE play as well as PASSIVE play several times a day for up to 2 hours per day. We take the children out every day as long as weather permits. When it does not, indoor movement activities are added to the daily schedule.

In order to promote awareness of the importance of physical activity for our children and families, our staff will:

- engage in planned physical activities along with the children
- attend classes that provide ways to incorporate physical education into the curriculum
- provide parents with newsletters, etc. that include topics related to physical education for preschoolers
- invite parents to support us by providing the children active play opportunities on evenings and weekends

The benefits of physical activity are:

- Maintaining a healthy weight, reducing risk of obesity-related illness, building strength and healthy bones
- Building strength, flexibility, endurance and stronger bones, enhancing motor and social skills
- Builds brain development and helps children sleep better and reduces feelings of stress or depression

AIR QUALITY

During the summer we consider air quality when making decisions to schedule outdoor time. We adhere to the following policy regarding air quality:

- Good/**Green**: good and satisfactory, no outdoor play limitations
- Moderate/**Yellow**: air is acceptable, possible health concern for some children, no limitations
- Unhealthy for sensitive groups/**Orange**: issues for some children, go out before 9:30 after 5:00
- Unhealthy/**Purple**: everyone may experience serious health effects, no outdoor activity

**INCLUDING CHILDREN WITH LEARNING, PHYSICAL DISABILITIES
OR INDIVIDUAL HEALTH CARE NEEDS**

To meet our goal of providing all children with positive and successful experiences and outcomes, we will make all possible accommodations to meet the needs of children with learning or physical disabilities or special health care needs.

Our campus, child care facility and playground are ADA accessible and offer accommodations for children with physical disabilities.

We will work with your Physician to develop a Care Plan that suits the individual needs of your child. Staff members are trained to administer medication to children on a temporary basis as well as long term for children with a lifelong illness such as Asthma or Diabetes.

In regard to dietary considerations, if your child has a documented allergy or individual dietary need, we will work with you on serving them breakfast and snacks that meet their needs.

To further individualize services to meet the needs of your child, we will request a copy of their IEP if available, so that we can work with you on early intervention and accessing special education and/or other support services.

DRESS FOR SUCCESS

It is our desire for your child to have an active and productive day with us. In order for us to accomplish this, we need your support. It is requested that your child wear clothing that is comfortable, well-fitting and appropriate for the weather conditions. If your child would like to "dress-up" make sure that you are comfortable with spills, etc.

During the fall and winter, we continue to take the children outdoors, so we ask that you provide coats, hats and mittens/gloves. During the summer, if your child wears sandals, remember to leave a pair of tennis in their cubby for use on the playground.

It is vital that we always have one or two changes of weather-appropriate clothing in your child's cubby. (w/undies)

Children who attend the center will be expected to participate in all outdoor activities. Please do not send your child to school if they can't do so, as staffing does not allow for someone to remain inside with one child.

ITEMS FROM HOME

The center does not permit items from home unless it is a show-n-tell day. Most of the time, when your child brings items in, it results in a stressful time for them. It may seem that they are ready to share, but in reality it turns out to be overwhelming to them in such a large group. Often conflicts occur among those children competing with each other for use of the toy and the attention of the child. If they have a special treasure they'd like to share after vacation, a holiday or a birthday, they may leave it safely with their classroom teacher in the morning and they will be allowed to share it during circle-time. Please do not allow your child bring an item and put us in the position of having to take it away.

LOST AND FOUND

Please inquire as soon as possible if your child is missing an item. It is much easier to find and return a lost item if it is labeled with your child's name. It is also common for children to have similar items of clothing, lunchboxes, etc, so labeling is very important.

CUBBIES

We strive to help your child develop independent skills as they carry out their day. Included in the development of these skills is the assignment of a cubby for storage of their belongings along with other tasks. Please plan to store 2 changes of clothing in your child's cubby box. We also ask that you label your children's belongings and be sure to take art projects, etc. home on a daily basis. Unfortunately space is limited and not available for each child to have a backpack.

BIRTHDAYS AND OTHER CELEBRATIONS

We look forward to celebrating birthdays and other special celebrations with our families. If you would like to bring a treat for your child's special occasion, please make arrangements with their classroom teacher. You are asked to supply food items and paper goods needed for the child's class to participate in the celebration. If you are unable to attend and wish to leave your camera with us, we will be happy to take pictures for you.

We will involve children in holiday celebrations that are low-key and non-frightening. Each classroom will handle holidays in a way that is developmentally-appropriate and respectful to all children. If interested, families may inquire as to how we celebrate certain holidays. We honor diversity and respect individual family traditions and customs. Let us know if you would like to share your traditions and customs with us.

INTERACTION BETWEEN STAFF AND FAMILY - BABYSITTING

We discourage our staff from babysitting children who are enrolled at the center. It is important that all children are treated equally. A staff member may not outwardly or intentionally display favoritism to a child, but even the perception that some level of favoritism might be shown can be very damaging to the integrity of the program. Also, the children may not be able to understand why the staff member isn't able to show them the same amount of attention they would be getting outside the center. If made, any such arrangement will be closely monitored by the director and will be discontinued if deemed necessary.

If you do decide to make arrangements with a staff person to care for your child at your home, the ECDC accepts no responsibility of liability for the care that is provided outside of the center.

INTERACTION BETWEEN STAFF AND FAMILY

Social interaction (dating) of a staff member with a parent of the center is not permitted. It is important that our staff treat all children equally. Even though a staff member may not outwardly or intentionally display favoritism to the child of the parent they are dating, just the perception that some level of favoritism might be shown can be very damaging to the integrity of the program. In addition, the children may not be able to understand why the staff member isn't able to show them the same amount of attention they would be getting outside the center.

ITEMS DEPICTING AGGRESSIVE BEHAVIOR

The CCECDC strives to provide an atmosphere of safety, respect and cooperation by teaching children the value of caring for one another and helping them demonstrate socially acceptable means to handle their feelings. In keeping with our philosophy, no item of a violent or aggressive nature will be allowed in the center. This includes but is not limited to: clothing/ costumes depicting aggressive or disrespectful characters, representative of war or war activities or weapons including toy/water guns, knives, etc.

BEHAVIORAL EXPECTATIONS

We will make every effort to work with the families of children having difficulties in our setting. Children displaying disruptive behavior that has been determined to be upsetting to the physical or emotional well-being of other children may require the following actions alone or in coordination with a referral from the parent and our staff to an agency that can assist in further behavior modification support:

Initial Consultation The director and /or classroom teacher may require the family of any child who attends the center to meet for a conference. The problem will be defined on paper. Goals will be established and the family will be involved in creating approaches toward solving the problem.

Second Consultation If the initial plan for helping the child does not produce the desired outcome, the family will be required to meet the director and lead teacher for a second conference. Another attempt will be made to define the behaviors, the reason behind the behavior and a revised goal and approach. Project Right Steps will become involved for staff and family support.

Third and Final Consultation If all attempts to resolve the child's negative behavior have failed, the director will schedule a final conference with parents to notify them that it has become necessary to remove the child from the program providing the 2 weeks to make other child care arrangements.

ECDC Staff reserve the right to request immediate pick-up of any child that shows aggressive behavior (biting, kicking, scratching) toward another child or a staff member. Depending on the severity and re-occurrence of the action, your child will either be invited to return the next day with a new opportunity for success or a decision will be made for termination of care.

GUIDANCE AND DIRECTION

All staff use praise and positive reinforcement as their most effective methods of behavioral management. When children receive positive, understanding and respectful interaction with adults they develop a healthy self-concept, problem solving abilities and self-regulation skills. Proper behavioral management takes a large amount of time on the teacher's part. Based on our beliefs of how children learn and develop values, this center will use the following methods to encourage socially acceptable behavior:

- **Meet with children to discuss and set up clear class rules and expectations**
- **Provide ongoing positive praise and reinforcement**
- **Individualize rules and expectations** for children when appropriate
- **Offer choices of activities throughout the day**
- **Provide activities that "engage" and challenge the children**
- **Redirect** children to another activity to eliminate potential difficulty. We may ask a child to help us or a friend with an activity or move to another area of choice, always with the opportunity to return to the original activity and be successful.
- **Ignoring A Behavior** can be effective and is to be used only for behaviors that are not aggressive or injurious to others. A teacher may "plan to ignore" a behavior if a child is behaving in a negative way to receive attention. Often staff will record behaviors over a period of time before they use this method.
- **Problem Solving and Conflict Resolution** are important skills for children when learning to "regulate" their behaviors and to collaborate with their friends on how best to find solutions.

GUIDANCE AND DIRECTION (continued)

- **Logical Consequences** of a behavior have to make sense to the child. For example, throwing sand outdoors should result in a conversation about how other children could be injured and understanding that there would be no sand left to play with, etc.
- **Take Some Time Away to "reflect"**
If other behavioral management techniques are not successful, if the child is emotionally distressed or if the child is aggressive, our staff may provide the child with a brief amount of "time away" for self-reflection and to gain composure. This is done with respect for the child and is not intended as a punishment or disciplinary action, but rather as an opportunity for the child to relax before they re-engage themselves with the other children in an appropriate manner.
- **Verbal Intervention**
When talking with older children about their behavior, we give them input and discuss what they feel is an appropriate consequence. This works well as they begin to take more responsibility for their behavior. The teacher guides the child in their response making suggestions of their own coming to an agreement

Our staff will make every attempt to regulate any situations that occur. However, should negative behavior be deemed dangerous for the children and staff, or should the behavior result in the inability for our staff to provide appropriate care for all of the children, you will be asked to pick your child up from the center. Upon the child's return a conference will be requested.

CHESAPEAKE COLLEGE ECDC
'2017-'2018 PROGRAM CALENDAR

The following are closing dates for the **Chesapeake College ECDC**:

Labor Day

Monday, September 4th

Thanksgiving

Wednesday, November 22nd through Friday 24th

Winter Break

Wednesday, December 20th through Monday, January 1st

Martin Luther King Day

Monday, January 15th

College-Wide Spring Break

Monday & Tuesday, March 12th and 13th

Professional Development

Friday, late April or early May (will give month's advance notice)

Memorial Day

Monday, May 28th

Independence Day

Wednesday, July 4th

***** You will not be charged for the week of Dece25-29. Your agreed upon tuition rate will be charged in all other circumstances. Full-time year around families may request, in advance, 1 additional week of waived tuition.

You will be provided sufficient reminders of all center closings so that you have time to make other childcare arrangements as necessary.

***** We will notify you in advance for 5:00 closings for Center-Wide Staff Meetings.

***** The ECDC will be closed Fridays beginning the week QA County Schools let out (mid-June) and will resume Friday hours the week children start back to school (usually the last week in August).

The ECDC reserves the right to adjust hours and/or days of operation due to maintenance needs, professional development, or any other actions that make it necessary as recommended by the Director and approved by the President and Board of Trustees.

'2017 - '2018 Billing Cycle

4 wks	July 3 - July 28
4 wks	July 31 - August 25
5 wks	August 28 - September 29
4 wks	October 2 - October 27
4 wks	October 30 - November 24
4 wks	November 27 - December 22 no charge week of 12/25-29
4 wks	January 1 - January 26
5 wks	January 29 - March 2
4 wks	March 5 - March 30
4 wks	April 2 - April 27
5 wks	April 30 - June 1
4 wks	June 4 - June 29

You will receive a monthly invoice by mail with payment due in full by the 15th of each month.

A late Fee of \$30 will be charged to your account for payment not received by the 20th.

ENTRY AND ANNUAL REGISTRATION FEE

A non-refundable registration fee of \$50.00 (\$35 for siblings) will be charged when your child is enrolled. A \$35 (\$15 for siblings) annual fee will be charged for each child thereafter. This registration fee is not covered by other agencies and is due directly from the parent.

2 WEEK DEPOSIT

The first 2 weeks of tuition, based on agreed schedule, will be due on the first day of attendance as a deposit to be held until the final invoicing.

SUMMER HOLD FEE

If your child will not attend through the summer months and you wish to hold a space so they may return in the fall, a non-refundable summer hold fee of \$150.00 will be due by June 15th.

TUITION PAYMENTS

You will be required to pay a deposit of 2 weeks of tuition in advance. You will receive monthly invoices with payment due on the 15th. If your account balance is not paid in full by the 20th, a \$30 Late Fee will be charged to your account. If your account goes 30 days without payment activity, you may be asked to remove your child from care until it has been paid. If you are a college student, you will not be able to register for classes until your account is current. Prompt payments will allow us to provide a high-quality developmentally- appropriate learning environment for your child, as well as a high-quality work environment for our teachers.

FEDERAL IDENTIFICATION NUMBER

Chesapeake College FIN # for tax purposes or to claim reimbursement through flexible spending is 52-0824728. End of year tax statements will be printed by the Business Office and distributed annually toward the end of January.

TUITION RATES

In order to cover the constant rise in the cost of supplies, equipment and staffing, there will be a \$5.00 annual increase in tuition rates on July 1st of each year.

LATE ARRIVAL

MSDE Office of Child Care License and insurance coverage is effective from 7:30-5:30. When children are not picked up by 5:30 it puts us in violation of our operating license, can make the child uneasy, and causes staff to be late for their evening commitments.

After 5:30, a \$15 late fee will be charged to your account for up to 15 minutes. Arriving after 5:45 will result in a \$25.00 charge. You will be required to sign a late-pick up slip upon late arrival. If late arrival occurs more than 3 times, the center reserves the right to request that you make other child care arrangements.

EXCEPTIONS TO TUITION PAYMENT

Tuition will be charged for hours agreed upon, except for the following circumstances:

- One week during Winter Break

Those families with children attending both at the full-time rate and year around are eligible for 1 additional week of waived tuition. Tuition Waiver Forms are available on the parent sign-in counter.

CHESAPEAKE COLLEGE ECDC
COMMUNITY WEEKLY TUITION RATES

Rates Effective July 1, 2017

PRESCHOOL PROGRAM

Number of Hours	Age 3 and up
Over 25	\$175
22 - 25	\$165
18 - 21	\$155
14 - 17	\$145
10- 13	\$135
6 to 9	\$13.50 per hour

PUBLIC SCHOOL PRE-K WRAP AROUND CARE

Please refer to Preschool Program Tuition Rates
for full or partial weeks when public school is not in session.
This type of care is offered at by the week rates only.

Reserved time <u>before and after</u> Pre-K	\$150 per week
Reserved time <u>before or after</u> Pre-K	\$140 per week

BEFORE/AFTER SCHOOL-AGE CARE

Please refer to Preschool Program Rates
for full or partial weeks when public school is not in session.
School-Age Care (K and up) is offered at by the week rates only
and is available only to those children with a preschool sibling in attendance.
We normally do not have room on days when schools are closed.

Reserved time <u>before and after</u> school	\$90 per week
Reserved time <u>after</u> school	\$80 per week
Reserved time <u>before</u> school	\$40 per week

MULTIPLE CHILD DISCOUNT

If more than 1 child from the same family
is enrolled at the center on a full-time basis,
the lower of the tuition rates will be discounted at 10% the current rate.

If a third child is enrolled, their rate will be discounted at 15% the current rate.

CHESAPEAKE COLLEGE ECDC
FACULTY, STUDENT & STAFF WEEKLY TUITION RATES

Rates Effective July 1, 2016

PRESCHOOL PROGRAM

Number of Hours	Age 3 and up
Over 25	\$160
22-25	\$150
18-21	\$140
14 - 17	\$130
10- 13	\$120
6 - 9	\$11.50 per hour

PUBLIC SCHOOL PRE-K WRAP AROUND CARE

Please refer to Preschool Program Tuition Rates
for full or partial weeks when public school is not in session.
This type of care is offered at by the week rates only.

Reserved time <u>before and after</u> Pre-K	\$135 per week
Reserved time <u>before or after</u> Pre-K	\$125 per week

BEFORE/AFTER SCHOOL-AGE CARE

Please refer to Preschool Program Rates
for full or partial weeks when public school is not in session.
School-Age Care (K and up) is offered at by the week rates only
and is available only to those children with a preschool sibling in attendance.
We normally do not have room on days when schools are closed.

Reserved time <u>before and after</u> school	\$75 per week
Reserved time <u>after</u> school	\$65
Reserved time <u>before</u> school	\$35 per week

MULTIPLE CHILD DISCOUNT

If more than 1 child from the same family
is enrolled at the center on a full-time basis (full-time rates),
the lower of the tuition rates will be discounted at 10% the current rate.
If a third child is enrolled, their rate will be discounted at 15% the current rate.

CHESAPEAKE COLLEGE ECDC FISCAL POLICY

The Federal Identification # for Chesapeake College is 52-0824728. Please use this number when completing tax returns. You will receive an annual statement of tuition paid from the Business Office.

A \$50 registration fee for the first child and \$25 for siblings will be due for payment when your child is enrolled at the center. A subsequent annual registration fee of \$35 will be charged to your account on a yearly basis.

The first 2 weeks of tuition, based on agreed schedule, will be due on the first day of attendance as a deposit to be held until the final invoicing.

A non-refundable summer hold fee of \$150.00 is due by July 1st if your child will not be attending through the summer months and you wish for them to return in the fall.

A \$15 late fee will be charged to your account for late arrivals up to 15 minutes and \$25.00 will be charged if longer than 15 minutes. You will be required to complete and sign a late pick-up form.

Payment by check should include your account # and should be made payable to Chesapeake College.

A \$20.00 return fee will be applied to accounts for checks not cleared by your banking institution.

A \$30.00 late payment fee will be applied to accounts not paid in full by the 20th of each month.

The Director will forward monthly tuition totals to the business office to be processed and mailed. You will receive a bill from the Business Office every 4-5 weeks. Payment in full is due by the 15th of each month. If payment is mailed rather than submitting it directly to the Director, should be sent to: Chesapeake College Business Office PO Box 8 Wye Mills, Md. 21679

Should any portion of your account balance go beyond **30 days overdue**, you will be contacted in person or by mail by the Director or the Accounting Department. Payment will be due within one week of contact.

If any portion of your account balance goes beyond **60 days overdue**, you will be asked to remove your child immediately from care until the account is paid in full.

Once an account balance goes beyond **90 days overdue**, it will be submitted to the State of MD for collection activity, which may include but may not be limited to attachment of tax returns. If this occurs, a 17% collection fee will be added to the total submitted, and you will no longer be eligible to re-apply for child care services at the center.

All families with children attending full-time and year around are eligible for 1 week of waived tuition.

College students who are currently using the center for child care, will not be allowed to register for classes, receive grades, or transcripts, etc. until all bills from a previous semester are paid in full. Students are not exempt from the removal of their child from care should an account balance go unpaid.

Questions or concerns pertaining to the amount of your monthly childcare invoices should be made to the Director. Questions or concerns regarding receipt of or credit of payments should be made to the Business Office at ext. 2218.