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Family Handbook

2011-2012

a program of



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THE PROGRAM

Organization:

The Children's Center @ Carol Woods is part of an intergenerational village on the campus of Carol Woods Retirement Community offering an educational program for children ages fifteen months to five years old in a safe, nurturing environment. The Children's Center is an integral part of the Carol Wood's Retirement Community, adjacent to assisted living residences and accessible to the natural landscape surrounding the Center. The children's program is developed and operated by the Chapel Hill - Carrboro YMCA. Our highly qualified staff members are employees of the YMCA and as such are under its management, with direct supervision being the responsibility of the Center Director. The operating budget, tuition and fees, and policies are established and controlled by the YMCA and its governing board in accordance with general YMCA policies.

Mission:

The Children's Center @ Carol Woods is dedicated to providing an environment that meets the individualized needs of our diverse population in an intergenerational setting. In so doing, it allows the children in our care to engage in both everyday activities and planned opportunities that empower the children to express their knowledge, and expand their learning. We will strive to model the best practices in early childhood education while also applying innovative approaches that will refine those best practices. The residents of Carol Woods are eager to include the children of the Center and their families in their already-established community; they are able to share their knowledge, experience and environment with those children who are just beginning their journey of life-long learning. It is also part of the mission of the Children's Center to make on-site childcare available for the employees of Carol Woods Retirement Community. In doing so, the Center hopes to contribute to the longevity of the Carol Woods' staff and promote a closer relationship between the employees and their children.

It is the commitment of the Children's Center @ Carol Woods and the Chapel Hill – Carrboro YMCA to fulfill a need for both the residents of

Carol Woods and the children of the Children's Center. By promoting collaboration between these two ends of the age spectrum we foster a connection that is respectful of their distinctive strengths, wisdoms, and powers. Too often in this society both age groups are seen as having weaknesses and yet nothing in common. There is a unique bond existing between these separate generations that is often overlooked or ignored by the one in the middle.

History:

The Children's Center @ Carol Woods is a joint venture that was undertaken by the Chapel Hill-Carrboro YMCA and the Carol Woods Retirement Community to fulfill a dream to serve a void in the community. As early as 1986 the Carol Woods' Residents' Health and Social Services Committee discussed the benefits of an on-site children's center. Meetings with the Carol Woods Board of Directors, the Frank Porter Graham Child Development Center, and the Chapel Hill-Carrboro YMCA resulted in a decision to pursue the notion. After a task force raised over \$700,000, the innovative enterprise, consisting of the building which houses the Children's Center along with the two adjacent assisted living buildings, was begun with an award-winning design by architect Robert Sotolongo. The center officially opened with a ribbon-cutting on August 28, 2002 that included the unveiling of numerous plaques listing the many donors, as well as the recognition of two special memorials honoring former Carol Woods' residents: a gazebo honoring Ann Stultz and a classroom honoring Nell Zimmerman. Although located on the Carol Woods property, the center's four classrooms of sixteen children each are officially under the direction of the Chapel Hill - Carrboro YMCA. This unique partnership affords children the opportunities provided by both organizations. Not only does the program have enriching classroom environments full of engaging activities planned by the highly qualified staff, but it also has many chances for both formal and informal interactions with the senior citizens living on the Carol Woods campus.

Philosophy:

We believe that optimal learning occurs when children are actively involved (physically and cognitively) in experiences that are age-appropriate and relevant to their lives. The Children's Center staff provides a caring and supportive structure where children can express their thoughts and beliefs. The children can test those beliefs in secure

surroundings and make sense of the world in which they live, in terms they can understand. The teachers will not only be facilitators but also collaborators as they explore the world with the children. They have the use of the resources of the residents of Carol Woods to take them beyond the confines of the classroom and into the wonder of the community at large.

We value individual differences in children and believe that *all* children, regardless of socio-economic status, cultural background, or special abilities or challenges, have the right to be prepared to meet the demands of the society into which they will grow. By being a part of the Carol Woods Community the children will have the benefit of a larger support base that will bring a unique perspective and a greater appreciation for the world at large.

State Licensing:

As a five star facility licensed by the North Carolina Division of Child Development (DCD), the staff of the Children's Center understand the importance of maintaining strict compliance with state licensing regulations. Not only does the center receive periodic unannounced visits by the DCD consultant, it also is monitored by visits from the local health inspector and fire marshal.

POLICIES and PROCEDURES

Enrollment and Registration:

Enrollment Process — When a family expresses an interest in enrolling their child in the Children's Center, an information packet and application form will be mailed to them. After reviewing the written information, an appointment should be made for a center visit. During that visit, a tour of the facility will be given, further information about the program given, and any questions regarding program and policy answered.

To begin the actual enrollment process, the family needs to complete and return the application form and the non-refundable application fee of \$35. At that time, the Center Director will notify the family of any space availability. If the Center is fully enrolled or if the family is interested in

enrolling their child at a future date, the child's name will be placed on a waiting list.

Once a space becomes available, the Director will notify the family of the exact date of availability. To secure the spot and enroll the child, a non-refundable enrollment fee must be paid. This includes a \$150 Program Fee, which is a one-time charge for initial intake; and a \$500 Tuition Fee, which will be applied toward the first month's tuition. The remainder of the first month's tuition is due by the first of the month or the first day in the month the child actually attends. If a child's start date is at a time other than the first of a month, the tuition for that month will be pro-rated.

At the time that a spot is secured and the Enrollment Fee is received, families will receive a welcome letter, a center calendar, a copy of the Family Handbook, and a packet of required forms which must be completed and returned to the Center Director for placement in the child's file before the designated start date. These forms include:

- Application
- Medical Report (including immunization history)
- Photographic Release
- Permission for Participation Outside the Fenced Space Authorization
- Positive Discipline and Guidance Policy Acknowledgement
- Child Illness Guidelines and Medication Policies Acknowledgement
- Child Release Information
- Family Handbook Acknowledgement
- Permission for emergency medical treatment
- Emergency Information Card
- Permission to Administer Sunscreen form
- Center Directory Release

The administrative staff will work with the family to make sure all forms are completed and filed in a timely manner. Center families will be notified in writing any time a policy has been changed or forms need to be updated.

Times are scheduled for new children to visit their classrooms before the actual start date to aid in their transition to the Center. Two to three short classroom visits just prior to a child's start date generally make the transition to the new classroom an easier one. While a parent must stay in the center during such visits, he/she is requested to remain in the lobby rather than joining the child in the classroom. Doing so gives him/her the opportunity to independently interact with the teachers and other

children in their room, providing for a smoother and more comfortable transition to school. Teachers will work closely with you to make this transition time as positive an experience as possible. In some cases, making the child's first official day shorter than normal may be helpful in making the child's transition to the classroom an easier one.

Admissions Policy — Enrollment applications are considered in the order in which they are received, with the exception that priority is given to:

1. Currently enrolled children
2. Siblings of currently enrolled children
3. Children/grandchildren of Carol Woods staff and residents

The Center can accommodate 58 children ranging in age from 15 months through 5 years old. The Center Director makes final decisions regarding enrollment and classroom placement; and once the Center is full, a waiting list will be maintained. The Children's Center and the YMCA are committed to equality of enrollment and do not discriminate against applicants on the basis of race, national origin, religion, sex, age, sexual orientation, or disability. If you feel you have been adversely affected by our failure to follow this anti-discrimination policy, you should first bring it to the attention of the Center Director. If you are not satisfied with the resolution, you may consult the Conflict Resolution Policy in this handbook.

Withdrawal Policy — Parents are required to give a 30-day written notice before withdrawing their children from the Children's Center. Tuition for the last month will be pro-rated accordingly.

The Children's Center recognizes that no one program can meet every family's needs. If a teacher or the Center Director has concerns about the adequacy of the Center to meet the needs of your child, the Center Director will talk with you about the concerns. Every attempt will be made to work with you in meeting your child's needs. In unusual circumstances, when it is mutually agreed that the Center cannot adequately meet those needs, we will attempt to reach a mutually agreed upon day for your child's termination. If the Center Director feels a child, for any reason, is causing the classroom to be unsafe, she may at her discretion ask the parents of the child to withdraw him or her from the Center.

Fees, Tuition, and Payment Schedules:

Application Fee — A one-time \$35.00 non-refundable fee is charged for each applicant to the Center.

Enrollment Fee — When a specific spot in the Children's Center is offered to a family, a non-refundable payment must be received to secure the spot. This payment includes a one time \$150 Program Fee along with a tuition payment that will be applied toward the child's first month's tuition.

Tuition — The monthly tuition is due by the first day of the month for which it applies. To facilitate the process of tuition collection for all, families are asked to complete a bank draft form upon enrollment, allowing the monthly tuition to be electronically transferred on the 5th of each month from the account that the family designates to the YMCA. If a family does not wish to authorize such payments, they may pay it by credit card at the Chapel Hill – Carrboro YMCA located on Martin Luther King Jr. Blvd.

Late Payment Policy — A late fee of \$15 is assessed for any payment not received by the 5th of the month. In case of emergency or hardship, the Center Director should be contacted immediately. Although the Center wishes to cooperate with family needs, financial obligations do not allow delinquent accounts. Therefore, the following procedure is in effect:

- After the 5th of the month, written bills with the applicable late fees will be given to the late-paying parents.
- After the 15th of the month, parents will be contacted by administration for immediate payment.
- Any account remaining delinquent by the end of the month will be issued an itemized bill for the current month's tuition, late fee, and the next month's tuition. If the full payment is not received by the 5th of the next month, the child will not be allowed to remain at the Center and his spot will be made available to another child.

Returned Checks and Electronic Fund Transfers (EFT's) — A fee of \$25 will be charged for each check or electronic fund transfer returned from the bank. If two (2) such returns occur in any school year, the family will be asked to pay all future tuition payments by money order or cash.

Late Pick-up Policy — Children are to be picked-up no later than 5:30 pm each operating day. In addition to the inconvenience and burden to the staff, it is stressful for a child when he or she has not been picked up by closing. The following late fees will be charged for each child:

- \$10.00 for the first 15 minutes, or any portion thereof;
- \$5.00 for every 5 minutes, or portion thereof after 5:45 pm;
- \$10.00 for every 5 minutes, or portion thereof after 6:00.

At 5:45 pm, at the discretion of the responsible staff member, if we have not made contact with you, then the other emergency contacts designated by you will be notified to come and pick up your child. A bill for the late fee charges will be applied to your child's tuition account and you will then have five (5) business days to pay the charges or file an appeal with the Center Director.

While late pickup fees most often apply at 5:30 pm when the Center generally closes, similar fees will be assessed, if a child is not picked up on time in the case of an early closure due to inclement weather, as well as in the case of a sick child (who must be picked up within one hour of the center notifying a family that an individual child is ill and must leave the Center.)

The assessment of more than one late charge in any month will subject you to a warning that your child's position at the Children's Center may be forfeited. Forfeiture of your child's spot after repeated assessments is at the Center Director's discretion.

It is advised that if you foresee not reaching the Center by closing time that you have a back-up pick-up contact to avoid these charges.

Schedule of Operation:

Center Hours and Dates — The Children's Center is open from 7:30 am to 5:30 pm, Monday through Friday, on a year-round basis. An annual calendar is distributed to all enrolled families in late summer of each year with closures for holidays such as:

- New Year's Eve and Day
- Good Friday
- Memorial Day
- Independence Day
- Labor Day
- Independence Day
- Thanksgiving Day and the day after
- Christmas Eve and Christmas Day

In addition, the Center will be closed to students for several teacher work days each year including two for parent/family conferences, one

coinciding with the NCAEYC conference, and a few to allow teachers to attend workshops and meetings to enhance their knowledge and to develop curriculum and make changes in the classroom environment not possible when children are present.

Inclement Weather Policy — For the safety of the children, parents, and staff when snow or ice creates hazardous road conditions, the Children's Center will close or delay opening based on the decisions made by the Chapel Hill – Carrboro Schools. Such announcements can be heard on local radio stations and television stations WRAL (5) and WTVD (11), as well as the school district website. In such an event, a message will also be sent to center families via email and/or placed on the Center's voice mail system for parents who wish to call in.

If severe weather develops during the day, and the Center Director and the Executive Director of the YMCA determine the Center should close early, announcements will be made on local radio and television stations and parents will be notified by phone and email. The regular late-pick-up fee policy will be in effect one hour past the announced closing time.

Drop-off — For your child's safety, please be sure to always accompany your child to his or her particular room and make certain that the teacher knows your child has arrived before leaving the premises. Please be sure to sign your child in every day on the clipboards found on the counter in the front lobby and then assist your child with his/her classroom arrival procedure including hand washing, writing his/her own name on the classroom sign in sheet, and moving his/her picture from out to in on the attendance board. Please keep in mind that no child may be left at the center before actual opening time of 7:30 am, even if staff is present in the building.

Although it is not necessary to bring your child to the Center as early as 7:30 a.m., parents need to have their children at school by 9:30 a.m. The reasons for this policy are threefold. First, late arriving children often have difficulty entering planned activities and the late arrival often disrupts those activities. Second, the teacher's attention must be diverted from the planned activity to speak with the adult who brings the late arriving child. Third, campus walks and other such activities often occur immediately after morning snack which is served at about 9:00 a.m.; thus, late arrival may prevent the child from having a snack and may require parents to locate their child's class on the Carol Woods campus since required teacher/child ratios prevent other classes from accepting such a late arriving child.

Families who are continually unable to have their child at the center by 9:30 a.m. may be asked to withdraw their child from the program; however, this will be determined on an individual basis. If you must bring your child after 9:30 a.m. on a specific day due to a medical appointment or other such reason, please call the Center to inform the staff. Likewise if your child will be absent for the day due to illness or other reasons, please call the Center to inform the staff. If we do not hear from you we will be concerned about your child. Teachers will generally attempt to make contact with you if your child is absent two or more days without any notification. If your child is diagnosed with a contagious illness, please let the Center know so that other families can be alerted to look for symptoms. In some cases, we may need to contact the Health Department. Please keep in mind that tuition payments are required even when your child is absent due to illness, vacation, etc.

Pick-up — All children must be picked up and signed out on the clipboards in the lobby by an adult approved by the parent and the center. Anyone who is to be allowed to pick the child up must be listed on the Child Release form in the child's file or be approved in writing by a parent/guardian. It is the parents' responsibility to notify the school and make changes on the Child Release form whenever necessary. Anyone not recognized by sight will be asked for a picture ID before releasing the child. *(Be aware that the Children's Center cannot legally deny access to a parent or guardian unless there is an active restraining order on file or a specific schedule of court-ordered visitation rights which prohibits it.)*

Please keep in mind that children should not be removed from the playground without the pick-up person entering through the classroom and notifying a teacher of their departure. Once checked out, children are the responsibility of their parents or authorized adult who has picked them up.

Parking — The Children's Center has its own designed parking area which can be easily reached via the center driveway off of Sunrise Road. Although it is also possible to arrive at the center by entering the main Carol Woods gate on Weaver Dairy Road, Children's Center families are required to use the direct entrance to the center from Sunrise Road. Both for the safety of the residents and to reduce the traffic through the campus, the parking spaces on the Carol Woods side of the center entrance are reserved for Carol Woods employees with children enrolled in the center.

HEALTH AND SAFETY

General Practices:

Safety Precautions — The Children's Center believes that families need to be assured they are leaving their children in a safe and secure environment. The staff of the Children's Center implements many procedures to guard the welfare of each child in our care. The teachers check their indoor and outdoor environments daily for safety, removing broken items and reporting any maintenance items they are unable to correct to administration. If you suspect something may be a hazard, do not hesitate to contact the Center Director. Children are *never* left unattended and rosters are checked during times of transition to assure the children's safety.

Hand Washing — It is a NC State requirement that all persons entering a childcare facility **MUST** wash or sanitize their hands. While we have provided dispensers with a hand sanitizing product in the lobby of the center, please keep in mind that it is **NOT** an adequate substitute for proper hand washing. Since state law requires that children must wash their hands with soap and water upon arrival at the center, we ask you to assist your child with hand washing when you and your child first arrive in the classroom. Modeling proper techniques is a great way to encourage them to learn the technique, as well. Signs are posted near the sinks with the proper procedure to follow. We appreciate your cooperation with following this regulation.

Health Report Requirements — The State of North Carolina requires all children entering childcare to have proof of a well-child check-up having been conducted within six (6) months prior to enrollment. Immunization records that are current and meet the American Academy of Pediatric recommendations, or a statement of exemption due to religious or health reasons, is also required before a child can begin attending. Whenever a child receives additional immunizations, we ask that you bring a record of it to the Center to update your child's files. Once a year we are required to report immunization records of all our currently enrolled children to the State of North Carolina. Receiving updates as they occur will save us from a Center-wide updating concentrated effort.

Allergies, Illnesses and Communicable Diseases:

Allergies — If a child has a chronic condition such as an allergy or asthma, we ask that you provide as much information as possible upon enrollment. This will ensure that the staff is as prepared as can be should the symptoms be manifested while the child is in our care.

Illnesses and Communicable Diseases — Mild illnesses are common among young children. Many conditions are no longer contagious once a child manifests symptoms, so exclusion from the Center serves no purpose with regards to the health of the other children. It is, however, assumed that any child who is sent to the Center is well enough to participate in the regular schedule of activities, including outdoor play. Children, who are not feeling well, are often unable to participate fully or enjoy themselves and may need special physical and emotional attention, which the staff is not able to give due to their responsibilities to the other children in the group. Therefore, if you observe that your child is feeling under the weather and/or is not well enough to participate in all activities, then he/she should be kept at home.

If your child is diagnosed with a serious communicable disease, we ask that you notify the Center so that other families can be alert for the same symptoms in their children. Certain diseases require us to contact the Health Department.

If your child becomes sick while at the Center, we will isolate him/her (under supervision) from the other children and you will be called. We may occasionally call you to inform you of your child's condition when he/she does not seem to "be him/herself", but not in need of isolation and allow you to make a decision how you wish to proceed. If, however, a child exhibits symptoms such as nausea, vomiting, diarrhea, fever, difficulty breathing, discharge from eyes or ears, visible rash or skin sores of unexplained cause, extended headaches, or general malaise, the child's family will be contacted and asked to take the child home. If a parent or guardian cannot be reached within a short period of time, we will try to contact the other designated adults on the child's emergency information. In such cases, please keep in mind that the regular late-pick-up fee policy will be in effect one hour past the time you are informed that your child is too sick to be at the Center.

Based on health care recommendations of the American Academy of Pediatrics and the Center for Disease Control, we will exclude children from the Center for reasons which include:

- Illness that requires special physical or emotional attention from our staff
- Illness that prevents full participation in all activities of the day, including active and/or outdoor play
- Fever of 100° F or higher taken under the arm (axillary), especially when accompanied by other symptoms such as lethargy, irritability, continuous crying, difficulty breathing, rash, vomiting, or diarrhea
- Diarrhea defined by more watery stools, decreased form of stool that is not associated with changes of diet, and increased frequency of passing stool, that cannot be contained in underwear or the toilet
- Vomiting that occurs two or more times within the previous 24 hours or that is green or bloody
- Rash with fever or behavioral changes unless a physician's note states that it is not the result of a communicable disease or condition
- Purulent conjunctivitis (aka pink eye) until 24 hours after antibiotics have begun
- Ringworm until after treatment has begun and the lesion has started to shrink, unless the lesion can be completely covered
- Impetigo until 24 hours after treatment has begun
- Strep throat until 24 hours after treatment has begun
- Head lice until after treatment has been done and NO MORE nits are visible
- Scabies until 24 hours after treatment has begun
- Chickenpox until all lesions have dried and crusted (generally 6-7 days)
- Pertussis (aka whooping cough) until five days of treatment with appropriate antibiotics

- Hepatitis A virus until one week after onset and immunoglobulin has been administered

If order for a child to return to the Center after exclusion for illness, he/she must be:

- Free of fever (without the effect of a fever-reducing medication), diarrhea, and vomiting for a full 24 hours
- Treated with an antibiotic for a full 24 hours (if applicable)
- Free of open, oozing skin conditions unless a health care provider's note states that the condition is not contagious and can be covered and contained with a bandage.

If a child is excluded because of a reportable communicable disease, a doctor's note stating that the child is no longer contagious may be required.

THE FINAL DECISION REGARDING EXCLUSION OF A CHILD FROM THE PROGRAM DUE TO ILLNESS WILL BE MADE BY THE CENTER.

Medications and Topical Products:

The terms "medication" and "topical products" do not always mean the same thing to all people. While some individuals think of medication as only referring to medicines that require a physician's written prescription to obtain from a pharmacy, others think of a more general definition that includes over the counter non-prescription medicines. Likewise, some people have a very narrow view of topical products, while others use it in a more general way. For the purposes of this handbook,

Medications — The only medications that will be kept at the Center are those required by a doctor's orders to be administered in a life-threatening emergency such as asthma or other chronic conditions or allergies that warrant immediate attention before emergency personnel could arrive. It will still be preferable for the medication to be administered by trained medical personnel. All other medications will need to be given by a parent or guardian. (Many medications are now available in twice daily dosages.) If a dosage of prescription medication needs to be administered to a child by the Center, the following

guidelines will be followed:

- The medicine must be brought to the Center Director via the parent in the original medicine container. If it passes its expiration date, it will be discarded.
- An Authorization for Administration of Medication form, which is available from the child's teacher or the Center Director, must be filled out completely and kept at the Center. Such forms are kept along with the medications in/on a locked cabinet in the child's classroom.

Sunscreen — In warm weather, when children are wearing sleeveless and short-sleeved shirts, sunscreen is recommended if the child's physician's approves its usage. To avoid prolonged delays when children are being taken outdoors, we ask that children arrive in the morning with the sunscreen already applied. If, however, you wish a teacher to reapply it when appropriate for afternoon outdoor play, a *Permission to Administer Sunscreen* form must be completed annually. Each classroom has a bottle of sunscreen that will be used for all children in the room who have signed permission forms. If, for reasons of allergy, your child needs to have a different type of sunscreen applied, it must be labeled with the child's name, given directly to the classroom teacher, and be accompanied by a filled out and signed *Permission to Administer Topical Ointment* form. If the sunscreen passes its expiration date, it will be discarded. If it is all used, a replacement will be requested, and unless it is the same brand and type as before, a new form will be needed.

Other Topical and Over-the-Counter Products — While it is the policy of the Children's Center to only administer sunscreen and medications in situations in which not doing so would be life-threatening, we recognize that there may be occasional situations in which a child's physician determines that it is **medically necessary** for other products **to be used in specific short-term instances**. Such situations may be discussed with the Center Director on a case by case basis. This includes Tylenol, Motrin, cough medicine, diaper ointments, insect repellent, and chap stick.

Please keep in mind that no such medications or creams/ointments will be given to a child unless they have been approved by the Center Director, are brought directly to the child's teacher to place in the locked cabinet, and are accompanied by a filled out and signed *Permission to Administer Topical Ointment* form.

Emergencies and Accidents:

In the event of threatening weather or another emergency that causes us to vacate the building or close the Center, we will notify parents by television and radio announcements and/or telephone calls. Fire drills are practiced monthly and tornado/hurricane drills are performed quarterly to educate the children in proper procedure and to minimize anxiety in the event of an actual emergency. It is of utmost importance that you keep your phone numbers and emergency contacts up-to-date. For that reason, whenever any of your emergency information changes, please be sure to update both your child's green emergency card kept in the classroom and his/her official file in the office.

All teachers are required to have current CPR and First Aid certification. If a child is injured at the Center, the supervising teacher will administer first aid, inform the Center Director to contact the parent if needed, and fill out the Accident/Injury Report Form. You will be given a copy of the Form to sign when you arrive to pick up your child. If there is a medical emergency, the standard Center-posted Emergency Medical Procedures will be followed.

Reporting Suspected Child Abuse and Neglect:

As required by state law, child care providers and teachers who suspect child abuse or neglect are required (NC General Statutes 7A-543) to report their suspicions to the Department of Social Services of the county in which the child lives. A report is simply a request for an investigation. An individual who makes a report in good faith is protected from civil and criminal liability. When anyone who works with children at the Children's Center @ Carol Woods suspects child abuse, is told by a child he/she is being abused, or is told by a child that a friend is being abused, that person will notify the Center Director and if warranted, Social Services will be notified.

CHILDREN'S PROGRAM

Curriculum:

The most important goal of the curriculum at the Children's Center is to help children become enthusiastic learners. This means encouraging children to be active and creative explorers who are not afraid to try out

their ideas and to think their own thoughts. Our goal is to help children become independent, self-confident, inquisitive learners. We're teaching them *how* to learn, not just in preschool, but all through their lives. We're allowing them to learn at their own pace and in the ways that are best for them. We're giving them good habits and attitudes, particularly a positive sense of themselves, which will make a difference throughout their lives.

The staff at the Children's Center implements a curriculum entitled *The Creative Curriculum*® which is a comprehensive, scientifically-based early childhood curriculum that has been shown to improve cognitive and social/emotional outcomes in young children. Its underlying philosophy draws from widely accepted research and theories of child development and learning. While other developmentally appropriate curriculum models rest on these same theories, *The Creative Curriculum*® applies them to an environmental framework that focuses planning around indoor and outdoor interest areas, and clearly defined logical goals and objectives.

The philosophy of *The Creative Curriculum*® is that young children learn best by doing. Its goal is to help children become independent, self-confident, inquisitive and enthusiastic learners by actively exploring their environment. It shows teachers how to integrate learning in literacy, math, science, social studies, the arts, and technology into everyday routines and activities and carefully planning learning experiences throughout the day. It also gives them a wide range of teaching strategies --- from child-initiated learning to teacher-directed approaches --- to best respond to children's learning styles, strengths, and interests.

The curriculum identifies goals in all areas of development: Social/Emotional, Cognitive, Physical and Language. The planned activities for the children, the organization of the environment, the selection of toys and materials, planning the daily schedule and interacting with the children, are all designed to accomplish the goals and objectives of the curriculum and give your child a successful year in school.

Daily Routines:

Daily Schedule — Children need time to play in groups, as well as by themselves, and to participate in active, as well as quiet, activities. Therefore, the schedule of activities for the children includes large and small group experiences, individual play, child-initiated experiences, and teacher-initiated activities. Periods of active play are interspersed with

quieter activities. Children learn throughout the day whether they are engaged in planned activities, spontaneous child-initiated activities, or basic daily routines. Children will participate in outdoor play every day except when weather is so extreme that the children's health would be jeopardized. It is important, therefore, that you dress your child appropriately for the weather. The daily schedule is posted in each classroom, although the schedule will be altered to reflect the needs and interests of the children.

Mealtimes — The Children's Center provides lunch and two snacks to the children daily. Food service is catered by the Carol Woods Dining Department and complies with the nutritional and quantity guidelines of the Meal Pattern Requirements for Children set forth by the State of North Carolina Child and Adult Care Food Program. Menus are posted on the Parent Information Board located in the lobby. Specific meal times vary somewhat by classroom based on the needs of the children, however, the schedule is generally as follows:

- AM Snack 9:00 a.m. - 9:15 a.m.
- Lunch 12:00 p.m.-12:30 p.m.
- PM Snack 3:15 p.m. - 3:30 p.m.

Recognizing that it is just as important to children's development for a pleasant atmosphere to surround meal times as it is for well-balanced, nutritional meals to be served, relaxed social and educational conversations will be promoted.

Children will be encouraged to try new foods but never forced to eat. Sweets will be kept to a minimum, being reserved mainly for birthdays or other special occasions. Special dietary needs and food allergies of the children will be posted in their individual classrooms. In some cases you may be asked to help accommodate particular dietary requirements of your child. From time to time your child may wish to complete their breakfast on the way to school in the morning or have a snack waiting in their cubby for their afternoon ride home. In order to comply with NC State sanitation regulations, however, such foods and drinks must be finished BEFORE a child enters their classroom and those waiting for the afternoon ride must remain IN THE CAR, rather than in the classroom.

Naptime — Children who are engaged in active play will need to rest each day. As required by state regulation, a quiet time, in which children are encouraged to rest, will be incorporated into the children's schedule. Although a child is encouraged to rest, a child will never feel forced to sleep or punished for not sleeping. After an appropriate amount of time

on their rest cot, children will be permitted to read quietly until their classmates have awakened.

Supervision during naptime will meet state licensing regulations at all times. Teachers help the children relax by playing soft music, rubbing backs, reading stories, etc. Children may bring a blanket, small pillow, and stuffed animal to sleep with if that is part of their normal routine.

Each child will sleep on his/her own rest cot in a specific location according to the room cot chart. Sheets will be provided and cleaned by the Center on a weekly basis or more often if needed. All of your child's other sleeping items—stuffed animal, blanket and pillow—need to be taken home weekly for laundering. Please be sure that your child only brings one of each type of item for nap time since there is limited space in cubbies for their storage.

Toileting — Children enrolled in classrooms 1 and 2 need to be toilet-trained, including naptime to attend the Children's Center @ Carol Woods. While those in classrooms 3 and 4 (children aged 15 months to 2 ½ and 2 ½ to 3 ½ respectively) do not need to be completely potty-trained to enroll, they cannot progress into classrooms 1 and 2 until the skill is mastered. Self-help skills such as using the toilet are much more easily acquired with consistency between home and school. It is, therefore, important that families work with their children on toilet-training at home simultaneously with the same effort at school. When children switch back and forth between underwear and diapers or pull-ups, it becomes very confusing for them and makes the process take much longer. Until children are completely out of diapers and/or pull-ups, families must provide them for their child, as well as a supply of baby wipes.

It is recognized that toileting accidents still may happen even after they seem to be completely "trained" and children will never be punished or made to feel humiliated for toileting accidents of any kind. We ask you to supply a change of clothing (season appropriate and sized to fit) for these or any other accidents that may occur. Since self-help skills are so important for children to acquire, e.g., proper hand washing, dressing, leaving the facility tidy for the next child, children will be supervised and guided with patience and understanding as they learn necessary toileting and bathroom skills. Clothing should be easy for the child to put on and take off for toileting purposes.

Clothing:

All children are encouraged to dress for play and comfort as the seasons change. Because our program is based on play and exploration your child WILL get dirty! Children will have opportunities for daily outdoor play weather permitting. Since children will go outside if the temperature is above 32 degrees or below 100 degrees with the wind chill and heat index taken into consideration, please be sure that your child is dressed appropriately. It is necessary to leave at least one complete set of seasonally-appropriate extra clothes in your child's cubby in case of a spill or accident. We have a limited quantity of extra clothes available, but we may not have the item that your child needs in his/her size. If your child comes home in center clothes, please wash them and return them within one week.

Attendance:

Regular attendance is expected of all children at the Children's Center. The focus of the program is to provide opportunities to learn about topics of the children's interest through the exploration of the classroom environment, while they hone their social skills by interacting with other children as they play. If a child consistently misses days or partial days (by arriving late) during which group discussions about a topic and/or experiences related to it occur, there may be holes in his or her understanding of succeeding activities. He or she will enjoy school more by consistently being present for the early morning routines, experiences, and classroom gathering time. Arriving late makes it difficult for him or her to smoothly join the activities of the day, since the explanations of the day's plan, as well as early morning chances for free play and socialization have often passed.

Positive Discipline and Guidance:

The purpose of any discipline technique is to teach acceptable behavior and to respect for the rights of others, with self-discipline being the primary goal. The methods employed at the Children's Center are based on an understanding of a child's needs and stage of development. Appropriate behavior is carefully and consistently explained to the children. Reasons are given for rules rather than just stating the rule. A clear rationale for a limit that is set is always provided for the child.

As professionals, the staff of the Children's Center is dedicated to providing an environment that supports the growth and development of children. Basic respect and recognition of the capabilities of children are reflected in our guidelines, which are intended to allow children to develop and internalize self-discipline. Our goal is to create and establish a consistent and caring environment in which children can feel responsible for themselves and respect the feelings of others. To that end we recognize that discipline incorporates all actions teachers utilize to encourage children to treat themselves and others in a socially acceptable manner. Center staff will:

- **Be realistic about expectations for young children's behavior.** Young children are still developing reasoning skills and are trying to establish autonomy and independence, which are important developmental milestones for this age. Realistic expectations for this age group must accept children's egocentrism while expanding their view of the world to consider others. Expectations for children of this age must be clear and specific for children to understand. Alternative behaviors should be offered. Children can be involved in the process for developing rules for classroom behavior, allowing them to realize the purpose for having guidelines. Consistency through staff consensus of expectations throughout the center will give children reassurance.
- **Utilize positive communication techniques.** Children need hugs and caring from their caregivers to feel affection and a sense of belonging. Suggestions for proper actions rather than prohibiting the undesirable behaviors will focus children's attention on the more acceptable behavior, (e.g., "Please walk in the building", rather than "Stop running.") The feelings that children express need to be acknowledged and accepted even when the behavior expressing those feelings is not acceptable. Encouragement and recognition of children's efforts and improvements will promote feelings of self-worth and instill confidence. By demonstrating acceptance of children's attempts and focusing on their contributions, teachers will help children see their improvements and growth. To set the stage for constructive problem solving, teachers will use I-messages and descriptive language to explain unacceptable behavior, how the behavior affects them, and the consequences of the behavior, (e.g., "When you are climbing on the table, it scares me because you might get hurt.")

- **Use natural and logical consequences to motivate children to make respectful, acceptable choices.** Natural consequences allow children to learn from the natural order of the physical world, (e.g., choosing not to eat lunch may make hunger come more quickly or misusing a toy may cause it to break.) Similarly, logical consequences allow children to experience the social order of their world, (e.g., a child who spills his milk must assist in its cleanup and a child who doesn't assist with putting away toys may be closed to certain materials another day.)
- **Offer alternatives that will empower children to be successful in their interactions and explorations.** Choices between clearly stated acceptable options give children a sense of control over their actions. Renewal time and space away from the situation or group allows a child to regain their self-control. Acknowledgement of their feelings and goals even when the behavior itself is not acceptable gives children validation.
- **Incorporate problem-solving skills and strategies for the children to learn conflict resolution skills.** When children learn meaningful negotiation techniques to work through problems with their peers, they begin to internalize controls for their actions, verbalize their feelings and frustrations, develop empathy for their peers, and gain confidence in their abilities to interact in small and large groups.

In addition to the above stated actions, in compliance with NC Division of Child Development regulations, children at the Children's Center will NEVER be:

- Spanked, shaken, bitten, pinched, pulled, pushed, slapped, or otherwise physically harmed.
- Yelled at, threatened, ridiculed, be in the presence of profanity, or other verbally abusive language.
- Shamed or punished for toileting accidents.
- Denied food or rest as a punishment.
- Left alone, unattended, or without supervision.
- Placed in locked rooms, closets, or boxes as punishment.

- Disciplined by other children.
- Humiliated, scorned, or ostracized with regard to their ethnicity, family relationships, or physical or emotional difficulties or limitations.

Likewise, because of the ineffectiveness, overuse, and humiliation of using classic “time out corner”, even though allowed by the state of North Carolina for short periods, it will NOT be used in this center. Children who are physically causing harm to themselves or others, however, may need to be removed from the classroom and/or gently restrained to avoid further injury.

Outdoor Environment:

Outdoor Play — The outdoor environment for the Children's Center consists of the entire Carol Woods campus in addition to our enclosed playground. In order for the children to feel a part of the community, outdoor exploration will be an essential part of your child's day. Treating the outside environment as an extension of the classroom, our teachers will plan many activities involving visiting the ducks in the lake, examining the bluebird houses, and visiting residents in nearby buildings who may be unable to come to us. The arrangement, variety, flexibility, and safety of outdoor play equipment are just as critical to a developmentally appropriate program as the classroom environment. Equipment, loose materials (blocks, dramatic play props, etc.), and specific lesson plans will be used to foster all areas of development in the outdoor setting.

Children will participate in outdoor play every day except when weather is so extreme that the children's health would be jeopardized. It is important, therefore, that children be dressed appropriately for the weather and that extra clothes be kept at the center for children who do not have the appropriate clothing. Parents will be reminded by the teachers to make sure their children have the needed articles of clothing.

OZONE Level Policy — State law requires that all children must play outdoors daily, weather permitting. The program will check the daily ozone levels with the Environmental Protection Agency (EPA), and based on air quality these restrictions will apply:

- Every day teachers will continually monitor children's activity level and plan less active play for those in need.

- On code ORANGE days: children can go outside early; and time will be limited to 30-40 minutes of outdoor play in the afternoon.
- On code RED days: children can only go out for short periods of time before noon and will stay indoors in the afternoon.
- On code PURPLE days: no children will be allowed outdoors.

Intergenerational Activities:

The unique setting of being in the Carol Woods Retirement Community as part of an intergenerational village provides the Children's Center an abundance of opportunities for interactions among the residents and the children of the Center. Many residents have talents and time to give to the children and the staff of the Center will work with the Carol Woods staff to organize schedules and needs of both groups to assure a positive experience for both groups. Among the activities that currently bring the senior citizens and children together are: classroom foster grandparents, cooking and crafts with the residents in the Carol Woods Health Center, periodic classroom Lunch with the Residents in the Carol Woods Dining Room, and numerous special one time activities which are often directly related to the topic being explored by the children at a given time. Whenever such events occur, however, classroom teachers always accompany the children and at no time will the children of the Center not be under direct supervision and care of the Children's Center staff.

Field Trips and Excursions:

One of the advantages of a child being enrolled at the Children's Center @ Carol Woods is the opportunity to participate in many activities and excursions throughout the Carol Woods campus. Since the center's licensed facility is limited to the building in which the classrooms are located and the adjacent fenced-in playground, the many activities in which the children participate on other parts of the campus are technically considered to be field trips. For that reason, when children first enroll in the Center, parents must sign an authorization form for walking trips within the Carol Woods property. Whenever such activities occur, the classroom teachers prepare the children for the outing by explaining and emphasizing the importance of safety rules and procedures, and describing what will happen on the trip. A copy of all emergency medical cards, a first aid bag, and a walkie-talkie OR cell phone accompany the teachers on all outings.

For both safety and liability reasons, field trips in which the children are transported by vehicle from the Center do not take place. If at some time in the future the decision is made to go on a non-walking field trip, families will be notified in writing several weeks in advance, details explained, and written permission would be required before any child would be permitted to attend.

Celebrations and Cultural Observances:

Birthdays — are major events for young children and we will recognize them in the classroom. Families who desire to come into the Center for their child's special day are welcome. In general, recognition will be during afternoon snack time. If you wish to you may bring a treat for your child to share with his/her friends to celebrate the special day. Keep in mind, however that only commercially prepared or homemade "dry" food items may be brought into the classroom to comply with North Carolina Sanitation laws regarding food in child care centers. Some children enjoy bringing "goodie bags" to share with their friends to celebrate their birthdays, but if you choose to do so, please do not include food (due to the various children in the center with serious food allergies) or weapon-related toys.

Holidays and Cultural Celebrations — One of the aspects of the Children's Center that make it such a rich program is the cultural and ethnic diversity of its families. While the center is a secular program and does not either present or advocate any specific religious beliefs, we welcome families to share some of the traditions and celebrations that are part of their cultural heritage with the children in the center. Special objects, books, or preschool-level activities that a family and their child desire to bring in for sharing or display are always appreciated. Items of a religious nature can always be shared when presented as being part of a particular family's traditions. The approach taken by center staff supports the diverse array of cultural celebrations around the world, exposing children to customs and activities representing as many different ethnic groups as possible.

Individual Child Assessment:

Assessing a child's development and learning is the process of collecting clues in order to make plans for further facilitating a child's development.

We would like you to work with your child's teachers in establishing individual developmental/educational goals. Regular communication between you and your child's teachers will aid the teachers in the planning process regarding your child.

Teachers will converse with your child and record their conversations with other children in order to decipher their thought processes. Such documentation conveys to your child that their ideas have value and that they can influence what they explore within the school. Teachers will keep anecdotal notes when they witness developmental milestones, and collect samples of the children's work throughout the year as a documentation of your child's progress, all of which will be shared with you at twice-yearly conferences. In the case of children with diagnosed disabilities, teachers will work with parents and specialists in addressing the goals in the child's Individualized Education Plan.

TRANSITION PLANNING

There are a variety of situational changes at the Children's Center that are easier for children when they are given opportunities to prepare. Such changes include staff changes, new children enrolling in the center for the first time, those changing classrooms to move to older groups as they age, and those leaving the center permanently both as Rising Kindergartners and for other reasons.

Staff Changes:

The Children's Center takes great pride in the fact that it maintains a highly qualified and consistent staff. Unfortunately, there are times when a teacher's family life and/or career plan necessitates that he/she must leave the center. While loss of a familiar teacher is never an easy situation for children, we try to make the transition as smooth as possible. Whenever possible, a replacement is hired soon enough that the departing and new teachers can work together for a few days to ease the transition. When that is not feasible, a substitute teacher with whom the children are familiar works with the remaining teacher in the room to provide as smooth a transition as possible. In addition, the impending change is discussed with the group at a classroom meeting time days before the event, allowing various opportunities for questions as the day approaches. On the teacher's last day, the classroom generally surprises

the departing teacher with a farewell party, giving the children an opportunity for closure.

Children Changing Rooms:

The size and structure of the center is such that all children in the center become familiar with all teachers in the center, regardless of the room in which they are enrolled. Since groups are often combined during the early morning and late afternoon hours when fewer children are present, they often get to know each other at that time. In addition, since the playground and multipurpose room are both spaces that can accommodate more than one classroom at a time, groups often choose to play together during both morning and afternoon gross motor playtime. Situations such as this give children numerous opportunities throughout the year to become comfortable with both the teachers and children in other classrooms than their own. As a result of the many opportunities for inter-group interactions, when a child reaches an age when it is appropriate to be “promoted” to an older classroom, the move is generally a very easy one.

A couple of weeks prior to the actual change, the teachers in the child’s old room begin to discuss the move with him/her, as well as requesting that the parents do the same at home. The week prior to the move, a transition schedule is generally developed, in which the child spends short periods of his/her day in the new room. The transition normally occurs throughout the week, with each visit being progressively longer and including a different time of day. On the child’s last day in his/her old classroom, the family is given the opportunity to host a small celebration to honor him/her. When he/she arrives at school on their first official day in the new room, everything is normally ready for him/her including a name and picture on the new cubby and sign-in board, and all of his/her personal belongings already moved into the new room.

New Enrollees:

Always committed to making transitions as smooth for children as possible, the steps taken for a new child first enrolling in the center are similar but more extensive to that of an already enrolled child. Prospective families are always asked to bring their child with them for an initial visit prior to a space being offered. That enables both the teachers and the family to observe the child in the classroom environment to be sure that it is an

appropriate match. If a family then decides to enroll and an available space is offered, a welcome letter is given to them along with the enrollment packet. It explains the need for the family to arrange a series of several short transition visits to the classroom during the week prior to enrollment. Similar to those for children changing rooms, these visits are progressively longer and include a variety of different transition times that occur throughout a typical day. Parents are asked to remain on the premises, but not in the classroom with their child to give him/her the best chance to quickly acclimate and become comfortable with his/her new teachers and friends. During the first of these visits, classroom teachers generally give parents a classroom welcome letter and other information familiarizing them with room-specific information. When appropriate, it is suggested to families that they shorten their child's first few "official" days at the center, possibly beginning with a half-day or two, lengthening the day as he/she is ready.

Individual Children Leaving the Center:

Similar to the situation when a classroom teacher leaves the center, the departure of an individual child in a classroom is a transition that is given its own recognition. Children are prepared in advance for the upcoming change, as well as given an opportunity to both say goodbye and honor the child leaving, often with a special treat brought to the center by the departing family.

Rising Kindergartners:

Each summer a sizeable group of the children in the Center leave to attend kindergarten. While similar in many ways to preschool, starting kindergarten often means going to an elementary school that is much larger than children are accustomed to at the Children's Center. Unlike many of the transitions that children at the center undergo which are unknown until shortly before they happen, the move to kindergarten is one that is known and therefore can be prepared for well in advance.

While the Center has always taken steps to make children more comfortable with their first "graduation", we are in the process of expanding the process and creating a formal "Transition to Kindergarten" plan. A committee comprised of the Center Director, classroom teachers, parents, and kindergarten teachers will soon be formed to create a formal plan which will provide opportunities for children to focus on and

celebrate what they have done in the Children's Center, to become familiar with the new school, new faces, and possibilities in kindergarten, as well as to adapt to their new environment. Some of the planned activities may include:

- a portfolio of the child's work collected throughout the year presented at or near the time of the Spring Festival (which includes a graduation ceremony)
- an information session on kindergarten readiness and registration
- a variety of books about going to kindergarten read to the children
- the creation of an All About Me form by each rising kindergartner to be delivered to his/her new teacher.

FAMILY INVOLVEMENT

The YMCA Children's Center @ Carol Woods is committed to the partnership between a child's school and his/her family. While our staff members have strong backgrounds in early childhood education and a great deal of expertise in the development of young children, you are your child's first teacher and the expert on your individual child. We, therefore, seek as many ways to include parents and other family members in school life as possible.

The Children's Center has an open door policy, so you may visit the classroom at any time. While you will be formally invited to join your child's class on certain special occasions, it is understood and encouraged that you may drop in at any time. The following are some of the many opportunities for families to become involved in the Center.

Daily Verbal Communication:

Taking a few minutes each day to speak with your child's classroom teachers is a great way to be involved in your child's school life, as well as the center as a whole. This is a chance for the teachers to share with you day-to-day happenings in your child's classroom and any changes they notice in your child's physical or emotional state. It is also a great opportunity for you to share with them any important activities/happenings at home that may affect your child's behavior at

the Center. Our goal is to keep you informed about and involved in the care and education of your child.

Classroom Daily Review:

Each day classroom teachers provide written communication with families on pertinent classroom events and activities, which is both posted outside the classroom door and distributed to classroom families through email. While the daily review does not normally discuss information specific to an individual child, it is a great way to find out what happened in the classroom that day and helps families know what leading questions they want to ask their children.

Semi-annual Family Conferences:

The primary purpose of the fall conference is to begin to solidify the home-school partnership and to share individual goals for the year. The main goal of the spring conference is a discussion of the progress that the child has made throughout the year, together with an examination of the sample work collected by the teachers; and a conversation about plans for the future, including classroom placement.

Center-wide Notices and Newsletters:

Periodically notices and newsletters are distributed both through email and placed in children's cubbies highlighting upcoming events and other news of interest.

Suggestion/Comment Box:

A box is located in the lobby near the teacher mailboxes to provide a way for the center to receive anonymous feedback and questions from families on an on-going basis.

Parent Advisory Committee:

Becoming part of the Parent Advisory Committee is a great way to become involved in the center operation. The group, which is comprised

of parents representing each of the four classrooms, meets with the center director to provide support to the teachers, families, and the center as a whole. In addition to providing an avenue for center families to provide feedback to the center, the group organizes the center's Teacher Appreciation Week Celebration and assists with projects such as the Center Directory and center-wide events.

Center-wide Social Events:

Each year several social events are held to provide opportunities for the families in the entire center to get together. Typical events are the **Multicultural Potluck** held in early fall and the **Spring Festival** (formerly called the End of the Year Celebration) in late spring. Both are opportunities for families to socialize both with each other and with the staff of the center. In addition to being a social event, the Spring Festival generally includes performances by the children in each classroom, a simple graduation ceremony for the rising kindergartners, and a Year in Review slide show.

Classroom Volunteering and Participation:

The ways in which a family can become involved in the Children's Center are endless. Families are welcome to participate in activities including but not limited to a birthday celebration for your individual child, sharing family culture and traditions, doing an activity with the class related to a topic of interest to you, attendance at classroom holiday celebrations, and joining your child's class for an occasional lunch.

FAMILY CONCERNS

In spite of our best efforts to work as a partnership with the families in the Center, there may be times when a parent or other family member has a concern in regard to their child or their child's classroom. When the issue is one that should not be discussed in front of the children and/or if a calm and rational conversation seems to be difficult to maintain, we request that you either ask the teacher for a time to speak away from the children or you take your concern to the Center Director. Our teachers have been told to disengage from any conversation they feel is inappropriate in front

of children or to contact the Center Director if they ever feel harassed or intimidated by a parent or any other adult in the Center.

While the staff at the Children's Center works hard to meet the needs and desires of families in the center, there may be an occasional time when a parent disagrees with an action or procedure at the Center. In order to resolve such situations, the following grievance procedures have been established for parents. Such grievances must be initiated within 60 days of the matter in question.

Parent/Teacher Conflict:

1. If there is an issue involving a specific teacher, parents should first raise the issue with that teacher.
2. If parents are dissatisfied with the discussion with the teacher in question, the issue should be brought to the attention of the Center Director.
3. If parents are still dissatisfied after discussions with the Center Director, the issue can be forwarded to the Executive Branch Director of the Chapel Hill - Carrboro YMCA *in writing*.
4. Resolution of the issue will be determined, after further study and discussions with the Executive Branch Director, the family raising the issue, the staff involved and the Center Director. This may include official action by the Chapel Hill - Carrboro YMCA Executive Director and the Board of Directors. The family will be notified in writing of the final resolution.

Parent and Center Administration:

1. Any disagreement with the administration or the day-to-day operation of the Center *must* be first discussed with the Center Director.
2. If still dissatisfied, parents *must* make a written request to the Executive Branch Director of the Chapel Hill - Carrboro YMCA. The Executive Branch Director will contact the Center Director and may schedule a meeting with the family making the request for clarification of the disagreement. The Executive Director and

the Executive Branch Director of the Chapel Hill – Carrboro YMCA, will determine final resolution.

Parent and Center Policy:

1. Any concerns or disagreements about the policies governing the operation of the Center should first be discussed with the Center Director. All parents will be given (and acknowledge in writing the receipt of) the Family Handbook.
2. If still dissatisfied, parents must make a written request to the Executive Branch Director of the YMCA. The Executive Branch Director and the Center Director will mutually determine final resolution of the matter.

FAMILY SUPPORT AND REFERRALS

Referrals to Social/Health Service Agencies:

The Center will provide information about screening and diagnostic services for children and their families that can be found in the Chapel Hill community. In the event that a teacher or the director has concerns about possible special needs of a child, the Center Director will talk with the parent about those concerns and will recommend an appropriate source of information or evaluation. It is the parent's responsibility to seek help for the child. The Center will make every attempt to work with a family in such a situation. If the parent refuses to seek help and/or the child's condition (either physical or emotional) hinders the child from active participation in a group setting, the parents and staff together will determine if the Children's Center @ Carol Woods is meeting the child's needs. In some cases where it is determined that the Center is not meeting the child's needs -- after every attempt has been made to do so - - the parents may be asked to withdraw the child from the Center.

Referrals to Other Community Resources:

The Center will act as a support to families by referring them to resources in the community for information and services. These resources include but are not limited to the following:

Orange County Department of Social Services	968-2000/245-2800
Orange-Chatham Comprehensive Health Service, Inc.	942-8741
Orange County Health Department	968-2022
Universities Hospital	966-4131
OPC Mental Health Center	929-0471
Chapel Hill Park and Recreation	968-2874
Center for Study of Development and Learning	966-5171
Institute of Speech and Hearing	966-1066
UNC School of Dentistry	966-1161
Joint Orange-Chatham Community Action Inc.	929-0492
Inter-faith Council for Social Services	929-6380
NC State Legal Services	942-7712
Orange County Women's Center	967-8006/968-4646
Chapel Hill-Carrboro City Schools	967-8211
Town of Chapel Hill Human Services	968-2700
Police, Fire and Ambulance Emergencies	911