

Family Handbook

2023-2024

**Center for Young Children
University of Maryland**

**College of Education
Department of Human Development &
Quantitative Methodology**

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CENTER FOR YOUNG CHILDREN FAMILY HANDBOOK

WELCOME

Welcome to the Center for Young Children (CYC), a laboratory and demonstration school which is an academic unit of the College of Education at the University of Maryland. The Department of Human Development and Quantitative Methodology (HDQM) oversees the CYC's operation. We are glad to have you as a part of the CYC. Families and teachers are partners here, with the goal of working together to ensure optimal development of all children. We are here to provide high-quality education and care for your child, and we want your child's experiences at the CYC to be rich and rewarding. Our most important goal is to help the children become enthusiastic learners.

The information contained in this handbook is designed to provide new and returning families alike with a comprehensive guide concerning Center policies and operating procedures. For new families, it also provides basic information about the Center's goals and philosophy of education.

Mission

The CYC is a research/educational facility that employs quality faculty to educate and care for the children of faculty, staff and students of the University of Maryland at College Park.

The CYC mission is to:

1. Educate and care for children in a developmentally appropriate manner aligned with current research on learning.
2. Serve as an exemplary laboratory and demonstration school to train and prepare university students for careers in education and other related professions.
3. Provide an observation and research facility for faculty and students at the university who are studying child development and related fields.

The Center for Young Children is designated a self-support unit on campus. This means that with few exceptions, all salaries, benefits, supplies, and utilities are paid for with children's tuition and fees.

Statement of Inclusion

At the Center for Young Children, we are committed to the inclusion of all children and their families in our high quality early childhood environment. We believe that inclusion is a right, and therefore we foster social, emotional, cognitive, and physical development in a safe and supportive community. Our general and special education teachers provide curriculum and experiences that actively engage children to emphasize individual growth. We value partnerships with families and outside service providers so that, through a team approach, we ensure that each child meets their full potential. We welcome a diverse community for the benefit of all children at the CYC.

History

The Center for Young Children traces its origins to the University of Maryland Kindergarten established in 1948 by Edna Belle McNaughton. In 1965, an expanded nursery-kindergarten program moved to the new College of Education building. The Center followed the academic University calendar, training student teachers and conducting research to understand how children develop and learn. In September 1993, the University opened a new facility to continue and expand the mission of the Center. This is our current location, near Elkton Hall.

Program Philosophy

Children learn best through active exploration of an environment rich in materials, with opportunities to socialize, work, play, and negotiate with others. Educators build relationships with each child, seeking to understand each child's unique developmental profile, and to collaboratively work with children to develop learning experiences that engage children intellectually. Curriculum emerges from the children's interests and is focused on the "here and now" world that children can explore in hands-on ways. Children are encouraged to question, hypothesize, discover and reflect. Teachers plan and prepare a program that is developmentally appropriate, creative, intellectually stimulating, emotionally and physically safe, and socially responsive to each child's needs (see [Appendix A](#)). Children are guided to construct their own understanding of themselves, their communities, and the world around them, and to develop critical thinking skills (see [Appendix B](#) for Curriculum Goals).

The CYC is an inclusive program. We believe that children thrive when they are embraced as full members of the communities they live in, including school. This means that children with and without disabilities develop, play, and learn together in classrooms, where they have access to and the support required to participate in all aspects of our high-quality early learning program.

Teachers at the CYC have an enthusiasm for teaching, a bright and curious intellect, foundational knowledge of child development, an appreciation for each child's individuality, a belief in the power of observation, and a quest for the teachable moment for each child.

Early childhood is a valuable stage of development in and of itself, and does not exist only as a precursor to later stages. Children rushed into academic learning too soon may miss the important milestones in the acquisition of skills and knowledge. In a developmental program, play and hands-on experiences provide a foundation for early academics, such as literacy. When early academic skills are linked to meaningful activities based on a child's exploration of the environment and their interests, children build the strong foundational knowledge that supports later and more abstract academic success. For example, if children aren't allowed to string beads, button, dress up, cut, paste, pour, and draw, they won't develop the small muscle skills they need to write. Similarly, counting, sorting and classifying objects allows children to build an understanding of mathematical concepts necessary for addition, subtraction, multiplication, and division. Without these early concrete experiences, children may learn to count, but won't understand the underlying mathematical concepts.

CURRICULUM MODEL

The CYC's curriculum uses the Maryland Early Learning Standards as the foundation for its learning goals for children, in the domains of language and literacy, mathematics, social studies, science, health, physical education, fine arts, and social foundation.

Our project-based curriculum relies on both teacher knowledge and child interest. Curriculum emerges from teacher-child collaboration, and respects and supports individual, cultural, and linguistic diversity

(see [Anti-Bias](#) policy, [Appendix C](#)). The CYC exemplifies research-based knowledge on how children learn and mirrors what pre-service students in the teacher education program within the College of Education learn in their classes.

Our goals for children include:

- Active involvement and enthusiasm for the learning process
- Creative thinking and expression
- Active curiosity, questioning, and discovering
- Critical thinking
- The experience of success and the development of self-confidence
- Both independence and interdependence.
- Holistic development in all areas of learning

Children’s Library

A children’s library has always been a part of the CYC experience. Our “archives” contain picture books published in the 1940s and 1950s that were part of the original “University Nursery and Kindergarten” library. Today, a collection of over 4,000 picture books covering every genre of literature appropriate to young children is housed in our conference room. These books offer support to classroom studies, and when placed on the bookshelf in the hallway outside the Assistant Director’s office, provide an ever-changing source of books you may check out and borrow for a short time for your home use. See [Appendix E](#) for guidelines regarding the use of this library. Use frequently and enjoy!

In addition to the library, The assistant director organizes and supports CYC’s Families Read program. This program allows for families and children to participate in a book club of carefully selected books. Families read the books together at home and children get to discuss the book with the Assistant Director once they have had a chance to read it with their family. See [Appendix F](#) for more information including history of the program and procedures for participation.

ACCREDITATION

National Association for the Education of Young Children (NAEYC)

The Center has achieved accreditation by the National Association for the Education of Young Children, the nation's oldest and largest organization of Early Childhood educators. NAEYC administers this national, voluntary, professionally-sponsored accreditation system to recognize outstanding Early Childhood Programs that meet national standards of quality.

To become accredited, the CYC has to meet a variety of strict criteria related to providing a developmentally appropriate program for young children. These criteria range from having a well-qualified and trained staff to meeting stringent health and safety standards. In addition, the program must provide opportunities for parent involvement.

Accreditation includes an in-depth self-study of the program, followed by a visit from an assessor who is an expert in the field of early childhood education. The nationwide accreditation of early childhood programs such as the CYC benefits families, children, program personnel, and society.

Quality Rating and Improvement Systems (QRIS) – Maryland EXCELS

Based on nationally recognized quality standards and effective practices, Maryland EXCELS equips providers with an understanding of how far they have come in providing quality care – and how they can continue to deliver quality care.

The Maryland EXCELS framework is based on five core disciplines:

1. Compliance
2. Professional Development
3. Accreditation
4. Developmentally Appropriate Activities
5. Administrative Practices

Maryland EXCELS promotes quality by awarding ratings to Child Care Centers, School-Age Child Care Programs, Family Child Care Homes and Public Prekindergarten programs. These ratings are available to families as a way to help them make informed choices in the care of their children.

The system is simple: programs earn ratings on five (5) progressive check levels that form a pathway to excellence. A rating of ‘1’ is awarded to providers and programs that successfully meet initial requirements, while a rating of ‘5’ is awarded to those that have achieved the highest level of quality. **The Center for Young Children has achieved a check level 5 in all core disciplines.**

RESEARCH

Children enrolled in the CYC participate in research studies that increase understanding of child development and learning. The CYC serves as a laboratory school for faculty and student research projects in the HDQM department, College of Education, and related units on campus. Children may enjoy the experience of participating in interesting projects and interacting with research materials. Additionally, families and teachers have the opportunity to learn more about child development from leading researchers. Researchers present information to families and teachers throughout the year at scheduled events such as Open School night, PTP meetings, and end-of-day meet-and-greets.

Studies which are observational in nature and do not require the child to leave the classroom fall under the blanket consent form signed by families during the enrollment process. Studies in which the child leaves the classroom (e.g., walks to the research room in the building) require individual consent. Requests for participation in research will be sent home via email. Please note that a child will never be alone with a researcher. A CYC staff member will always accompany children who leave the classroom.

Research studies at the CYC must pass a rigorous review process, which includes approval from the University’s Institutional Review Board as well as from the Director of the Center for Young Children. The IRB guarantees the protection of the rights of all children involved in research at the CYC and mandates adherence of all research protocols to the “Ethical Principles in the Conduct of Research with Human Participants.” Each review emphasizes protection of your child’s rights.

Children are never required to participate in individual research projects, but the CYC does encourage families to provide consent unless participation in the specific study would constitute a hardship for their child. Even with a signed consent form, researchers will only take a child out of class for research with the child’s assent. Some research requires families to complete forms. Again, unless completing the forms would constitute a hardship, we encourage participation.

FACULTY AND STAFF

Advisory Board

The Chair of HDQM appoints an advisory board comprised of members from the CYC and University communities. This board acts in an advisory capacity on issues that arise at the CYC. The board meets as needed.

Director

The director holds a Ph.D. and is a member of the Department of Human Development and Quantitative Methodology. They are responsible for the overall operation of the Center and implementation of the

Center's mission. Responsibilities include review of proposed research, developing policy and instituting programmatic changes as needed. The director is a liaison with University personnel and is an advocate for the Center.

Assistant Director

The assistant director holds an advanced degree in early childhood education. The assistant director shares the responsibility for the daily operations of the Center, manages both the licensing and accreditation processes, monitors the family service requirement program, and works directly with all staff, including teachers, teacher-trainees, and student classroom aides. They are responsible for interviewing, hiring, and scheduling all undergraduate student aides, as well as selecting and placing interns in classrooms. They work on various committees, manage the CYC library, and plan for the CYC Families Read program each semester.

Curriculum/Enrollment Coordinator

The curriculum specialist holds an advanced degree in early childhood education. They are responsible for the overall effectiveness of the instruction at the Center for Young Children. They write and distribute all documents concerning curriculum and instruction to the Center's faculty, families, and university departments. It is their responsibility to organize and lead staff development workshops on topics of interest to the Center's faculty. They act as a coach to all teaching teams and as a liaison between families and school concerning curriculum and instruction. They represent the Center at national and local early childhood conferences, sharing the work of the school with colleagues in the field. They share day-to-day responsibilities with the assistant director and the program coordinator, and also work on enrollment with the Program Coordinator.

Program Coordinator

The program coordinator is the initial communication link for students, families, staff, and visitors at the Center. They provide support to and work closely with the director, assistant director, and curriculum/enrollment coordinator. They assist with the admissions and enrollment processes, and coordinate the billing process with the Office of Student Financial Services. They schedule and monitor the flow of observers through the Center, and serve as the primary security coordinator. The program coordinator also supervises sick children until pickup.

Teaching Faculty

The Center for Young Children is staffed by highly trained professionals with bachelor's degrees or higher who have extensive backgrounds in early childhood education or related fields such as special education or elementary education. Teachers are committed to demonstrating exemplary developmentally appropriate teaching. All CYC faculty have Pediatric First Aid and CPR certification.

Undergraduate Students at CYC

Undergraduate students maintain a noticeable presence at CYC as interns, observers, and paid aides. Teachers display photos of these students and information about their work/placement schedules in the classrooms. All contribute in significant ways toward realizing the CYC's mission and to the most effective functioning of each classroom.

ENROLLMENT

Enrollment at the CYC is not limited to the campus community; however, priority is given to current University of Maryland System school affiliates (see admissions policy, available in front office). The Center enrolls children representing a diversity of race, gender, country of origin, family make-up, and ability. CYC accepts the Maryland Child Care Scholarship to encourage enrollment from a range of socioeconomic backgrounds. Children must be three years old by September 1st and toilet-trained, unless the child has a documented disability which delays or inhibits toilet training.

Requests for specific teachers cannot be accepted. Requests for particular rooms will be noted, but cannot necessarily be honored.

Once an affiliated family has established a relationship with the Center through enrollment of a child and fulfillment of their contract obligations, any subsequent siblings are given priority for enrollment, **as long as** one parent remains a University affiliate. The deadline for sibling priority application is January 1st of the year in which the child would enroll in the CYC.

Children in kindergarten must be five years old by September 1st. Enrollment in kindergarten is mandated in the State of Maryland. The Center for Young Children follows the guideline for kindergarten eligibility established by the Maryland State Department of Education; specifically, that a child must turn 5 on or before September 1st to qualify for enrollment. As we offer a developmentally-appropriate curriculum for 5-year old children in our kindergarten, we do not administer a readiness test or accept outside results as an exception for early admission if a child's birth date is after September 1st.

Attendance records will be kept for all kindergartners, including tardy arrivals. Their attendance will be reported to families in June of the school year. This letter should be submitted to the child's elementary school the following fall.

Re-enrollment

In January, families will be canvassed in writing as to their intent to re-enroll their child for the next school year. If a family fails to inform the Center of their intent to re-enroll, that child's placement may be offered to a child on our waiting list. Likewise, the forms for re-enrollment must be completed by the stated deadlines or a child's place could be offered to a child on our waitlist.

Toilet Training

Toilet-trained children are expected to be able to do the following on their own:

- Decide when they need to use the toilet
- Pull down and up own pants/skirt/underwear
- Have sufficient "aim" to keep clothing and floor dry
- Get their body onto the toilet
- Wipe/clean with toilet paper

Please note: In accordance with the Americans with Disabilities Act (ADA), the CYC will admit and accommodate children with disabilities for whom toilet training is delayed or inhibited.

Because CYC requires children to be toilet-trained, children should be brought to school in regular underwear, not Pull-Ups training pants. It is strongly recommended that children wear clothing that is appropriate to their dressing skills. Elasticized waistbands are recommended. Belts and overalls are discouraged. We expect that three and four-year-old children will have occasional accidents. Teachers will keep a record of the accidents, inform the family of them, and discuss with the family what might be causing them. If accidents continue to occur, a meeting may be scheduled with the family, teachers, and an administrator to discuss goals, and suggest prevention methods that can be put into place, such as

scheduling frequent bathroom trips. If excessive accidents continue to occur, the policy described below will be followed. The CYC will make every effort to work with families to design strategies to support children's success in toilet training.

Children who enter the Center for Young Children, but are not toilet-trained cannot remain enrolled. Families will have the option of paying to hold the space for one month to complete the toilet training process. If at the end of one month training is still not complete, the child will not be able to come back to school that year. In this situation, a child will remain on the waitlist with their original date of application, for potential enrollment the following year.

Special Needs Inclusion

The Center for Young Children welcomes all children. If a child has identified special needs, families are encouraged to share evaluations and reports with the administration and special educator prior to the start of school to ensure a smooth transition to school. The Center uses a variety of informal measures to assess children's development across all areas. If, in the opinion of teachers and administrators, a child exhibits behavior in the classroom that may warrant further evaluation, family and teachers will meet to discuss the need for an appropriate assessment through Child Find (school system) or private practice professionals. The Center is committed to supporting all children in an appropriate manner. Some children may require support from the special educator, adjustments to the schedule, or therapies outside the scope of the Center. Any decision made has the best interests of the child as a primary focus. The environment will be adapted or accommodated when possible for all children. If a delay or disability is identified during the school year, the special educator should be present for all Individualized Education Plan (IEP) meetings, with family approval. Although the Center is not legally responsible for implementing the IEP, every effort will be made to address the documented goals and objectives on the IEP. The teachers at the Center are happy to work collaboratively with any private therapists. If a family would like further information on a child's development, a meeting with the special educator can be requested at any time.

Fraudulent or Misleading Information

Any fraudulent, false, or misleading information provided to the Center regarding affiliate status, child custody agreements, emergency contacts, or insurance information is grounds for termination of enrollment.

HOURS OF OPERATION, PROCEDURES, AND CLOSINGS

The Center is open from 8:30 am to 5:30 pm, Monday through Friday. The structure of the day is as follows:

8:30 a.m. – 4:30 p.m. – **Core Day**

4:30 p.m. – 5:30 p.m. – **Afternoon Gathering** (separate fee; child must be contractually signed up for this program for the entire year)

Children may **never be dropped off or picked up at the CYC between 12:00 and 3:00** as this is disruptive to both the child and the classroom during lunch and rest time. On the rare occasion of a doctor's appointment or other significant circumstance, children may be brought or returned to school after 3:00 **only if prior arrangements have been made with the classroom teacher**. If your child is going to be absent, please **notify the Center by 9:00 a.m.** If possible, let teachers know in advance of the days that your children will miss school.

The Center for Young Children is not a day-care drop-in center. Our mission is to provide a core educational program to young children in a center that also serves as a research laboratory and demonstration school for the benefit of University of Maryland students and faculty. Teachers at the CYC are required to plan programs that are developmentally appropriate, creative, intellectually stimulating, emotionally and physically safe, and socially responsive to each child's needs. Families, in turn, are asked to understand and support the mission of the CYC by arriving on time and ensuring consistent attendance.

Core Day and Classroom Meeting Time

CYC offers a state-approved kindergarten. The **academic** day for kindergarten is **9:00 a.m. - 3:30 p.m.** Kindergartners should **arrive by 8:45 a.m.** Kindergartners arriving after 9:00 a.m. will be counted tardy. The **academic** day for preschool is **9:30 a.m. - 12:00 p.m.** Preschool children should **arrive by 9:15 a.m.**

Classroom Meeting time is an important part of the children's day and impacts their learning. In kindergarten, this is especially true - children learn reading and writing strategies and skills during this time. Families are given the meeting time schedule at gradual entry week or prior to the start of school. Arriving 15 minutes prior to the meeting gives you time to help your child settle in, wash hands, unpack lunch items that need refrigeration, and greet other classroom friends as well as the teacher. Please see [Appendix H](#) for a sample daily classroom schedule.

Children and parents who arrive during meeting time must wait together outside the classroom or in the observation room until the meeting is concluded. Your child may not be dropped off/signed in during this time. At no time may your child be left in the building unattended. Your attention to these matters not only shows respect for the teachers and the program, but also to your child.

Afternoon Gathering

The Afternoon Gathering program is from 4:30 – 5:30 p.m. during the academic year.

Families can select for their child to attend Afternoon Gathering. This choice must be made for the entire year, and is indicated on the **contract that families have signed**. Afternoon Gathering has limited spaces for enrollment.

During Afternoon Gathering, teachers will supervise a variety of informal activities, including music, books, toys, and outdoor play. While this time is developmentally appropriate and well-supervised, it is **not a part of the core academic day for the children**.

Afternoon Gathering teachers are members of the CYC teaching staff, (qualified teachers and student aides). Children participating in Afternoon Gathering will transition from their core day teachers to their Afternoon Gathering teachers at the appropriate times.

Drop-off, Pickup, and Parking

Parking permits will be distributed to new families during the week of Gradual Entry. Two “YC Lot” permits are available for each family. These permits allow a parent to park in the YC parking lot for up to one hour while you are on CYC business. Cars that are parked in the "YC" lot and do not display the proper permit, or that display the YC permit incorrectly, will be ticketed. CYC staff have no control over car ticketing on the UMD campus and cannot forgive or reduce parking fines given by Transportation Services.

According to Maryland Child Passenger Safety Laws, any child who is not yet eight years old must be correctly buckled in a child safety seat, unless over 4’9” tall. Police officers periodically conduct car seat installation safety checks on children arriving at the CYC. Please remember, no child of any age should be left unattended in a car, even for a short period of time!

The spaces in the YC lot **next to the sidewalk are a safe way for families to walk to school**. CYC teachers and staff will park in the middle spaces in order to allow families the safer spaces adjacent to the sidewalks. **No cars may be parked in the “circle” area in front of the school**. This area gives space to all cars passing through, and in addition, is reserved for emergency vehicle access. Please remember that the one strip adjacent to the dumpster is part of the YC lot, and has sidewalks for safe access to the CYC. Be sure to display your YC permit at all times when parked in the YC lot.

For added parking lot safety for all, please note that vehicles may not be left idling when dropping off or picking up your child, unless an adult remains in the vehicle and it is necessary to maintain interior temperatures of the vehicle due to extreme heat or cold.

No child should be dropped off to walk into the Center alone. Please escort your child to the classroom. Please plan to remain long enough for him to transition comfortably to his teachers and friends. If you need help with this transition, please speak to your child’s teachers. Children **MUST** be signed-in on the attendance sheet provided for the class every day.

At the end of the day, be sure to say goodbye to your child's classroom teacher or the Afternoon Gathering teacher so that she knows your child is leaving. Sign out sheets will be in the classroom with the children, or outside if the children are outside. **Please exit the building as soon as you have signed out your child, keeping your child with you at all times**. Please do not pull out Great Room toys and games at this time.

Please do not allow your child to press the red handicap access button that opens the front doors as you exit the building. Children can understand that this button is not a toy, but intended for use by persons with special needs, and that with unnecessary use it will wear out and require constant repair. Finally, children are **not permitted to run inside the CYC at any time.** This poses a particular danger at pick up time, when children tend to dash for the door and can end up outside the building without a parent. **Please keep your children with you and help them to understand that this is the safest way to exit the building.**

Authorization for Pick up

If the adult indicated on the sign in sheet is not able to pick up the child, families must inform the office. With a phone call from a legal guardian, children may be released to adults who have been authorized by the family and are listed on the child's "Authorization for Pick Up" form. **Any person picking up a child may be asked to show proper photo identification.** If these procedures are not followed, **staff members are not permitted to release the child.** Always remind the child when someone different from typical is going to pick him/her up from school.

If a parent or an authorized adult cannot pick up a child, there must be **written permission** to have another adult pick up the child. Parents may email a consent form to allow their child to be picked up by another person who is or is not on the authorized pickup list. Please email the form to the administration at cyc-admin@umd.edu. **CYC staff members are not permitted to release a child to another parent volunteering at the last minute to pick up a child whose own parent is running late, unless the procedures above have been followed.**

Custody Considerations

Please provide the Center with a copy of any legal custody documents and share with an administrator and your child's teachers any specific details that may be important for the Center to know. CYC must have a copy of any applicable court orders to guide us in releasing a child.

Late Pick Up Fees

Your child anticipates your arrival at the end of the day. A child can become worried and anxious if their classmates have all been picked up and their own parent has not yet appeared. In addition, teachers have put in a full day. If you arrive late, a late fee will be assessed, and the staff is required to submit a late fee form to the front office. Late fees are due within 48 hours after receipt of the late fee notice.

Late Fees Per Child: \$10.00 - 1 to 5 minutes and
 \$ 5.00 - each additional 5 minute increment or part thereof.

There are two possibilities for late pick up times:

- 1. After 4:30 p.m. (for a child not enrolled in Afternoon Gathering)**
- 2. After 5:30 p.m. (for a child enrolled in Afternoon Gathering)**

Late fees are strictly enforced throughout the school. You will be asked to sign a Late Pick up Form.

Late fees will be imposed when school is closed early prior to holidays and for emergency closings, unless suspended at the director's discretion. Fees are payable directly to the teacher(s) who stayed with your child by cash, check, or method such as PayPal or Venmo, if agreed upon by family and teacher.

If a family has had an emergency near the end of the day, such as a car breaking down or an illness, they must first inform the school, and then make alternate plans for pick up. The late fee will be imposed even under emergency conditions.

Fines will be doubled after three incidents of late pick up. After six incidents of late pick up, the child may not be able to attend the Center the next day, and enrollment for the future will be in jeopardy. Families who do not pay late pick up fees will jeopardize their child's enrollment at the Center.

SCHEDULED CLOSURES

A calendar listing CYC school closures/events is provided to families ([Appendix M](#)). During this school year, CYC will be closed for 4 ½ in-service days and 2 days for family/teacher conferences. All workshop and parent-teacher conference days will be rescheduled in the event of a cancellation due to any emergencies such as inclement weather. Like the University, the Center will be closed on the following holidays:

-Labor Day	-Winter Break	- Memorial Day
-Thanksgiving Day	-New Year's Day	- Juneteenth
-Day after Thanksgiving	-Dr. M L King, Jr.'s Birthday	- Independence Day
-Christmas Day	- President's Day	

In order to prepare for our summer program and the new fall semester, the Center will close two weeks in early June at the conclusion of the school year, and three weeks after the summer program in August, to assure a smooth transition for children, as well as for school repairs and maintenance when children are not in attendance.

EMERGENCY PLANS

Evacuation Plan

In the event of an evacuation from CYC, the children and teachers will go to either Oakland Hall, Eppley Center (ERC), or Elkton Hall (see map, [Appendix N](#), for these locations). Families will be notified by email or phone on where and when to pick up their child. Be sure all phone numbers and emails are up to date on paperwork at the CYC.

Emergency Weather Closings

The State of Maryland licenses the Center and determines the regulations that govern the Center's operation. These regulations concern, among other items: adult-child ratio, safety, and health. If emergency conditions should ever prevent the Center from operating within these licensing guidelines, the Center must close. **The Center will close for children when the Prince George's County Public Schools close due to inclement weather conditions (such as snow and ice storms).**

CYC maintains the following procedures in the case of inclement weather:

When Prince George's County Schools...	CYC will:
- Close	- Close
- Open 2 hours late	- Open at 9:30 am *
- Close 2 hours early	- Close at 1:30 pm*
- Cancel all afternoon/evening activities	- Close at 4:30 pm* (No Afternoon Gathering)
- Cancel AM/PM Kindergarten	- Does not affect us
- Close for non-inclement weather purposes (political rallies, utility failures, etc.)	- Does not affect us

***NOTE:** If the UMCP announces an opening time LATER than noted above, the CYC will open 30 minutes after the University. If UMCP closes campus PRIOR to the closing times noted above, the CYC will close with the University.

- A. When inclement weather is predicted and Prince George's County Schools are closed due to a scheduled closure, **CYC's actions will be at the discretion of the Director.**
- B. When the Center is closed, an email will be sent to the listservs to reach all families. The Director will also record a message on the Center's voice mail system. Families are encouraged to listen to radio and television announcements about the status of both the University of Maryland College Park and Prince George's County Schools throughout the day when inclement weather is predicted, and to call the Center: (301) 405-3168.
- C. We recommend that you place your email address on the Prince George's County Schools listserv for closings and schedule changes:
<https://www.pgcps.org/offices/communications-and-community-engagement/newsroom/schoolmessenger>

Other Emergency Closings

The CYC also reserves the right to close on an emergency basis for conditions other than inclement weather. The CYC recognized the great hardship this may cause, and will try to avoid such closures. No tuition shall be refunded in the event of an emergency closing. If an emergency closing lasts more than 10 school days for reasons beyond the University's reasonable control (e.g., pandemic, major building structural damage, etc.), CYC will use its best efforts to implement a distance learning program and services. At the time such program and services begin, and for all remaining days of the emergency closing, in consideration of the distance learning and support provided by the CYC:

- Pre-K families will be responsible for fifty percent (50%) of Core Day tuition.
- Kindergarten families will be responsible for one hundred percent (100%) of Core Day tuition.

Should such an emergency closure extend longer than 60 school days, the CYC will work in good faith with University officials to determine if an updated plan is necessary.

CYC DAILY ROUTINES AND NECESSITIES

Clothing

We encourage children to participate fully in all school activities. Please send your child in comfortable and washable clothes. It is best if the clothing comes in layers, and that mittens and boots have good gripping surfaces. Items should be selected so that they are comfortable and allow the child the widest range of movement. Bulky clothing impairs a child's ability to maneuver. When possible, a child will wear outside all the clothing provided by the parent that day; however, when the weather changes drastically in the course of the day, teachers will use their discretion in dressing children for outside play.

Because we teach self-help skills, be sure your child's clothing can be easily managed by the child; for example, elastic-waist pants rather than belts, and mittens rather than gloves. Also, please send in two seasonal changes of clothes for the occasional school accident. These changes should include shirt, pants, underpants, socks, and a sweater or sweatshirt. An inexpensive pair of sneakers would be helpful, and a pair of rain boots should be kept at school. If wet or dirty clothes are sent home, please return a clean extra set of clothes the next morning. If your child borrows an item from our supply of extra clothes, please be sure to wash and return the item to the teacher.

Children need to wear enclosed, rubber-soled shoes outside on the playground. Party shoes, jelly shoes, or sandals may pose a safety problem when running and climbing and using equipment and cannot be worn on the playground. "Crocs" and similar closed-toed rubber shoes with a heel strap are okay, but should be sized as appropriately as possible to avoid falls and injury. Extra sneakers can be kept in the cubby for your child to change into when going outside to play. In snowy weather, easy-to-put-on boots are a must for outdoor play.

Names should be written on or attached to all clothing and other valued possessions. Families are urged either to sew name tags onto children's clothes or to mark them clearly with indelible ink or permanent ink. The Center maintains a Lost and Found box located near the front desk.

Food Safety

One of the important roles of the Center for Young Children is ensuring the safety of food as it is purchased and stored, prepared, and served to children. These considerations help reduce the risk of foodborne illness and provide for the safe consumption of food by children.

Maryland State Board of Education's COMAR 13A.16.12 ("Nutrition") regulates policies and

procedures for creating and maintaining a “Food Safety” plan for licensed child care programs. Further, while not enrolled in the federal Child and Adult Care Food Program (CACFP), CYC accesses that program’s helpful nutrition information, handouts, and snack menu suggestions.

CYC provides two snacks (AM and PM) each day and families send lunch from home.

The CYC ensures that all food items served to children are stored and served in accordance with food safety standards.

Family’s Role in Food Safety

- Please label any food items that must be refrigerated with the child’s name and date food is to be consumed. Those items are removed from the lunchbox and refrigerated as soon as possible until brought back into the classroom for lunch.
- Families are asked to refrain from including the following potentially choking hazards with lunch: popcorn, raw large carrot chunks, whole grapes, large chunks of meat, including hot dogs; large hard pretzels, hard candy, frozen peas, nuts. Our staff will not serve these items if sent from home nor will these items be served as part of snack choices provided by CYC.
- Please advise the CYC of a child’s food allergies, and complete a plan for addressing that child’s needs. Teachers will post information about children’s allergies (or food restrictions) near the food service area in the classroom.
- Children’s photos accompany any listing of allergies. Families are asked to review their own child’s entry on the list at the start of each school year to assure its accuracy.
- CYC staff are unable to heat up children’s lunches and ask families to consider whether an item sent from home will remain at a safe temperature prior to consumption.

Special Feeding Needs

- Parents must advise CYC in writing of any special dietary considerations needed for their child.
- A dated record will be kept on file of food served to any child on a modified diet and will be communicated to the family when modifications are made.
- We are required to serve milk with lunch. If a child is not allowed to have cow’s milk, please notify the CYC in writing and provide an alternate milk (soy, etc.)

Rest Period

State licensing requirements stipulate that all children in full-day programs be provided with a rest period. Accepted practice in most pre-K programs is a two-hour rest/nap period. Kindergarten children usually rest for around 50-60 minutes. Children who do not sleep are asked to rest quietly on their cots. **Each class has special routines to prepare for rest time and maintain a quiet, relaxing environment. Families can ask their child’s teachers about the specific routines and expectations they use.**

Teachers work hard on expectations with a child who has daily difficulty settling down, thus disturbing and stimulating other children. If the difficulty continues, teachers may request a meeting with the parents to discuss strategies for a successful rest time. **Teachers cannot accommodate requests to deliberately keep children awake during rest time, and will follow the child’s lead during the classroom rest period.**

Please bring a pillowcase, a crib sheet, and a small blanket each Monday and take the bedding home each Friday to wash. Nap linens should come in a bag that can be fully closed, such as with a zipper or a jumbo, zip-top bag.

Toys from Home

In an effort to bridge the gap between home and school, your child may bring **one item from home for rest time (labeled with your child's name)**. This **soft, cuddly toy** for naptime can remain at the Center in the child's cubby or outside the classroom in a basket. Any other toys brought from home are discouraged, and must be discussed with your child's teachers in advance.

The Center discourages the use of gunplay, war toys and activities involving violence of any kind, in keeping with our belief that this sort of activity promotes aggressive behaviors towards others. Teachers strive to keep all of their students safe from the intentional and unintentional injury that such games could inflict. We therefore ask that all guns, war toys and superhero figures be left at home.

TUITION AND BILLING INFORMATION

Families sign a contract for the school year, and tuition payments may be paid on a schedule of ten equal payments, August 20th through May 20th. If a child enters mid-year, tuition will generally be prorated for the remaining school year.

The Office of Student Financial Services and Cashiering (OSFSC) generates the tuition bills. Checks should be made payable to the University of Maryland, include your account ID number, and be returned to the address on the invoice. Tuition may also be paid by credit card online at the link provided from our homepage. Bills will be sent approximately two weeks prior to the due date, which is the 20th of each month. Please call 301-314-9000 should you fail to receive an invoice or have questions. Failure to receive a monthly bill does not negate the responsibility for paying tuition. There is no refund for any absence, regardless of the reason, including vacation and illness. **Tuition may not be paid in the CYC office. Please pay OSFSC directly.** See [Appendix P](#) for tax and flexible spending account information.

Our summer program is offered for six weeks, from late June to early August each year. There is a flat summer program fee, without sibling discounts. Summer enrollment is not required and enrollment status in the summer program does not impact a child's placement in the regular school year program.

Failure to Pay Tuition

Failure to make timely tuition payment could result in a late fee and/or a finance charge as per the policy of the Office of Student Financial Service and Cashiering, including the policy of sending uncollected tuition to a state collection agency. If payment is more than one month in arrears, a child's enrollment may be terminated.

Withdrawal

The persons who signed the contract are responsible for payment for the remaining time on the contract if they find they need to withdraw their child before the school year is completed, unless CYC can find a replacement enrollee. Every effort will be made to find another child to fill the vacated space, but it is not always possible to do so. We require thirty (30) days WRITTEN notice in advance of a child's withdrawal date to begin the process of finding a replacement; however, no replacement child can be enrolled after February 1, because of the difficulty of such late enrollment for both the child and the class. If the withdrawal date is after the last day of January, the account holder is responsible for the tuition for the remainder of the contractual period. For withdrawals before the last day of January, if a replacement child cannot be found, the account holder is responsible for the tuition for the remainder of the contractual period.

Financial Assistance

The CYC is pleased to accept the Maryland Child Care Scholarship. For more information about the scholarship, to determine eligibility, and to apply, please visit the [Child Care Scholarship website](#). If you have questions, please contact the CYC's program coordinator at (301) 405-3168.

FAMILY'S ROLE

Families are the first teachers of their children, and as such are encouraged to participate in the education of their children here at the Center (see [Appendix A](#)). You are encouraged to share talents, workplace and departmental resources, ideas and other interests with the teachers and children. Activities that provide an opportunity for family participation include acting as chaperones on field trips, having lunch with children, and attending after-school potluck dinners, fundraising events, fairs, outings, and picnics.

Families are welcome to observe at the Center. Our observation booths enable you to do so without being seen by the children. Please stop by the front desk first and let the Program Coordinator know you'll be visiting the booths. Even though we welcome family observations, the booths are also used by researchers, student observers, and by CYC teachers in the course of the day. Please assist us with this need by limiting your time spent observing per day. Finally, please do not sit in the observation booth to do your own work or study, as this will hinder others' use of this space.

Teachers and staff welcome ongoing communication with families. Please feel free to email teachers or administration with questions at any time. Staff and administration will set up meetings with families. Sharing information about your child between school and home allows all parties to best support your child's development.

CHILD/FAMILY ORIENTATION

Getting to Know You Meetings and Gradual Entry

The first official day of school is set aside for "Getting to Know You" meetings for children new to CYC as well as children entering kindergarten. Families will receive information on how to sign up for a meeting. These meetings will be brief, and families will attend with their child so that both families and children can get to know the teachers and classroom. Families with children who are returning to CYC will be offered the chance for a meeting if they choose.

The remainder of the first week is what we call Gradual Entry. All students (new and returning Preschoolers and Kindergarteners) begin the school year on a gradual basis. If, for some reason, your child cannot participate in gradual entry during that week in August, we will provide you with a similar schedule that will be used the first full week that your child begins school.

In late July, all enrolled families will receive a packet that includes a welcome letter, class assignment, and gradual entry schedule. Even though there are mixed ages in the preschool classrooms, we find that beginning a new school year on a gradual basis is beneficial to all of our students. Children attend for shortened days, half the class at a time, to help ease the transition to a new school, classroom, teachers and friends. This is also true for our kindergarten students. These half days provide a time for children and their families to acclimate to the new setting, learn the routines, and begin to form bonds with teachers and other classmates. On some occasions, we may observe that an individual child needs more time to adjust. In these cases, the family may be asked to participate in an extended gradual entry period. We would work together to discover the best ways to support the child.

Open School Night (May be in-person or via Zoom)

All CYC families are invited to attend our annual Open School Night that is scheduled near the beginning of the school year (mid-September). During this evening, families hear from the director, other administrators and classroom teachers about specific school and classroom policies and practices, important procedures, and the curriculum. A good deal of valuable information is shared at the Open School Night, so all families are encouraged to attend. The CYC cannot provide child care for this event as all of the classrooms and the Great Room will be in use. This is an adults-only event.

Field Trips

Field trips support our curriculum by allowing children first-hand, often hands-on related experiences away from school. Destinations may be on- as well as off- campus. **They may be walking trips. Trips that require driving employ the use of the seat-belted UMD charter buses.** Trips are carefully researched and planned by teachers to support classroom studies, and to fit into the daily schedule. Families are encouraged to participate in at least one trip each year.

The following information shares guidelines and expectations for trips as they are planned and evolve over time. They are meant to enhance your child's learning and enjoyment on trips in the safest, most organized way possible. Please read carefully, so as to understand your role, whether accompanying a trip or simply sending your child on a trip you cannot attend.

Safety Concerns

- First aid kits are carried on all trips.
- When transported by bus, per state and federal regulations, all bus drivers have a chauffeur driver's license, are drug tested, have a background check, and must have a physical every two years.
- Buses meet current state and federal licensing/maintenance regulations.

Pre-Trip Procedures

- A form giving permission for your children to participate in school-sponsored field trips is provided as part of children's enrollment at CYC. Children may not participate on such trips without this signed permission (unless you transport your own child).
- Teachers will inform you of the trip, usually at least one week prior to the trip, indicating date, time, purpose of trip, any costs associated with the trip, and mode of transportation.
- Please pay any requested trip fee to the teachers by their requested deadline.

Day of Trip Procedures

- All children and participating adults should arrive at CYC at least 20 minutes prior to the announced departure time. [**Please note:** Children who arrive at school after the class has departed may **not** remain at school. The parent is responsible for transporting his/her child to the field trip site or making other arrangements for the school day.]
- Information and trip protocol will be reviewed prior to departure. Small groups of children will be carefully assigned to parent participants for the duration of the trip. **Your fullest attention to these children throughout the trip is paramount.**
 - Know where they are at all times.
 - Hold hands as necessary.
 - Be attentive to surroundings.
 - Keep the group together at all times. A child may **not** be alone in a bathroom.
- Teachers will indicate any meeting times or places for gathering as an entire group while on the trip. Cell phones may be used for communication purposes.
- A final head count will be taken before all leaving the site together to return to CYC.

Trip Expectations

- Siblings, whether younger or older, may **not** accompany participating families on trips, since they can divert attention away from the group of children which the adult is responsible for supervising.
- **Only** teachers will provide snacks, if appropriate, on the trip. [**Please note: Due to the real possibility of allergies, we ask that participating families do not provide any food or drinks to children at any time on the trip, other than that which is provided by the teachers.**]
- Please participate fully in all aspects of a trip if accompanying your child's class.
- Please refrain from smoking at all times when on a trip.
- Please refrain from talking or texting on your phone unless directly related to the field trip.

If you are unable to participate on a particular trip, please do enjoy talking with your child about the experience and looking at trip photos together!

Parent/Family-Teacher Conferences

The Center for Young Children uses the **Work Sampling System** which is a reliable, criterion-referenced authentic performance assessment tool. Teachers spend time each day collecting evidence of growth and development of individual children in seven domains of learning—Personal/Social Development, Language and Literacy, Mathematics, Scientific Thinking, Social Studies, The Arts, and Physical Development. This evidence is then documented using two written formats that are presented to families during their conference.

During the course of the school year, teachers and administrators are available to meet with families informally to share information between home and school. Sometimes this occurs during casual and friendly conversation, while other times, it may require scheduling a meeting. In addition, there are **3 times** throughout the year where families will meet **formally** with their child's teachers to discuss growth and development. The three conferences are listed below:

- **August/September Get-to-Know-You Meeting:** Families are invited to share information about their child with his/her teachers including goals for the year.
- **Early December-Fall Conference:** Individual conference times will be scheduled with each family so that teachers can share current levels of development and together they can discuss and agree on the continued learning goals for the remainder of the school year. At this conference, families will take home a **Summary Report/Portfolio** that outlines student growth and development for all of the seven learning domains mentioned above.
- **Early May-Spring Conference:** Individual conference times will, once again, be scheduled with each family so that teachers can share student progress that has occurred during the entire school year. From this conference, families will take home a **Summary Report/Portfolio** that describes, with anecdotal evidence and photographs, growth and development in all seven learning domains.

Sign-up information will be shared about two weeks in advance of the conference day (which is a Friday both in the fall and spring). These two formal conference days are scheduled closures on the CYC calendar. Due to the conference meetings, **school is closed to students**. The CYC does hire student aides who staff a "babysitting" room for families to use **during their scheduled conference time only**. Please refer to the CYC's academic calendar for the exact dates of this year's conferences.

Birthdays

In the past, the practice of inviting only a small group of classmates to a private birthday party outside of CYC has led to hurt feelings on the part of the children who were excluded. Sensitivity to this issue can prevent children's feelings from being hurt. Birthday invitations should be brought to the CYC only if all

the children in the classroom are invited to the child's birthday celebration. Individual classrooms celebrate birthdays at CYC in a variety of ways, including birthday songs and birthday books. If you do not celebrate birthdays, please inform your child's teachers, and they will work with you to find an appropriate accommodation for your child during birthday celebrations.

Holiday Celebrations

The Center for Young Children is very proud to serve a diverse population of students and families—we are truly a global community. Keeping that in mind, we strive to develop ways in which all of our children feel respected in their individual family and culture throughout the school year, especially when it comes to the recognition and celebration of holidays.

In our classrooms, holidays are recognized and appropriately supported as they naturally emerge through the children's play, their drawings, and their stories. We believe that by responding to children's expressions and representations, the holiday is then better recognized in a context that is most meaningful for that child and supports the appropriate development of the child's social understanding. We do recognize and respect that holidays are an integral part of each child's socio-cultural life, are part of their uniqueness as individuals, enrich the community of the classroom, and support the goal of connecting community, family and culture. Thus, teachers are prepared to support and extend the child's interests, as well as other children's "desire to know," with questions, ideas, materials, and documentation of the experience.

We invite families to share significant traditions and holidays from their country of origin. Celebrations such as Diwali, Chanukah, Christmas, Kwanzaa, Chinese New Year, Korean New Year, Mardi Gras, and Eid-al-Fitr are among special holidays that can be shared. Teachers will work with families to prepare age-appropriate celebrations that will focus on cultural rather than religious themes.

Green School

The CYC has earned the distinction of being named a Maryland Association for Environmental and Outdoor Education (MAEOE) Green School, as well as a University of Maryland Platinum level Green office. Some of the green measures in place in the Center include automatic and low water flow faucets and toilets. CYC also composts food leftovers and paper products in each classroom, as well as employs reusable, washable dishes, cups, and utensils whenever possible. Check with your classroom teachers to explain about composting and supporting the CYC green initiative.

Our goal is to teach conservation of the environment to young children along with the support of their families, through our programs including Trash Free Tuesdays, Maryland Green School and Eco-school USA participation, the UMD Green Office program, and other school-wide endeavors such as e-waste recycling drives. We believe that young children can begin to understand and learn the importance of being thoughtful about their use of the resources available to them and the impact that this may have on their environment, and that this can lead to their future involvement in matters that concern being a good steward of the world around them.

Cell Phones

Please refrain from using your cell phone while at the CYC during pickup and drop-off. If you have a call that you must finish, please complete it outside of the CYC before entering to pick up your child. Children love to say their morning good-byes and greet their family members after a long day at school. They truly desire your undistracted attention during these times of the day. Teachers also have a very limited time to communicate with you, so please be available to chat briefly with them at these times as well.

HEALTH

Maryland's State Department of Education (Office of Child Care) provides schools with the state's Health Inventory document that is mandatory for families to have completed by a licensed healthcare professional (family doctor or pediatrician) before a child can be admitted into childcare programs. In addition, a complete immunization history must be on file, as well as any medications that need daily administration. Proof of screening for lead poisoning must be provided.

It is essential that we attempt to limit the spread of disease. The following is a list of symptoms that we use to determine when a child is too ill to be in school. (List based on information from NIH, Medline, CDC and American Red Cross.)

1. **FEVER** -- any reading over 99.5° Fahrenheit when taken under the arm (100.0° F taken orally). **A child must be fever-free without benefit of medication for 24 hours before returning to the Center.** If a child has a fever on a Sunday, the same policy applies. If a child wakes up sick or with a fever, please keep the child home.
2. **DIARRHEA**, defined as an increased number of stools compared to the child's normal pattern, with increased stool water and/or decreased form. Exclude from school for 24 hours minimum. If the diarrhea continues, pick up and exclusion until the child's physician is consulted will be required.
3. **VOMITING**, two or more times in the previous 24 hours unless the vomiting is determined to be due to a non-communicable condition. Exclude from school for 24 hours after the last episode of vomiting.
4. **RASH**, with fever or behavior change, until a medical professional has determined it non-communicable.
5. **CONJUNCTIVITIS ("PINK EYE")**, if white of the eye is red, even without seeping. Child must be home for 24 hours after the start of medication. A note from the doctor clearing the child to return to school must be provided. If your child's red eyes are due to an allergy you must send in a doctor's note stating that they are not infectious and are permitted to come to school.
6. **SEVERE COLD SYMPTOMS**, i.e., sneezing and nose drainage. If your child's runny nose is due to an allergy you must send in a doctor's note stating that they are not infectious and are permitted to come to school. Please see Covid-19 policy for additional information.
7. **OTHER SIGNS OF POSSIBLE SEVERE ILLNESS**, including unusual lethargy, irritability, persistent crying, difficulty breathing, or persistent barking-type cough.
8. **COVID SYMPTOMS**, such as fever, chills, cough, shortness of breath or difficulty breathing, fatigue, muscle aches, headache, loss of sense of taste or smell, sore throat, stuffy or runny nose,

nausea and vomiting, diarrhea. Please see COVID-19 screening, exclusion, and return policy below.

If your child has any of the above symptoms, please do not bring your child to school until they have been seen by a medical professional and have begun treatment or until the symptoms either go away or improve considerably. **If your child has been put on antibiotics, they must have been on the prescription for 24 hours before returning to school.**

If a child seems really sick without obvious symptoms, please keep them at home. This includes pallor, irritability, exhaustion or disinterest. **We reserve the right to isolate or send children home for exhibiting these symptoms, whether a fever is present or not.**

Both home and CYC are responsible for teaching children about frequent and thorough hand washing before eating, after bathroom visits, and after coughing, sneezing or blowing their noses.

Covid-19 Exposure, Testing, and Exclusion

The CYC follows the guidelines of the [Centers for Disease Control](#) regarding the management of children and staff with symptoms of Covid.

COVID symptoms:

When children or staff have symptoms including: fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headaches, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea, they are required to take the following steps:

- **Test for COVID-19** using an at-home antigen test or via PCR test with a medical professional. If using an at-home antigen test, if the initial result is negative, take a second test after 48 hours or take a PCR test as soon as possible.
- **If test remains negative**, child/staff member may return when symptoms indicate as per items #1-8 above.
- **If test is positive**, child/staff member must remain excluded from school as follows:
 - **Day 0** is the day of symptom onset regardless of when you tested positive. Day 1 is the first full day after the day symptoms started.
 - Child/staff must remain at home through **day 5**, returning on day 6 IF they are fever-free (without the use of fever-reducing medication) AND symptoms are improving.
 - Anyone experiencing shortness of breath or difficulty breathing must isolate through **day 10**.
 - Anyone hospitalized or with a weakened immune system should isolate through day 10 and consult a physician before returning to school.
 - **Anyone returning to school after day 5 and prior to day 10 MUST wear a well-fitting mask through day 10.**

Exposure to COVID-19:

Any staff or child exposed to the virus that causes COVID-19 must take the following steps, **regardless of vaccination status or previous infection:**

- If symptomatic: follow the steps above for symptoms of COVID.
- If asymptomatic:
 - Child/staff may remain at school, but must wear a well-fitting mask starting immediately.
 - Watch for symptoms (if symptoms develop, follow steps above).

- Test for COVID-19 on day 6: if negative, continue taking precautions (masking) through day 10.
- If test is positive but child/staff remain asymptomatic, they must isolate through day 5 (day of testing is day 0) and mask through day 10.

You may use this [Isolation and Exposure Calculator](#) on the CDC website if desired.

We rely on your partnership to reduce the spread of COVID at the CYC.

Post Diagnosis Exclusion Policies for Communicable Diseases

According to the Maryland Department of Health and Mental Hygiene, if your child has any of the reportable diseases listed on the MDHMH website at <http://phpa.dhmh.maryland.gov/Pages/what-to-report.aspx>, you must report that fact to the CYC.

In the case that a contagious disease diagnosis is received, please inform the Center the same day. The Center has a duty to inform your child's class, without revealing your child's identity, of any diagnoses of contagious diseases received. Children with contagious diseases will be excluded from CYC as long as appropriate, current medical best practice states. An administrator will send an email to the families stating what diagnosis was received and attaching the MD Dept. of Health and Mental Hygiene Fact Sheet for that condition. Your family's confidentiality will be protected to the best of our ability at all times. In the case of contagious disease, the family of any under-immunized child will be notified so that the family can exclude him/her from the program until the illness has passed.

A child who has been out due to illness for 3 days or more cannot be readmitted to the Center without first receiving a written statement from the physician.

Care for a Sick Child

The CYC is not equipped to care for ill children. Families must pick up a sick child within one hour of being called, or make alternative emergency pickup arrangements. Sick children are made comfortable in the sick bay, located directly behind the front desk, to rest or play quietly until they are picked up. The sick bay is maintained away from the classrooms to prevent additional individuals being exposed to illness.

Children should remain at home and rest if they are unable to participate in all activities **including outdoor play**. Having followed the pediatrician's advice, your child may return to the group setting at such time as the child can comfortably function in most Center activities and the staff can handle your child's needs and still fulfill their responsibilities to the other children.

If your child has been seen in a hospital or emergency room outside of school hours, please share this information with the classroom teacher or the front office. Frequently, there are persisting symptoms or behaviors when a child returns to school and having this information helps CYC personnel make informed decisions regarding your child's health and safety.

Staff members are encouraged to call the family when there is a possibility that a child is developing a health problem, even when exclusion is not yet determined to be necessary. Accordingly, families are requested to promptly return phone calls from staff.

Medical Emergencies

The CYC must always have a way to reach a parent or emergency contact every day. To that end, cell, home, and work phone numbers must be updated with the Center as changes occur. In the case of a

serious accident or illness, 911 will be called. The child will be transported to the hospital accompanied by the staff member most familiar to him and/or the staff member who witnessed the accident and can best describe it to hospital personnel. The Emergency Medical Consent form in the enrollment packet will accompany the child to the hospital. It is essential that this form be kept up-to-date.

Administration of Medications

Most medication (prescription and nonprescription) may be administered by staff. In compliance with Maryland state licensing regulations, the following procedures must be followed by families:

1. **Prescription and over the counter (OTC) medications brought to school must be left in the front office with an administrator**, who will then deliver them to the classroom teacher. **A signed (by parent AND doctor) medication order form must accompany all medication (both prescription and OTC).** Instructions for administration must be clearly indicated. The necessary form for families is often available at pediatrician's offices, but it can also be found on the CYC website, in the front office, and at the following location: <https://earlychildhood.marylandpublicschools.org/system/files/filedepot/3/occ1216-medicationadministrationauthorization.pdf> Teaching staff undergoes training on proper medication administration.
2. Medication brought to school must be in the original container, labeled with a) child's first and last name, b) date filled and doctor's name (for prescription medication), c) expiration date, d) name of medicine, strength and instructions on how to administer (dosage and time) and store it. A medicine measure, calibrated correctly for the dose, must be included when appropriate. Medicine that must be refrigerated will be stored in a locked box in the refrigerator. Other medications will be stored in locked boxes in each classroom.
3. Because of the possibility of an allergic reaction, the first dosage of a medication will not be given at the Center.
4. Sunscreen, insect repellent, lip balm, and other non-prescription topical salves, etc., are included under the umbrella of "basic care items." We must have a medication form completed and signed by the parent to be able to apply these items to a child. A doctor's signature is not required for basic care items. We recommend non-aerosol sunscreen.
5. Under no circumstances should medications be placed in children's lunch boxes, coat pockets, backpacks, cubbies, etc. After basic care items have been given to the teacher with the signed administration form, the teacher may store those items out of children's reach in the classroom.
6. A parent may also come to school and administer medicine to his/her child.

Allergy/Asthma Action Plans

It is the family's responsibility to notify the school in writing of any allergies or sensitivities. Your first opportunity to do so will be on the Personal History form at first enrollment. You will also be asked for this information on the Emergency Medical Consent form, on the back of the Emergency Information form, and on the Maryland Health Inventory form. If an allergy is indicated, we will follow up with an Allergy Action Plan form, which details each allergen and what actions teachers will follow in case of exposure or reaction. The allergy action plan will be kept in the child's file and in the classroom for teachers to readily reference. There will be a list of all children in the classroom where the family affirms the child's known allergies or that they are non-allergic. This will be updated as needed, yearly, or when class enrollment changes. We ask families to inform us of changes in allergy status as the year continues.

We ask for confirmation from a medical professional in terms of all reported allergies, including seasonal allergies.

If your child has an asthma diagnosis, their doctor will need to complete an Asthma Action Plan. You will be responsible for providing any medications listed on the plan.

Extreme Weather Play

At the CYC we believe children benefit from playing outside in all kinds of weather. In the winter, children must be dressed warmly with head, feet, and hands covered. Jackets, boots, mittens, and hats, and if possible snowsuits are essential on very cold days. Please layer your child's clothing for warmth. Outside play gives children a chance for fresh air, a change of environment, and an opportunity to burn off energy by using large muscles.

We have consulted with medical personnel and have been advised that children who are recovering from mild respiratory infections and earaches can play outdoors, without affecting the course of their recovery, so long as they are properly dressed (including headgear). In very cold weather, the children go outside for a much shorter time. Common sense, careful dress, and careful observation of the children are paramount. When strong winds or frigid temperatures exist, extra care is taken to determine if outside play is appropriate. For extremely cold weather, we will follow these guidelines: wind chill factor at **30 degrees** will limit outside time to **30 minutes**. Wind chills of **15-30 degrees** will limit outside time to **20 minutes**. Wind chills **0-15 degrees** will limit outside time to **10 minutes** at a time. Wind chills **under 0 degrees will result in no outside time**.

Every effort will be made to get children outside for this much-needed playtime in the hot summer months. However, when the heat index reaches the **mid-90s to 100**, children will be outside for **30 minutes or less**. If the heat index rises **over 100, children will be kept inside**.

Air Quality

The health and safety of children is our utmost priority. When air quality is a concern, the CYC will follow the guidelines for schools provided by the Centers for Disease Control. Air quality determinations will be made using the **airnow.gov** website.

Air Quality Index	Outdoor Activity Guidance
Green	Outdoor activities as normal
Yellow	Outdoor activities as normal. All students with asthma or other respiratory concerns will be closely monitored.
Orange	Short activities, such as recess and pool time, are allowed. All students with asthma or other respiratory concerns will be closely monitored.
Red	No outdoor activities permitted.
Purple	No outdoor activities permitted.

When extreme weather is predicted for a long series of days, the CYC will seek another alternative to outside time, such as gym time at the Epley Recreation Center.

Pets in the Classroom

CYC classrooms have MSDE Office of Childcare-approved pets in an effort to provide opportunities for children to learn the responsibility of care for a living being. Please inform the administrators and your child's teachers if your child is allergic to, or has a fear of, certain animals. Pets are monitored continually by the campus veterinarian and staff. Children always observe proper handwashing when interacting with animals.

Smoking Policy

There is no smoking in any part of the Center or the playground or on field trips. UMCP is a smoke-free campus (please see University website for policy details).

SAFETY

Fire Drills

Monthly fire drills are coordinated with the campus Fire Marshal. During a fire drill, after the classes are evacuated and assembled against the fence on the playground, the sign in sheet is used to call children by name. Parents who are present at the Center during a fire drill must follow the specified procedures for evacuating the Center.

Accidents and Accident Insurance

An accident report is filled out for each injury whether minor or serious. This information is given to the parent at the end of the day. The Center has accident and liability insurance.

Security

To ensure that our children are safe, the Center for Young Children uses a keypad/keycard access security system. The building's front door will always be locked, and each family will be assigned a unique code with which they will access the front door of the building during business hours. The purpose of this system is to allow only authorized personnel in the Center. Parties without approved access will have to ring the bell on the front post, identify themselves, and be buzzed into the building. Families are responsible for notifying others who are picking up a child about this process. **Please do not share your family access code with anyone other than those authorized to pick up your child.**

A number of security cameras have been installed around the school. Campus police monitor these cameras to provide security.

In order to protect the confidentiality of children, publication by families of photos of CYC children is not permitted without express permission of the other children's parents. Photographs of school birthday parties and school social events are permitted for family albums, but not for University publications or other published materials, including social networking or other websites.

Confidentiality of Records, Information, and Photos

The CYC takes very seriously the confidentiality of records, information and photos of children and staff. Please see [Appendix T](#) for our full Confidentiality Policy.

Adult Behavior

In order to foster a positive learning and community environment at the CYC, we encourage families to voice any concerns to teachers, and if necessary, to the administration. The administration takes these concerns seriously and will work to uncover solutions. Attempts to encourage unrest, without problem solving through the appropriate administrative channels, may undermine the sound operation of the Center. Any abusive behavior on the part of a parent may jeopardize a child's enrollment. A parent's abusive behavior includes, but is not limited to, verbal harassment and threats toward Center staff.

The CYC is considered a drug-free zone. If, in the opinion of the Center administrator at the time of pick up, a parent or other authorized person picking up the child is in an intoxicated or drugged condition, said parent will not be allowed to leave with a child while impaired. An administrator will call for another adult to drive the parent and child home. If the parent refuses an administrator's request to find alternate transportation, the police will be called. When appropriate, child protective services will be called.

The administrators and each employee at the Center are mandated reporters and are thus required by law to report suspected evidence of child abuse and neglect to Child Protective Services.

CYC Guidance and Discipline Policy

Professionals who work with young children expect to be met with challenging behavior from time to time. During the first five years of life, children are just beginning to learn how to handle their own intense emotions and conform to the behavioral expectations of society. As parents and teachers know, this is a lengthy process.

At the CYC, we define challenging behavior as any behavior that

- Interferes with children's learning, development, and success at play
- Is harmful to the child, other children, or adults
- Puts a child at high risk for later social problems or school failure

These behaviors can be direct (e.g. hitting, pushing, biting, kicking) or indirect (e.g. teasing, ignoring rules or instructions, excluding others, name calling, destroying objects).

The CYC staff sees working with children's challenging behavior as an integral aspect of our job. The word discipline has, at its root meaning, "instruction" or "training." This meaning, rather than punishment, is the foundation for our approach to guiding children's behavior. We accept that young children will sometimes display their emotions or try to achieve their goals in unproductive or immature ways. That is simply part of being young. Much of children's most valuable learning, especially in a group setting, occurs in the course of behavioral problem solving. Our approach includes the following:

- **Adults model positive behavior.** We show that we can accept, control, and express feelings in direct and non-aggressive ways; we let children know that we are not afraid of their intense emotions and will not punish, threaten, or withdraw from them.
- **Teachers design the physical environment to minimize conflict.** We provide multiples of toys and materials for groups of children, define classroom and outdoor areas clearly to allow for both active and quiet play and strive to maintain an appropriately calm level of stimulation.
- **Teachers maintain age appropriate expectations for children's behavior.** We attempt to minimize unreasonable waiting and transition times, and limit the length of large group and teacher-directed activity times according to children's developmental levels. We give children large blocks of uninterrupted time during which to make their

own activity choices.

- **Teachers establish simple rules, or expectations, for the classroom community.** Children participate in this process early in the school year. When issues arrive, adults and children can reference the “I take care of myself, I take care of others, I take care of my school” guidelines as reminders about what kinds of behavior facilitate life in a group setting.
- **Adults closely observe and supervise children’s activities and interactions.** With our high ratios of adults to children and our emphasis on attentive observation, we can often intervene to guide children before situations escalate.
- **Adults help children verbalize their feelings, frustrations, and concerns.** The staff will help children describe problems, generate possible solutions, and think through logical consequences for their actions. The adult role is to be a helper in positive problem solving. We want children to value cooperation and teamwork. We help them to learn peaceful, productive approaches to interacting.
- **Children whose behavior endangers others will be temporarily supervised away from other children.** This is not the same as the practice of using “time-out” (the traditional chair in the corner) for a child. An adult will help the child move away from a group situation. The child will then process the problem to the best of their ability with the staff member and any other concerned parties. An adult will stay close to any child who is emotionally out of control and needs private time to regain composure.
 - **Discipline, i.e. guidance, will always be positive, productive, and immediate when behavior is inappropriate.** No child will be humiliated, shamed, frightened, or subjected to physical punishment; verbal, psychological or physical abuse, or coercion by any staff member, student, or volunteer working at the CYC.
 - *Examples of physical punishment: Shaking, hitting, spanking, slapping, jerking, squeezing, kicking, biting, pinching, excessive tickling, and pulling of arms, hair, or ears; requiring a child to remain inactive for a long period of time.*
 - *Examples of psychological abuse: shaming, name calling, ridiculing, humiliation, sarcasm, cursing at, making threats, or frightening a child; ostracism, withholding affection.*
 - *Examples of coercion: Rough handling (shoving, pulling, pushing, grasping any body part); forcing a child to sit down, lie down, or stay down, except when restraint is necessary to protect the child or others from harm (use of restraint for safety reasons or to support a child with postural needs may be used on an as needed basis); physically forcing a child to perform an action (such as eating or cleaning up)*

Every member of the CYC professional staff understands and follows our disciplinary approach as well as the standards on guidance and management in our state licensing regulations. We work intensively with our student aides so that they also understand and employ this guidance approach.

➤ **When a pattern of behavior persists that endangers self, others, pets, or property, or significantly disrupts the program (including behaviors such as leaving classroom or school property, or needing the exclusive attention of an adult at all times to be safe in the classroom), we will work with a child’s family to find solutions, including referral for outside services or, as a last resort, exclusion**

from the CYC. Occasionally, children may demonstrate a pattern of persistent challenging behavior. When that occurs, classroom teachers are encouraged to consult with the special education teacher to address the behavior. The special educator will follow these steps:

1. Meet with the teachers, and family if appropriate, to clearly define the challenging behavior.
2. Conduct a Functional Behavior Assessment to determine why a behavior is occurring.

3. Share Functional Behavior Assessment with family and make referrals to outside professionals, if appropriate.
4. Write Behavior Intervention Plan with a focus on positive behavior supports to be implemented in the classroom.

Exclusion will always be a last resort, after all other possible interventions have been exhausted and there is agreement that another setting is in the best interest of the child. In that circumstance, the program will offer assistance to the family in accessing services and an alternative placement. Our actions will always comply with federal and state civil rights laws.

Anti-Bias Statement

The CYC community has a richly diverse population. CYC staff members respectfully acknowledge that diversity in encounters with children and families, with each other, and with visitors to our program and building. Staff orientation, as well as ongoing training and discussion, addresses anti-bias philosophies with CYC staff. Please see [Appendix C](#) for our full Anti-Bias Policy.

Appendix A: Curriculum Goals

The CYC offers a planned curriculum for children in every classroom. The program is geared to meet the needs and promote growth in the physical, social, emotional and cognitive development of children.

Each team of teachers meets at least once a week with the curriculum specialist to decide on and plan appropriate topics for the children to study. The topics chosen are in the “here and now” and relevant to children’s lives. The teachers watch children at work and play to look for clues in what topic might be of interest for them. Some recent topics include the playground, babies, getting around, trucks, ice, the library, snails and gardens.

Field trips play an important role in the curriculum. In order to investigate their work, children need to experience their world first hand and in a group. For young children, local trips into the community are appropriate. For example, one classroom visited a nearby dining hall to see where the trucks are loaded during their truck study. Another classroom visited a local playground after studying our own playground, to compare and contrast. A third group took a ride on the campus Park and Ride and the Metro during their study of how we get around.

It is important that studies be firsthand so that the children can investigate, question, experiment, hypothesize and reflect. Children learn best by doing. Studies encourage children to be actively involved in the learning process. Problem solving and decision-making play a big role in the process of studying a topic. For example, children might decide on a list of things that they want to know about trash and recycling. Then they need to think of ways to find out the answers. They may design experiments, look in books, or invite an expert into class to interview.

During a study, many disciplines come into play. Children will read books on the topic (language arts), observe and collect data (science), make graphs (mathematics), paint murals and make sculptures (art). Also, aside from the work in the various disciplines that relate to the study, the CYC curriculum also includes investigations specific to the disciplines for their own sake. Children will study an author or a genre, children will investigate the properties of water in the water table, they will paint at the easel and work with clay, they will experience group music and movement sessions and be introduced to specific math materials. Not all classroom activities need to be related to the study.

Block building and dramatic play are a part of every classroom setup. Block building experiences promote creative thinking and problem solving, teamwork, discoveries in mathematical relationships and physical knowledge. Dramatic play offers children the opportunity to revisit important experiences in their lives through play-acting. This type of work helps children reflect on their world with its people and the roles they play.

An important component of the social goals of the curriculum is to provide interactions between children and teachers that provide opportunities for children to develop an understanding of self and others. These experiences are characterized by warmth, personal respect, individual positive support, responsiveness, cooperation, empathy and flexibility.

Specific Goals of the Curriculum:

- To encourage children to be actively involved in the classroom studies; to be curious and question how the world works.
- To encourage children to think creatively by providing intellectually stimulating experiences and materials.
- To help children experience success and self-confidence.
- To enable children to articulate questions and describe their ideas.
- To promote the growth in language skills.
- To develop observational and problem-solving skills in each child.
- To be nurturing so that children are willing to take risks and offer their ideas.
- To foster appropriate social behavior.

- To help children learn group living skills, develop self-control and independence.
- To promote opportunities for development of muscle control, coordination, and confidence in body movement.

The Relationship of Play and Learning:

At these young ages, play is children's work. Many of the things they do when they are playing will later help them learn to read, write and do math. For instance, children are beginning to understand the idea behind size relationships, addition (2 small blocks = 1 large one) and geometry (shapes, perimeter, area) when they play with blocks.

Measuring ingredients for a cooking activity gives them math skills. When they observe changes during a cooking activity, they are developing observational skills and beginning to understand that foods can change their physical states (science).

When children play at the water/sand table, they become involved in problem solving and comparison. How many cups of water will fill this container and how many will fill that one? What sinks and what floats?

When children paint and do other artwork, they are developing skills in creativity and experimentation. They are inventing new ways of doing things; no models are used. They learn acceptance of everyone's ideas – there is no right or wrong.

When children play in the dramatic play area, they are trying out new roles, gaining skills in language and social development. When they put plates where circle shapes are, they are learning where things go (classifying logically).

When they work with small manipulatives like Legos, Unifix cubes, pegboards, beads, pattern blocks, geoboards and tangrams, they are making patterns or sequences and learning about size and shape comparisons. They are developing skills in eye/hand coordination.

When children listen to adults read stories or when they look at books on their own, they are developing listening and language skills, building a working vocabulary, gathering information, and are beginning to perceive left-to-right progression.

When they scribble on paper, and later begin to make homemade books, they see that writing is a means of communication.

Appendix B: Anti-Bias Policy

We know that a child's healthy attitude toward others builds upon a positive (not superior) sense of self. But we recognize that impressionable young children can develop "pre-prejudices" (Derman-Sparks, see below) based upon exposure to others' comments and actions as well as simple misunderstandings of experiences and information.

CYC staff therefore will:

- Ensure that each child's positive identity is nurtured. Upon this foundation, we believe that children can find, as Derman-Sparks says, "joy" in experiencing the diversity that describes CYC, and in building friendships here.
- Ensure that all children are provided opportunities for inclusion in all activities.
- Ensure that children are provided many varying models and experiences which support and acknowledge a respect for all.
- Ensure that all adult's and children's language references to age, gender, religion, ethnicity, ability, and economic status are free from stereotypes. Any references to these characteristics, if made, should be relevant to the situation and free of negative or judgmental labels toward any individual or group.
- Ensure that relevant materials used in all learning domains are carefully selected to reflect the classroom's particular balance, as well as that of society in general. Furthermore, materials reflect the possibilities inherent in life for all, regardless of age, gender, religion, ethnicity, ability, and economic status.
- Ensure that any child who is the "target" of biased comments or actions is supported, assured, and encouraged to express his/her feelings.
- Ensure that any child's biased comments or actions or misunderstandings toward "others" are not ignored, but are handled in a sensitive and direct manner, individually or with the group as appropriate or necessary.
- Ensure that all children have opportunities to discuss issues of fairness, particularly as it applies to their own lives at home and school, and then over time, as appropriate, to address the issue in a broader context.
- Ensure that over time, children recognize they have a voice in standing against instances of bias they may experience personally or directed toward others.

Louise Derman-Sparks' book, [Anti-Bias Education](#), is an exemplary source for further understanding and awareness of this topic, as is the NAEYC brochure, "Teaching Young Children to Resist Bias." These resources are available for staff and families at CYC.

Appendix C: Technology in the Classrooms

A January 2012 joint position statement “Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth Through Age 8” (issued by the National Association for the Education of Young Children [NAEYC] and the Fred Rogers Center for Early Learning and Children’s Media at St. Vincent’s College), provides pedagogical foundation for the implementation of recent directives from the Maryland State Department of Education (MSDE)/Early Childhood Division regarding the use of various technologies in classrooms for young children.

CYC’s administrative and teaching staff supports philosophically these “key messages” drawn by NAEYC from its 2012 statement:

- When used intentionally and appropriately, technology and interactive media are effective tools to support learning and development.
- Intentional use requires early childhood teachers and administrators to have information and resources regarding the nature of these tools and the implications of their use with children.
- Limitations on the use of technology and media are important.
- Attention to digital citizenship and equitable access is essential.
- On-going research and professional development are needed.

From an implementation viewpoint, the first “key message” directs us to value the use of technology and interactive media in the classroom, but always with the understanding that such use is to be respectful of the tenants of developmentally appropriate practice. Appropriate use of technology and media must be understood to be hands-on and engaging, supportive of, but in no way “replacing creative play, physical activity, outdoor experiences, social interactions and the myriad other developmentally appropriate learning experiences” (MSDE directive/definition). Teachers meet with the CYC Curriculum Specialist each week, and at that time, all lesson plans are reviewed, including any upcoming/on-going use of technology and media. They examine whether such use is appropriate and meaningful to children’s learning.

Furthermore, “interactive technology” (MSDE) is understood to mean technology that is designed to facilitate active and creative use and encourage social engagement with other children and adults. It can take many forms, including, but not limited to the internet, developmentally appropriate software, apps on mobile devices, non-commercial television programming, videos, and e-books.

The second and fifth “key messages” remind us to continually consider our practice in using technology and media with young children. CYC administrators and teachers have had, and will continue to have, specific training in these important developmental areas, thus assuring our staff will remain motivated, informed, and appropriately guided at all times.

The third “key message” addresses the actual limitations placed upon the use of technology in our classrooms at CYC. In keeping with recent MSDE guidelines applicable to CYC, the following definitions and limitations are provided, are understood, and are met:

1. “Passive Technology” means non-interactive television, videos, and streaming media. MSDE guidelines suggest that children two years old and older may view no more than 30 minutes of age-appropriate, educational passive technology per week. We anticipate zero or rare use of “passive technology” as defined by MSDE, but restate the guideline here for clarification purposes.
2. Occasional exceptions to the weekly passive technology viewing limit may be made for special events or projects, but written records of this excess viewing must be kept in each classroom, describing the duration of the viewing, its title, and the purpose of the viewing. These records will be gathered at the end of each school year and kept on file.

3. Children may not view any passive OR active technology during snacks or meals unless such viewing is included in a specific child's Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP).
4. Children may not view any media with brand placement or advertising for unhealthy or sugary food and beverages at any time.
5. Technology should never be used in ANY way that is potentially damaging to children.

The fourth "key message" directs adults who work with children and technology/media to foster good "digital citizenship" habits among young users. This means encouraging children to think critically about the technology that they are using and the information they are accessing through this technology; this means helping children use technology/media in a safe and socially acceptable manner within the classroom; it means providing equal access to all children to these technologies. Teachers and administrators at CYC work together to help young children become positively aware and skillful at this early time in their lives, so that they can grow into responsible "digital citizens" in the future.

Appendix D: Children's Library

1. What types of books are in the CYC children's library?

The library's collection includes books for infants and toddlers, picture storybooks, poetry collections (including a large selection of nursery rhyme collections), folk tales, concept/information books, "easy to read" books and some books published in other languages. Additionally, we have an assortment of chapter books and some "classic" novels. Books that reflect our diverse society and books by favorite and highly respected authors are well represented. Picture books reflect the best of current and recent publications, as well as those that are considered "classics" in the field.

2. How do I check out a book?

Each book that is displayed on the "lending library" shelf outside the Assistant Director's office has a library card inserted in a pocket affixed to its inside back cover. Remove the library card and write the date you're checking out the book, your child's name and classroom. Your child may wish to write her/his own name on the card. After completing the information on the card, please place the card in the small bag hanging above or beside the bookshelf. When you return the book two days later, simply replace the card in the book and return the book to the shelf. Failure to return the card to the pocket in the back leads to confusion.

3. How long may I keep a book?

You may keep a book for two nights, unless it is a weekend, in which case you get a bonus night. It is important that you respect this "two-night" rule so that others can access the books, too. Our collection obviously does not approach the size of public library collections, so we have fewer books to share. At seasonal times, we may ask that a one-night check out be observed.

4. May I check out more than one book at a time?

We ask that you only have one CYC library book in your possession at a time. You may check out a new book after you have returned a book already in your possession.

5. What happens if I lose or fail to return a book?

If a book is lost, or not returned after a written reminder, we ask that you replace the book. Most hardcover books are priced \$14.00-18.00.

6. Will you send notices if I forget to return a book? Are fines charged for books that are not returned after two nights?

Yes, reminders are provided. No, fines have not been charged. CYC families have usually been very careful to return books promptly so that others might enjoy them. If a family does not respond to two late notices with an immediate return of the book, then a notice requesting replacement of the book is sent.

7. Are donations to the library accepted?

In the past, a number of families have donated books to the CYC library in celebration of their children's birthdays. This gesture is greatly appreciated. Please see the Assistant Director if you wish to make a donation. All donations are acknowledged with a bookplate affixed to the inside front cover of the book.

8. How are books chosen for display and checkout on the bookshelf in the hallway?

Books displayed may have seasonal or topical themes, may reflect the work of several particular authors, may represent a genre of literature, or may support on-going events/studies in the CYC classrooms. The selections for

check-out are rotated several times throughout the year. When it is time for a new display of books, notices will be posted to return all books borrowed from the current collection on display.

9. May I suggest books for inclusion in the library?

By all means, feel free to make suggestions for the Assistant Director, who manages the children's library collection and purchases of children's books. She appreciates hearing your feedback and reactions to the books you read!

10. I also see a shelf of picture books in the Great Room. May these be checked out?

These books are used for Morning Gathering each day, and have been checked out of the main CYC collection by the teacher in charge of Morning Gathering. They may not be borrowed by families when they appear on this shelf. Do see the Assistant Director if you have interest in a particular book on this shelf.

11. There are so many books for children. How do I know how to make wise selection decisions?

The Read Aloud Handbook by Jim Trelease is one of the best-written resources for answering your questions and concerns. We have several copies in our library. We welcome the opportunity to plan creative workshop/brown bag lunches/book circles for families who are interested in issues related to children's literature.

Appendix E: CYC Families Read Program, 2004-present

The CYC Families Read program has evolved, from a reading get-together opportunity among a small group of CYC Purple Room families during the summer of 2003, to its present form: a school-wide sharing of books and reading experiences. That the program has been sustained over this long time is in great part due to the efforts of Kathy Hedge, the parent founder, who nurtured the program from summer 2003-2006, and those of all subsequent parent coordinators. During this time, over 250 quality picture books of various genres have been shared and enjoyed by participants. A little language of its own has emerged: you'll hear children talking about "punch cards" and "pom-poms" and "book reports." You'll hear children discussing the books they've read with each other, and parents stopping in the middle of a busy morning or afternoon to share a thought about a book.

During spring 2004, nineteen children at CYC finished reading all the books selected for that first semester's school-wide introduction to the program. In recent semesters, as many as 100 children have completed all the books. Generous support by the CYC PTP, as well as continuous participation from returning families each year and their helpful gestures toward new families discovering the program for the first time, have assured the program's continuing success.

The CYC Families Read program was featured in a breakout session at the 2005 NAEYC conference. It was included in the winter 2009 issue of TERP magazine, as part of an article exploring "reading clubs" on campus, and generated many phone calls and emails of interest from Maryland alumni looking for great books to read to their children/grandchildren. A Washington, DC homeless shelter developed its own family reading program after a CYC parent had visited and talked about our program. Clearly, what began so simply in the summer of 2003 has taken hold, has assumed a life of its own, and has become, as one father at CYC commented, "a signature program here at CYC." Target Corporation provided a generous grant to support the program for five years.

How the CYC 'Families Read' Book Club Program Works

Book Selection

Each semester, at least six picture books are selected by the CYC Assistant Director, a former children's literature instructor here at the University, for families to read. These books represent all genres of picture book literature, and may be classics or recent publications, may be written by favorite authors, or by new authors hoping to become future "legends" in the field. Varying styles of illustration and book formats are highlighted, acknowledging children's ability to recognize story narrative through text AND illustrations. Interactive game-like and wordless books are often featured. Quality and appeal are the guiding principles of books selection, with the CYC community of children and families ever in mind as books are chosen.

Every semester, each child is provided a "punch card" to use as program books are read. This card is to be kept at school in the "punch card" basket provided in each room. The card is laminated for durability. Your child's name is printed on the front, and book titles and authors are listed on the back. CYC Families Read books (usually 6-7 copies of each book) are provided for checkout each semester in the Great Room Families Read area at CYC as follows:

Program Steps

- Select a book. You or your child should write his or her name (and date) on the check-out card in the back pocket of each book. Note that your book and check-out card will have a matching "copy number." This is important to note when returning books after reading.
- Take the book home and enjoy reading it together.
- Return the book within two days. This keeps books circulating and helps eliminate disappointments!
- When you return the book, find the card with your child's name on it (matching the "copy numbers" on the card and book), write the return date on the card, return the card to the back of the book, and re-shelve. It is now ready for someone else to checkout.
- Once you've returned a book, you may check out another. One book per family, please!
- Please let Mrs. Daniel, the Assistant Director, know that your child has read the book by writing your child's name and the book(s) read on the small clipboard hanging on the right-hand side of her office door.

- Mrs. Daniel will find time to meet with each child as soon as possible to talk about the book(s) and to punch their card. She will also have your child select a pom-pom from the box on the shelf in the Great Room to place in the jar indicating the book read. All readers will be doing the same thing...and the entire school will be able to gauge the community's reading as the jars fill!
- Book conversations with Mrs. Daniel give your child a chance to express thoughts and opinions about these books. These are never forced conversations, and Mrs. Daniel is always guided by how each child wishes to respond.
- Help your child fill out a book report form, if you like. A supply is kept in the folder on the Families Read bulletin board. You may leave the completed form in the folder in the left pocket marked for returns. This is simply an additional option for book response.
- When your child has finished all the books, she/he will be given a certificate indicating completion of that semester's program. Congratulations!
- When the program has concluded for the semester, we'll conduct a school-wide "vote" to determine the favorite book.

Please note that some families may provide a set of books to be checked out from their child's classroom. Teachers will explain this process as such books are available in a particular classroom.

Appendix F: CYC Sample Preschool Daily Schedule

8:30-9:30 – Classroom Free Learning Center Choice Time and Morning Snack

- Families continue to arrive and drop off their children directly into the classroom. Children wash their hands and say their good-byes. They are able to independently select an area of the classroom in which to work/play and decide whether or not they would like to serve themselves a snack.

9:30-10:00 – Clean up Transition – Move to Morning Meeting/Project Discussion

- Teachers cue the class that a transition will occur. Students are then prepared to finish their snack, artwork, puzzle, game story, etc. so they can move to the carpet for the whole group Meeting Time.
- **Meeting Time** lasts approximately 10-20 minutes. This is the time in the schedule when large group instruction, discussion, singing, read-aloud and other activities are planned. Students are able to practice whole group skills such as learning to raise their hand, wait their turn to speak, actively listen to their peers and teachers, think critically to questions posed, expand their attentions, and practice speaking in front of a group.

10:00-10:45 – Project Work/Open Learning Centers/Small Group Activities

- Students are dismissed from the large group meeting by independently selecting the learning center or activity in which they would like to begin their free choice time. Depending on what has been planned for the day, teachers will occasionally have students begin their time in a teacher chosen or teacher-guided activity (math/literacy). This time in the schedule is when all project-related, intentionally planned experiments, surveys, field experiences, observational drawings, and content embedded activities occur. Learning centers are designed to support all seven domains of learning and are available at this time allowing for students to spread out among the classroom and work productively in their chosen area.

10:45-11:00 – Clean up Transition, Reflection, Bathroom, Prepare to Go Outside

- Teachers cue the class again to alert them that another transition will occur. Students are able to complete any projects they are finished with or indicate to their teacher that they would like to save their work to complete later. The class will gather on the carpet to reflect on the morning. Individual students might share what they were doing, where and with whom. They might share a block structure, a painting, a book that they made, etc. Teachers will then move on and send small groups of students to the bathroom. They will come out, put on their jackets, boots, sweaters, etc. and line up at the door. Teachers will then lead the class outside to the playground.

11:00-11:50 – Outside Play

- Available outside for gross motor development are small tricycles, scooters, sand toys (shovels, buckets, rakes, and sifters), two sandbox areas, a play house, and two climbing structures with slides, monkey bars, tunnels, ladders, and steering wheels/musical chimes. There is also a bridge, another slide built into the hill, two tire swings, a stage area for dancing and singing, a hardtop for basketball play and a grassy area for other sports (soccer, t-ball) and group (social) games (duck-duck-goose). Lastly, there are working gardens (vegetables, fruits, herbs) and a rain barrel so that children can help care for the plants.

11:50-12:00 – Transition to Inside

- Teachers provide their class with a five minute warning and then a call to line up. Students learn where their specific class goes to line up and teachers will call roll to make sure all of their students are present. Then they move the class back inside to their classroom.

12:00-12:30 – Lunch

- Each classroom sits down together to eat lunch family style. There are roughly six students per table with an adult nearby to assist with opening containers, reinforce proper table manners, encourage positive/prosocial conversations, and offer reminders for cleanup procedures.

12:30-12:45 – Transition to Carpet – Storytime/Read Aloud

- As children finish eating and cleanup their lunches, they next go and use the bathroom and wash their hands/face. Once completed, they can sit on the carpet to look at books, write/draw in their journals, or use the dry erase boards and markers. A cleanup transition cue is called to put items away.

12:45-1:00 – Storytime/Read Aloud

- Carefully selected (award winning/high quality) children’s books are included in the weekly lesson plan and are read aloud to the class at this time. This is the “formal” read aloud time of the day; however, “read aloud” opportunities occur throughout the day individually, in small groups and during meeting time.

1:00-3:00 – Rest Time

- Each class designs routines that are used consistently every day that allow for students to rest quietly and comfortably on their cots. Typically, there is a soft light on, gentle, calming music is playing, the overhead lights are off, and students are covered with their warm blankets as teachers move around the classroom rubbing the backs of anyone who requests a little “teacher time.” The expectation is that everyone try to rest/sleep for the first 30 minutes (to allow for those who do regularly sleep to do so). For those who typically do not fall asleep, they are able to look at books, draw pictures, and do other quiet activities.

3:00-3:45 – Wake up, Snack, Free Play

- As students wake up and clean up their rest time items, they can choose to eat a snack or play in a learning center. Some students will be going home at this time.

3:45-4:00 – Clean up Transition – Story or Music Activity – Prepare to go outside

- Students help to clean up the learning centers and move to the carpet. The teacher plans to either read a story or do a song/movement activity. Students then prepare to go outside to the playground by using the bathroom, putting on their coats, lining up at the door until a teacher guides them outside to the playground.

4:00-4:30 – Outside Play

- While students are playing on the playground, families are arriving to sign out their child and take them home. For children whose families have not selected Afternoon Gathering, 4:30 is the latest that they can be picked up.

4:30-5:30 – Afternoon Gathering

- Afternoon Gathering offers a developmentally appropriate hour of care after the end of the academic core day. This program has a separate charge and must be chosen at the time of contract signing, and is selected for the entire school year. Afternoon Gathering often takes place outside, or inside in the Great Room and other classrooms if weather does not permit. Toward the end of the hour, teachers line up their children and bring them inside to wash their hands. They do quiet activities while waiting for their families to pick them up.

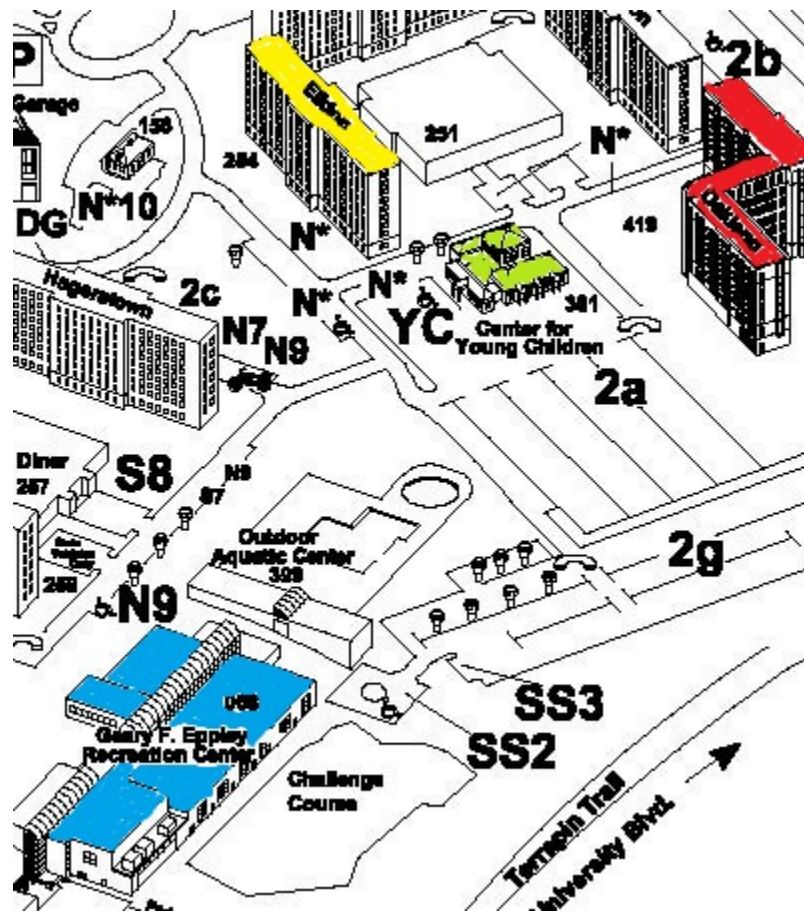
Appendix G:

Center for Young Children Calendar 2022-2023 School Year

Monday	August 21	Teachers Return - Classroom Set-up, Faculty Meetings, Professional Dev.
Monday	August 28	Get-to-Know-You Meetings (priority - new families)
Tues. - Fri.	Aug. 29-31, Sept.1	Gradual Entry (see individual student schedules for attendance)
Monday	September 4	Labor Day Holiday Observed - CYC Closed
Tuesday	September 5	First full day for students
Wednesday	September 13	Open School Night
Friday	September 22	Professional Development Half Day - CYC Closes at 12:30 pm for Students
Monday	October 9	Faculty Professional Development CYC Closed for Students
Friday	November 10	Faculty Professional Development - CYC Closed for Students
Wed - Fri	November 22 - 24	Thanksgiving Break - CYC Closed
Friday	December 8	Family/Teacher Conferences - CYC Closed for Students
Friday	December 22	No Afternoon Gathering - CYC Closes at 4:30 pm
Mon - Mon	December 25- Jan 1	Winter Break - CYC Closed
Tuesday	January 2	School Resumes
Monday	January 15	Martin Luther King, Jr. Holiday Observed- CYC Closed
Friday	February 16	Faculty Professional Development - CYC Closed for Students
Monday	February 19	Presidents' Day Holiday Observed- CYC Closed for Students (Visiting Day for Prospective Families)
Mon - Fri	March 18 - 22	Spring Break - CYC Closed
Wednesday	April 10	Faculty Workday - Developmental Reports - CYC Closed for Students
Friday	May 10	Family/Teacher Conferences - CYC Closed for Students
Monday	May 27	Memorial Day Holiday Observed - CYC Closed
Wednesday	June 5	Last day for students- No Afternoon Gathering/CYC Closes at 4:30 pm
Friday	June 7	Last day for teachers

While every effort is made to maintain the calendar as written, the state or university may occasionally announce closures that we must abide by. In addition, UMD sports sometimes makes announcements that affect CYC operations.

Appendix H: CYC Emergency Evacuation Locations



- Center for Young Children
- Oakland residence hall
- Elkton residence hall
- Geary F. Eppley Recreation Center

Appendix I: Tax & Flexible Spending Account Information

TAX ID NUMBER FOR CYC (For declaring childcare costs for income tax purposes)

52 - 6002033

Up to a certain amount, childcare expenses for a given year are tax deductible.

This means for your child in pre-K, all of your tuition expenses are eligible until you reach the maximum.

For Kindergarten, only the Morning and Afternoon Gathering costs, if elected, are eligible.

The University of Maryland does participate in a childcare flexible spending account program in which most employees are eligible to participate. This means that you can set aside money for your CYC tuition expenses before taxes and have this money reimbursed once you have paid for your childcare, up to a certain maximum amount. Please consult with University Personnel Benefits for details on this program.

To receive your reimbursements, please email your completed claim forms (available online for most companies) to the Program Coordinator. We will certify that you have made the requested payment(s), sign off on the claim form and return it to you via email. Please allow 48 hours for this to be completed.

Appendix J: PTP Position Descriptions & Other Service Activities

Board of Directors

- Oversee the PTP operations to ensure fiscal responsibility including annual tax filing
- Hold two meetings annually to discuss state of affairs
- Nominate officers and oversee election process and results

President

- Helps build a sense of community among CYC parents, teachers, staff and children
- Encourages parental involvement in activities
- Facilitates PTP meetings and activities
- Elicits feedback from parents, teachers, and CYC administrators as appropriate
- Works with CYC administrators/staff to accomplish CYC goals
- Listens to parent concerns and voices them to appropriate parties
- Keeps CYC parents informed
- Assists newsletter editor in producing newsletter

Vice President

- Participates in PTP meetings
- Supports the President of the PTP in helping to build a strong CYC community
- Fundraising Coordinator
- Assumes specific projects or responsibilities as designated by the President
- Substitutes for the PTP President when necessary
- Works with coordinators on Giant BonusBucks and other fundraising programs

Secretary

- Participates in PTP meetings
- Takes, produces and distributes minutes of PTP meetings
- Assists with production and distribution of newsletter
- Maintains PTP files
- Posts notices and reminders of meetings and events

Treasurer

- Participates in PTP meetings
- Maintains and balances PTP financial records
- Helps coordinate the money-side of fundraising events (providing cash for cash box, depositing of checks, writing checks)
- Handles the receipt of checks or cash for social activities (e.g. the ice skating party)
- Pays bills incurred by PTP
- Works with the PTP to allocate funds appropriately

Historian

Given the transient nature of the CYC community, the Historian position was established to create and maintain notes and outlines for each past event in order to facilitate planning for any given event in subsequent years.

- Establish permanent files (located centrally in CYC building) for every PTP-sponsored event: International Dinner, Maryland Day, Fall Picnic, Garden Planting, etc.
- Maintain such files, including contacting event coordinators for handouts and materials involved in each event, as well as asking coordinators to complete a survey/summary sheet on what worked and what should be changed.
- Meet once per year with the PTP President to approve updates to files and to assist the Executive Committee in planning for the year.
- If transitioning out of CYC, hand off all historical materials to new historian

Class Representative

The PTP solicits a volunteer from each classroom to be a Class Representative for the academic year. This position has the following responsibilities:

- Serves as liaison between the PTP and the class families.
- Attends the PTP meetings and reports out on the classroom projects.
- Encourages parent involvement in classroom events and in PTP activities.
- Keeps classroom parents and teachers informed of issues/activities that the PTP is addressing.
- Elicits feedback from parents and teachers as appropriate.
- Helps coordinate special events planned by the teachers.
- Organizes parent volunteers for activities.

Fall International Picnic

Each fall, parent volunteers organize and staff a fall picnic that celebrates the internationality of CYC. The picnic consists of a potluck lunch, art and craft activities, and entertainment, like live music. Two chair volunteers plan the 3 hour Saturday afternoon event and recruit additional parent volunteers to help set up, staff, and clean up the picnic. Last year's chairs created a "How To" guide that describes in detail the steps to a successful event. Chairs can estimate about 5 hours of planning work and receive 5 points and volunteers receive one point per hour of service the day of the event.

Families Read Assist the Assistant Director with rolling out the program, promoting it and in the designing and printing of the punch cards and certificates of completion.

Book Fair

- Be the point of contact with Scholastic.
- Advertise the fair so that everyone at CYC knows when it is happening.
- Coordinate volunteers to set up the fair, be onsite during book fair hours, and break down the fair.
- Be available to answer volunteer questions during book fair hours (not necessarily onsite).
- Fill out a financial form summarizing sales at the end of the fair.

Fall & Spring Teacher Appreciation Day

This is a day when the PTP provides breakfast and lunch for the CYC teachers as a token of appreciation for everything they do for our children. The duties for the chair(s) are:

- Elicit excitement among parents for teacher appreciation day.
- Send email to parents asking them to sign up to bring items. Past chairs have coordinated item donations and volunteer duties through perfectpotluck.com.
- Send reminders regarding the day.
- Be present from 7:30-1:30 on the day of to receive donations, set up/clean up breakfast and lunch with the help of parent volunteers.
- Record points in the classroom point binders.

Family Nights Out Family Night Outs are fundraisers at local restaurants where CYC families can socialize while supporting the CYC. The coordinator has the following responsibilities:

- Contact local restaurants to organize events.
- Encourages CYC families to attend and keeps everyone updated about FNO dates.
- Collects payment and delivers to the CYC.
- Participates in PTP meetings.

Appendix T: Confidentiality of Records Policy

Best practice in the field of early childhood education ensures that all records of staff and children are maintained in the most confidential manner possible. At the Center for Young Children we accomplish this directive in the following ways:

- Child and staff files are kept in secure locations in the front office area.
- A child's file is available to the parents/guardians for examination at all times. A staff member will retrieve this file if requested. Parents must not remove items from their child's file at any time.
- The CYC Director will determine who among staff can access confidential information. Confidential information will be seen by and discussed with only staff members for whom the information is relevant.
- Material in children's records (including conference reports, service plans, immunization records, and follow-up reports) is never disclosed without the written consent of parents/guardians for children. At the time when CYC obtains this informed written consent from parents/guardians for the release of children's records, the parents/guardians must be informed who may be looking at the records once shared (for example, a new school, or child health care consultants, or specialized agencies providing services). Likewise, staff personnel information is protected.
- A request for children's information must appear on the official letterhead of a school, agency, etc.
- CYC requires a FERPA waiver to write letters of recommendation for children. This waiver may be provided by the receiving agency, or a waiver for signature can be provided by CYC.
- CYC staff will not disclose or discuss personal information regarding children and their families or another staff member with any unauthorized person.
- CYC teachers maintain any notes on children or on discussions with families in secure locations.
- CYC staff will ensure that any discussion of confidential information takes place in a location/manner that protects the nature of the conversation, and assures that only those for whom the information is relevant are party to the information.
- CYC's policies regarding confidentiality are discussed with all employees (including aides and volunteers) in their initial orientation meeting. All CYC staff members sign the Confidentiality in Child Care statement upon being hired. These policies and statements are provided in the appropriate staff handbooks.
- All observers at CYC must read "observation guidelines" and an ethical principles statement prior to obtaining approval to observe children at CYC. All observation reports, both verbal and written, must protect the privacy of children. Observers may not identify the child/children they observe by name.
- As a research facility, CYC supports research on how children develop and learn. Guidelines are in place for the protection and confidentiality of children who participate in research.
- Use of images and video is governed by the Consent for Research/Photo Permission form that is part of the enrollment process. No photos or other media containing children's images may be used for any other reason than outlined on this form without express parental consent.
- Children's images may only appear on the CYC website or Facebook with parental permission. Children will never be identified by name when published
- Parents may not post another child's image, if taken at CYC, on the internet at any time. A staff member may never post a child's likeness on personal accounts on the web, nor discuss a child by name on social media.

“My signature indicates that I have read and I understand all policies contained in the Center for Young Children Family Handbook, 2023-24 edition, including the CYC Calendar.”

Signature of Parent/Guardian

Signature of Parent/Guardian

Date

Date

(Print child's name/room) / _____