

Family Handbook

2019-2020

**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. The Department of Human Development and Quantitative Methodology (HDQM) oversees the Center's operation. We are glad to have you as a part of our extended family. 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 manual 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 Center for Young Children (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.
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 the exception of the Director, Assistant Director, and administrative support positions funded by the MD state budget, all salaries, benefits, supplies, and utilities are paid for with parent 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.

PHILOSOPHY

The Center is dedicated to providing a sound early childhood program for children from 3 to 6 years of age. Early Childhood professionals at the Center understand child development and the uniqueness of each child. Based on teacher knowledge and what is meaningful for each child, curriculum emerges from the combination of teacher direction and children's interests. The curriculum focuses on the "Here and Now" world of the child. Children are encouraged to question, hypothesize, discover and reflect. The teacher's role is to 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 here are guided to construct their own understanding of the world and develop critical thinking skills (see Appendix B for Curriculum Goals).

All teachers at the Center for Young Children must have an enthusiasm for teaching young children, a bright and curious intellect, a basic foundation in 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.

Children rushed into reading and writing too soon may miss the important milestones in the acquisition of language. In a developmental program, play and hands-on experiences provide a foundation for early literacy. Literacy activities are linked to meaningful activities based on a child's exploration of the environment. 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 such as addition. Without these early concrete experiences, children may learn to count, but won't understand the underlying mathematical concepts.

CURRICULUM MODEL

Preschool classrooms at the CYC include children ranging from three to five years of age. Research shows that multi-age groupings benefit both younger and older students in the classroom. According to Dr. Lilian Katz, an international leader in early childhood education, "Mixed-age grouping resembles family and neighborhood groupings, which throughout history have informally provided much of children's socialization and education." (*The Case for Mixed-Age Groupings in Early Education*, 1990)

The CYC bases its curriculum on both teacher knowledge and what is meaningful for each child. Curriculum emerges from collaboration between teacher direction and children's interests, and respects and supports individual, cultural, and linguistic diversity (see Anti-Bias policy, p.37). The CYC strives to follow best practices and use technology in a developmentally appropriate manner (see Technology policy, Appendix C).

Some of the goals of the curriculum are:

- To encourage children to be actively involved in the learning process.
- To prompt children to think creatively.
- To aide children in asking questions and discovering answers.
- To encourage children to become curious and enthusiastic learners.
- To support children in experiencing success and developing self-confidence.
- To promote appropriate social behavior.

ACCREDITATION

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 best practices, Maryland EXCELS equips providers with an understanding of how far they've 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 Center for Young Children participate in research studies that increase understanding of children's development and learning. The CYC serves as a laboratory school for research projects of faculty and students in the HDQM department and the College of Education. In addition, other campus researchers are invited to conduct research at the CYC as resources allow. 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 (see Appendix D). 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 family mailboxes.

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. All researchers interacting with children have been fingerprinted and background checked through the FBI and the Maryland Criminal Justice Information System.

Families are encouraged to provide consent for their children to participate in the approved studies. Some research requires parents to complete surveys or other forms. Again, unless completing the forms would constitute a hardship, we encourage parent participation. 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.

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

Dr. Mona Leigh Guha

The Director holds a Ph.D. and is a member of the Department of Human Development and Quantitative Methodology. She is responsible for the overall operation of the Center and implementation of the Center's mission. Her 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

Mrs. Anne Daniel

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. She is responsible for interviewing, hiring, and scheduling all undergraduate student aides, as well as selecting and placing interns in classrooms. She works on various committees, manages the CYC library, and plans for the CYC Families Read program each semester.

Curriculum/Enrollment Coordinator

Ms. Leslie Oppenheimer

The Curriculum Specialist holds an advanced degree in Early Childhood Education. She is responsible for the overall effectiveness of the instruction at the Center for Young Children. She writes and distributes all documents concerning curriculum and instruction to the Center's faculty, families, and university departments. It is her responsibility to organize and lead staff development workshops on topics of interest to the Center's faculty. She acts as a coach to all teaching teams and as a liaison between families and school concerning curriculum and instruction. She represents the Center at national and local early childhood conferences, sharing the work of the school with colleagues in the field. She shares in day-to-day responsibilities with the Assistant Director and the Program Coordinator, and also works on enrollment with the Program Coordinator.

Program Coordinator

Ms. Jennifer Haislip

The Program Coordinator is the initial communication link for students, families, staff, and visitors at the Center. She provides support to and works closely with the Director, Assistant Director, and Curriculum/Enrollment Coordinator. She assists with the admissions and enrollment processes, and coordinates the billing process with the Office of Student Financial Services. She schedules and monitors the flow of observers through the Center, and serves as the primary security coordinator. The Program Coordinator also supervises sick children until pickup.

Teachers

The Center for Young Children is staffed by highly trained professionals with Bachelor's degrees who have extensive backgrounds in Early Childhood Education or related fields such as Special Education or Elementary Education. The staff is committed to demonstrating exemplary developmentally appropriate teaching, with many teachers holding or pursuing advanced degrees in Early Childhood Education or related fields.

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 and gender. CYC offers partial scholarships to encourage enrollment from a range of socioeconomic backgrounds. Children must be three years old by September 1st and toilet-trained.

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. This same guideline also applies to newly enrolling three-year-old children, which later aids in the transition from one program/school to the next. 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.

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

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 limited fluid intake and 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 in the Center. 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.

In accordance with the Americans with Disabilities Act (ADA), the CYC will admit and accommodate children with disabilities for whom toilet training is still in progress.

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 screens children for delays and potential disabilities yearly. The family will be involved in this process, and should the Center feel that follow-up is appropriate, a meeting will be held with teachers, family, and administration to address concerns. 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.

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.

Requests for Placement

During the re-enrollment process, families may request a change from the part-time to a full-time class (or vice-versa) for the upcoming year. These requests must be submitted no later than January 31, and will be handled after all children remaining in the same format class have been placed, according to space restrictions in the classrooms. No changes will take place during the school year. Requests for specific teachers cannot be accepted. Requests for particular rooms will be noted, but cannot necessarily be honored.

HOURS OF OPERATION, PROCEDURES, AND CLOSINGS

The Center is open from 7:30 am to 5:30 pm, Monday through Friday. The structure of the day is as follows:

7:30 a.m. - 8:30 a.m. – Morning Gathering (separate fee; child must be contractually signed up for this program for the entire year)

8:30 a.m. – 12:30 p.m. – Core Day for Part-time children

8:30 a.m. – 4:30 p.m. – Core Day for Full-time children

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 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.

Core Day and Classroom Meeting Time

The **academic** day for Kindergarten is **9:00 a.m. - 3:30 p.m.** Kindergartners should **arrive by 8:45 a.m.** CYC offers a state-approved Kindergarten, and as such, are required to record daily attendance (absences and late arrivals). 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 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 E for the typical daily classroom schedule.

Children and parents who arrive after the Meeting begins 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.

Morning Gathering and Afternoon Gathering

The Morning Gathering program is from 7:30 a.m. – 8:30 a.m., and the Afternoon Gathering program is from 4:30 – 5:30 p.m. during the academic year.

Families can select for their child to attend Morning Gathering, Afternoon Gathering, both or neither. These choices must be made for the entire year, and are indicated on the contract that families sign. Each Gathering program has an additional cost.

During Morning and 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.

Morning and Afternoon Gathering teachers are members of the CYC teaching staff, but are typically not classroom teachers. Children participating in Morning and Afternoon Gathering will transition from their core day teachers to Morning and Afternoon Gathering teachers at the appropriate times.

Part-Time Program

The part-time program is from 8:30 am to 12:30 pm, Monday through Friday. Children in this class are eligible to participate in Morning Gathering but not Afternoon Gathering. **Late fees will be assessed when children are picked up after 12:30.** Children in the half-day program experience the same curriculum opportunities as those in the full-time program. The schedule includes free choice work time, group meetings, outdoor play, snack, and story time. Lunch is at 11:50. Children can be picked up between 12:15 and 12:30. Prompt pick up is necessary. It is important that departing children leave quietly and efficiently, because children in the full-day program are preparing for nap from 12:30 on.

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.

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 65 pounds or over 4’9” tall. Police officers periodically conduct car seat installation safety checks on children arriving at the CYC. **Just a reminder: 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 our regular 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.

No child should be dropped off to walk into the Center by himself. Before 8:30 your child will be dropped off with the Morning Gathering teachers, or if arriving after 8:30, escort your child into the classroom. Please plan to remain long enough for him to transition comfortably to his teachers and friends.

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. **All persons 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 that your substitute 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. A parent may fax or email a consent form (Appendix F) to allow her child to be picked up by another person who is or is not on her authorized pickup list. Please email the form to the administration or fax to 301-405-2902. Please call to alert the Program Coordinator if you are sending a fax to that effect. **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 papers 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 his classmates have all been picked up and his 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 three possibilities for late pick up times:

1. After 12:30 p.m. (for the half-day class)
2. After 4:30 p.m. (for a child not enrolled in Afternoon Gathering)
3. 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 (see Appendix G).

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 or check.

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 will 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 H). During this school year, CYC will be closed on eight in-service days (two of which are set aside as parent/teacher conference days). 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	- President's Day (Visit Day event)
-Thanksgiving Day	-New Year's Day	- Spring Break
-Day after Thanksgiving	-Dr. M L King, Jr.'s Birthday	- Memorial Day
-Christmas 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 PLAN

The CYC reserves the right to close the Center on an emergency basis, for occurrences such as power failure, water main breakage, etc. The CYC recognizes the great hardship this may cause, and will make every effort to avoid such emergency closures. CYC is not responsible for tuition remission in the event of an emergency closing.

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 J, for these locations). Families will be notified by email, cell phone or landline 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 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 (No Morning Gathering)
- 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

- 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://public.govdelivery.com/accounts/PGCPS/subscriber/new>

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 handled; 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 nametags 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.

LUNCH AND SNACKS

The Center provides nutritious snacks as part of your child's program. For lunch, families may choose to have their child participate in a hot lunch program, or bring a lunch from home. Hot lunch may be purchased on a monthly basis, for a cost of \$4.50 per service day in that month. Families must sign up through the portal on our website. **No cash or checks are accepted.** There is unfortunately no way to order lunch on a one-day basis at the present time. If your child's lunch is forgotten, you must bring a lunch to school no later than the time your child's class sits down to lunch.

Licensing regulations require that any perishable food packed for your child's lunch should be labeled with **your child's name and the date** and placed in the designated (cold food) basket in your child's classroom upon arrival at school. The aide takes this to the refrigerator. Perishable food includes dairy products (yogurt, cheese), mayonnaise, cold cuts/meats, eggs, etc. Coolers and ice packs are not fully in compliance with licensing codes.

Please make sure that a lunch from home can be eaten cold. If you wish to send a heated lunch, please store it in an insulated thermos. These items cannot be re-warmed and therefore do not need to be placed in the refrigerator. Please do not place entire lunch boxes into the cold food baskets. Our containers cannot store these large items.

Under licensing regulations, all children must be offered milk daily. **If a parent does not wish his/her child to have milk, they must complete a form for their child's file, and the parent can provide a milk substitute (i.e., soy milk, almond milk).**

Prohibited Foods

The following potential hazards may not be included in children's lunches sent from home: hotdogs (neither whole nor pieces), nuts, popcorn, raw peas, raw carrots, hard pretzels of any size, or whole grapes. We ask that you kindly refrain from including these items in dishes sent from home for CYC sponsored potlucks. Meat must be cut in a portion that can be safely swallowed whole.

Please do not send food or drinks in glass containers. Children are encouraged to bring a reusable water bottle to use throughout the day. **Please do not send candy.** A child with candy in her lunch will place it back in her lunchbox until pick up time. Teachers ask that on that rare occasion when you bring lunch midday from a fast-food establishment, you take the toy and the lunch out of the bag, and present the lunch separately on a plate.

See Appendix K for ideas for lunch brought from home. See Appendix L for the hot lunch menu.

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 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.

Teachers work hard on expectations with a child who has daily difficulty settling down, thus disturbing and stimulating other children. If the difficulty continues, the parent may be asked to come at rest time to settle down her/his child, or to pick up the child before naptime. Teachers cannot accommodate requests to deliberately keep children awake during rest time, and will follow the child's lead during the classroom rest period. The following article may be helpful: <http://www.parents.com/kids/sleep/naps/baby-nap-time/>

Please bring pillowcases, sheets, and blankets each Monday and take the bedding home each Friday to wash.

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 "super hero" 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 to one full tuition payment for each calendar month remaining in the 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 ONLY. 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 M 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, regardless of University affiliation and without sibling discounts. There are no scholarships for the summer program. Summer enrollment is not required and non-enrollment will not jeopardize a child's placement in the regular school 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.

CYC Scholarship Program

The CYC sets aside a portion of its operating funds to be able to offer need-based, partial scholarships. Any enrolling families wishing to explore scholarship opportunities to help supplement their tuition costs can visit our website for details on how to apply. The application period opens January 1 each year. Applications must be fully and accurately completed, with all documents submitted, by March 1 each year in order to be considered for an award. Applications are reviewed and awards are determined by the scholarship committee. Families must reapply to be considered for an award for subsequent years.

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 must also be used by undergraduate students 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 on another day during Gradual Entry week.

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, as well as 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

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.

FAMILY SERVICE COMPONENT

Families are a necessary component of our program (see Appendix N). Please be sure to sign up for service at the Center. Opportunities include PTP leadership, chaperoning field trips, working on fundraising or special events, working in the library, and completing projects at home as requested by a teacher or administrator. As a community, our children benefit when we all work together.

A family, whether one or two-parent, agrees to complete 10 points in service activities for each child enrolled in the Center. A parent who has a child that enters mid-year will have prorated service time -- 1 point for each month of enrollment. **Families of children in the part-time program must complete 7 points.** There will be a fee of \$20 per point for incomplete service. **Incomplete and unpaid service after the end of the school year will be charged to the account holder's tuition account.** Please see Appendix P for information on potential service activities and PTP leadership position descriptions.

Please enter service activities in the binder in each classroom after activities are completed. The Assistant Director will inform families periodically about the status of their service.

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

- All CYC faculty (and many student aides) have Pediatric First Aid and CPR certification.
- 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 and exceed 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.**
 - 1) Know where they are at all times.
 - 2) Hold hands as necessary.
 - 3) Be attentive to surroundings.
 - 4) 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!

Special Events

The Parent Teacher Partnership (PTP) plans and sponsors special events throughout the year. These are great opportunities to build CYC community and to earn Family service points.

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 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. The preschool teachers will also review the results of the developmental screening and determine student goals with input from families.
- **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 **one-page Summary Report** 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 **multi-page Narrative Summary Report/Portfolio** that describes in detail, 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.

YEARLY PARENT SURVEY

In the spring of each year, we conduct an annual review of our program. Families are given a questionnaire to complete. This is required by the National Association for the Education of Young Children, which awarded us national accreditation. This annual review provides CYC with important feedback from families about our program. Your input is essential to help us maintain a high-quality program that meets the needs of all our families.

CHILD AND FAMILY PARTICIPATION IN RESEARCH

As a lab school housed within the Department of Human Development and Quantitative Methodology (HDQM), the CYC provides a preschool and kindergarten research environment for studies in all areas of Child Development. Faculty and researchers from HDQM, as well as other campus departments, apply for permission to conduct research in this setting. In return, the 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.

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. In either case, returning the unsigned consent form request with a brief note assists researchers in maintaining subject lists.

BIRTHDAYS

Birthdays may be celebrated at school, but please speak to teachers regarding individual classroom birthday practices. Please bring no more than one treat for each child. Celebrations most often consist of a cupcake, a cookie, or other treat; in the interest of simplicity, a self-contained, single-serving treat is recommended. Please be mindful that there are potentially life-threatening allergies in the children in the class. Check with teachers whether an allergy on that level exists in your child's class before sending in treats containing peanuts, tree nuts, egg, dairy, etc. Please refrain from bringing: soda, balloons, blow horns, candles, or piñatas.

In the past, the practice of inviting only a small group of classmates to a private birthday party at home 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 posted at the CYC **only** if **all** the children in the classroom are invited to the child's home. If, for religious reasons, 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 Gold level Green office. Some of the green measures in place in the Center include: automatic and low water flow faucets and toilets, and hand wave towel dispensers in the bathrooms. CYC is also composting food leftovers and paper products in each classroom, as well as employing 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. Teachers have very limited times to communicate with you, so please be available to chat with them at these times.

CLASSROOMS AND OBSERVATION BOOTHS

The classrooms are arranged in a specific way to allow children to learn and explore their environment. An observation booth is located in the middle of each of the three suites of rooms. Families may use the booths to observe classroom activities. If interested in observing class meetings, they are especially encouraged to use the observation booths so as not to disturb this teacher-led time. Faculty members, college students, and researchers also use the observation booths to observe children engaged in daily activities.

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 doctor has determined it non-communicable.
5. **CONJUNCTIVITIS ("PINK EYE")**, if white of 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 he/she is not infectious and is fine to come to school.
6. **SEVERE COLD**, with fever, 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 he/she is not infectious and is fine to come to school.
7. **OTHER SIGNS OF POSSIBLE SEVERE ILLNESS**, including unusual lethargy, irritability, persistent crying, difficulty breathing, or persistent barking-type cough.

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

If a child seems really sick without obvious symptoms, please keep him/her 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 handwashing before eating, after bathroom visits, and after coughing, sneezing or blowing their noses.

POST DIAGNOSIS EXCLUSION POLICIES FOR COMMUNICABLE DISEASES

For these illnesses, exclusion is required until expiration of the period noted below.

strep throat, conjunctivitis (pink-eye)	exclude until 24 hours of antibiotics
ringworm, head lice, pinworm	exclude until following 24 hours of appropriate treatment and hair is nit-free
chicken pox	exclude until 7 days after outbreak and lesions are crusted over
all other contagious disease diagnoses (such as Fifth Disease)	exclude until period of contagion has passed; doctor's note required for herpes

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 received. 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.

Under licensing, 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.

Reportable 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. Your physician, in turn, is supposed to advise the health department of a reportable disease.

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.

A child who is ill should not be brought to the Center nor should a child return after an illness unless free of fever for **24 hours**. Dosing a child in the morning with a fever-reducing medicine such as Tylenol before dropping him/her off at the CYC will result in the rest of the children

being exposed to germs, the medication wearing off and the family being called to pick up the child.

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 her 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.

Cell, home, and work phone numbers must be updated with the Center as changes occur. A "Change of Information" form is available from the front office (see Appendix S).

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. 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 it 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 will undergo training on the six right practices of medication administration.
2. Sunscreen, insect repellent, lip balm, and other non-prescription topical salves, etc., are included under the umbrella of "preventative care items." We must have a medication form completed and signed by the parent to be able to apply these items to a child. We recommend SPF 30 or above, non-aerosol sunscreen.
3. 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) manufacturer's instructions or original label with name of medicine, strength and instructions on how to administer and store it.

4. Except for preventative care items like sunscreen and lip balm, all medication administered at school by CYC personnel must have a medication administration form signed by a licensed health practitioner.
5. **Because of the possibility of an allergic reaction, the first dosage of a medication will not be given at the Center.**
6. 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. All medications must be clearly labeled with the child's name, dosage, and time to be administered, and placed in a zip-top storage bag also labeled with the child's name. A medicine measure, calibrated correctly for the dose, must be included when appropriate.
7. Under no circumstances should medications be placed in children's lunch boxes, coat pockets, backpacks or cubbies. After non-prescription, topical medications 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.
8. 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 when class enrollment changes. We ask families to inform us of changes in allergy status as the year continues.

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

EXTREME WEATHER PLAY

Although many people still believe that children catch colds when outside in cold weather, the truth is that for most children there is no harm in being outdoors in cold or snowy weather. 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. A major problem, and more a cause of winter sickness, is when children are confined to an indoor space without going outside. Various infections are spread more easily inside than outside.

We have consulted with medical personnel and have been advised that children who are recovering from mild respiratory infections and earaches can properly 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 just **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**.

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 Eppley 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 thing. 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. Each morning when you drop off your child, you must sign her/him in on the attendance sheet provided for the class. 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. Because each child needs to be accounted for in an emergency, **your child must be signed in each and every day** that he attends the CYC. Parents who are present at the Center during a fire drill must follow the specified procedures for evacuating the Center.

ACCIDENTS & 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. The University pays for this 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. A positive atmosphere for children, families, and teachers is a primary goal of the Center.

The CYC is considered a drug-free zone. Our goal is to protect children from the effects of the harmful environment caused by the abuse of drugs and alcohol. 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 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 required by law to report suspected evidence of child abuse and neglect to Child Protective Services.

GUIDING CHILDREN'S BEHAVIOR/CLASSROOM DISCIPLINE

The Center's faculty is dedicated to helping young children develop self-respect and respect of others. We see ourselves as role models of appropriate social behavior. Teachers observe behavior, and model appropriate social behaviors for problem solving and fostering positive interactions (such as using redirection, offering other play choices, attempting to work cooperatively, and offering support/sympathy to others). They teach active listening skills and ways to resolve conflict. Children are encouraged to approach problems using age-appropriate verbal skills rather than physical means. Staff members help children deal with the negative behavior as well as the reason behind it. It is our hope that children will learn to be aware of their own feelings and the feelings of others.

Sometimes a child may be asked to sit in a quiet place to calm down. Typically a teacher or an aide is available to sit with them and support them as they learn to regulate their emotions. The child learns to let a staff member know when he/she is ready to rejoin the group. The staff always focuses on what children can learn from a situation, not merely what has happened. **The development of a child's emotional and physical self-regulation is an important goal.**

Open and frequent communication between the Center and families is paramount when challenging behaviors occur. Under these circumstances, teachers and parents will meet as necessary to understand these behaviors and to discuss various options to help a child with a problem. After careful consideration and observation, **teachers and administrators might recommend that an assessment and/or intervention be secured by qualified professionals to assist a child. It is expected that parents will follow through on such a recommendation. Failure to do so may hinder a child's healthy development, and continued enrollment at CYC could be placed in jeopardy.** The importance of the trust built through strong home/school relationships is highlighted in any consideration of guiding children's behavior.

Guidelines for Behavior Management

Please be assured that staff members never use physical punishment, and do not engage in psychologically abusive or coercive behaviors when working with children. The following are guidelines for children who have difficulty in the classroom:

1. Teachers will keep a journal recording inappropriate behaviors.
2. Parents will be informed. Strategies will be developed for working with children having behavior problems.
3. When possible, the environment will be adapted to help the child.

Teachers will make every effort to support children and families, but there are some behaviors that we are unable to accommodate when they repeatedly occur at the Center:

1. Children who endanger their own safety or the safety of other children.
2. Children who are verbally or physically abusive to other children or staff members.
3. Children who are destructive to property.
4. Children who hurt classroom pets.
5. Children who leave their classroom, playground, or school grounds without staff permission (running away from staff).
6. Children who require one-to-one staff supervision in order to be maintained in the classroom.

If a child exhibits any of these behaviors, the family will be informed. Parents should respond by calling or coming to the school within one hour. If the child exhibits any of these behaviors three times or more, a meeting may be scheduled with an administrator, both teachers and the family to explore strategies for the child. Several possible options are a shortened day, picking up a child when the unacceptable behavior occurs, or other problem solving techniques. Every opportunity will be taken to keep the child enrolled, but the Center must consider the safety of all the children. In extreme cases, a child's enrollment could be jeopardized.

ANTI-BIAS STATEMENT

The CYC community is a richly diverse population, a microcosm, in many ways, of society in general. 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 addresses this issue with employees new to CYC. Please see Appendix U for our full Anti-Bias Policy.

Appendix A

EXPECTATIONS OF THE CENTER FOR YOUNG CHILDREN COMMUNITY

CYC Administration

- build and develop a mutually beneficial relationship with University administrative offices
- generate reports, as requested, about current research conducted by faculty and University students, early childhood trends, and teacher training practices at the CYC
- establish contacts campus wide and beyond to become known and recognized as a model program locally, nationally and internationally
- actively seek support for the CYC's mission by investigating resources and talents available through other departments at the University
- report to the Chair of the Department of Human Development and Quantitative Methodology about the current and future needs and activities of the Center
- operate the Center within the guidelines and expectations of an accredited, licensed program
- manage a fiscally sound program consonant with University rules and regulations
- investigate and secure additional sources of funding
- supervise the overall day-to-day operation of the Center to include: admissions, curriculum development, and staffing
- engage in regular communication with the PTP President
- build and maintain open lines of communication with the community (past and present) of CYC families
- appreciate and respect cultural diversity

CYC Teachers

- understand and support the philosophy and mission of the Center
- be sensitive and respect the needs of the individual child
- share information about the uniqueness of each child with families in a professional, compassionate manner
- plan and implement a developmentally appropriate curriculum
- be committed to continued growth as professionals
- communicate and share information, concerns, suggestions and recommendations with CYC administration so that the administration can make informed decisions and set policies
- respect and support informed decisions
- appreciate and respect cultural diversity
- attend some evening and weekend functions
- provide support for CYC approved research projects

Parents/Guardians

- understand and support the mission of the CYC
- communicate and share information, concerns, suggestions and recommendations with CYC administration so that the administration can make informed decisions and set policies
- respect and support informed decisions
- participate in CYC and PTP activities to the best of your ability
- sponsor and manage fund-raising and social activities
- acknowledge the need for continued professional growth of CYC teachers and staff
- fulfill service requirement to the CYC each year
- serve as a resource to the CYC
- appreciate and respect cultural diversity
- provide consent for child participation in approved CYC research projects
- provide support for approved CYC research projects

Appendix B

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 art work, 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 are 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 C

TECHNOLOGY IN CYC 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:

1. When used intentionally and appropriately, technology and interactive media are effective tools to support learning and development.
2. 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.
3. Limitations on the use of technology and media are important.
4. Attention to digital citizenship and equitable access is essential.
5. 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 Coordinator 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 strongly benefits from the presence of our Director, Dr. Mona Leigh Guha, whose areas of expertise include innovative technology for children. Years of experience managing a technology design team made up of children and adults have provided her with broad experience with various technologies, active participation in research in the field, and continuing relationships with other experts in the field of children’s technology. 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 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

Child's Name

Consent for Research

This consent is required for enrollment at the CYC
Both parents must sign permission

I recognize that the Center for Young Children, in addition to serving as an educational facility for young children, also serves as a **laboratory and demonstration school**, and as such:

- I understand and agree that the CYC will allow University students and faculty to enter the facility while children are present for observation, research, and general educational purposes.
- I understand that a component of this observation may include the videotaping or photographing of children in their CYC environment and I consent to same, reserving no rights to the images thus obtained.
- I understand that any photographic images obtained pursuant to said observation will not identify individual children by name.
- I also understand that any research project conducted at the Center that involves interaction with individual children will not proceed without the express written consent of those children's legal guardians.

Parent 1/Guardian Signature/Date

Parent 2/Guardian Signature/Date

Permission to Use Children's Photographic Images for Educational Purposes

This consent is required for enrollment at the CYC
Both parents must sign permission

Children's photographic images may be used for the purposes of education and training of early childhood preservice teachers. Presentations that illustrate certain aspects of teaching methods and philosophies of education are used in undergraduate classes in the College of Education, as well as local and national educational conferences and in educational journals. Images include still photographs and video. All images will be governed by confidentiality. Children's names will never be used in conjunction with their images. This process supports our educational mission and outreach to the greater Early Childhood community.

I (we) have read the above statement regarding the use of children's images to assist and support educational missions, and the signatures below are evidence of our awareness of this process and permission for my (our) child's image to be so utilized.

Parent 1/Guardian Signature/Date

Parent 2/Guardian Signature/Date

Permission to Use Children's Photographic Images on the CYC Website and CYC Social Media

This permission is optional and separate from the consent given above.

- Yes No _____ (Initials) I give permission for my child's image to appear on the **CYC website**.
 Yes No _____ (Initials) I give permission for my child's image to appear on the **CYC Facebook** page. I understand **my child's name will never appear** in conjunction with his/her image.

Appendix E

CYC Typical Daily Schedule

7:30-8:30 – Morning Gathering

- Morning Gathering offers a developmentally appropriate hour of care before the start 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.
Morning Gathering is typically held in the Great Room or outside on the playground when weather permits. During this time, children are engaged with a variety of materials and games that support their growing social abilities along with other skills.

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 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 sand box 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 alouds” 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 afternoon 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 F
ONE-TIME AUTHORIZATION FOR PICK-UP
CENTER FOR YOUNG CHILDREN**

CHILD'S NAME: _____

ROOM: _____

CHILD'S NAME: _____

ROOM: _____

I authorize the following person(s) to pick up my child from the Center for Young Children, only on the dates indicated. I understand that it is my responsibility to inform the CYC of any changes related to this authorization, and that the Center has the authority to require proof of identification.

Authorized Person(s)	Relationship	Date(s) of Pickup	Approx. Time	Best Phone Number

Parent or Guardian Signature

Date Completed

Appendix G

SIGN – OUT SHEET FOR LATE PICK UP

Date: _____ Child's Name: _____

Time of Pick up: _____ Signature: _____

Dear Family:

The total charge for late fee is: \$ _____ for _____ minutes.

The late fee is payable directly to the teacher who remained at school with your child. Please give cash or check made payable to: _____ within 48 hours from late pick up.

Fines will be doubled after three incidents of late pick up.

After six incidents of late pick up, the child will not be able to attend the Center the next day, AND enrollment for the future will be in jeopardy.

Thank you,
CYC

Rec'd: \$ _____

Date: _____

SIGN – OUT SHEET FOR LATE PICK UP

Date: _____ Child's Name: _____

Time of Pick up: _____ Signature: _____

Dear Family:

The total charge for late fee is: \$ _____ for _____ minutes.

The late fee is payable directly to the teacher who remained at school with your child. Please give cash or check made payable to: _____ within 48 hours from late pick up.

Fines will be doubled after three incidents of late pick up.

After six incidents of late pick up, the child will not be able to attend the Center the next day, AND enrollment for the future will be in jeopardy.

Thank you,
CYC

Rec'd: \$ _____

Date: _____

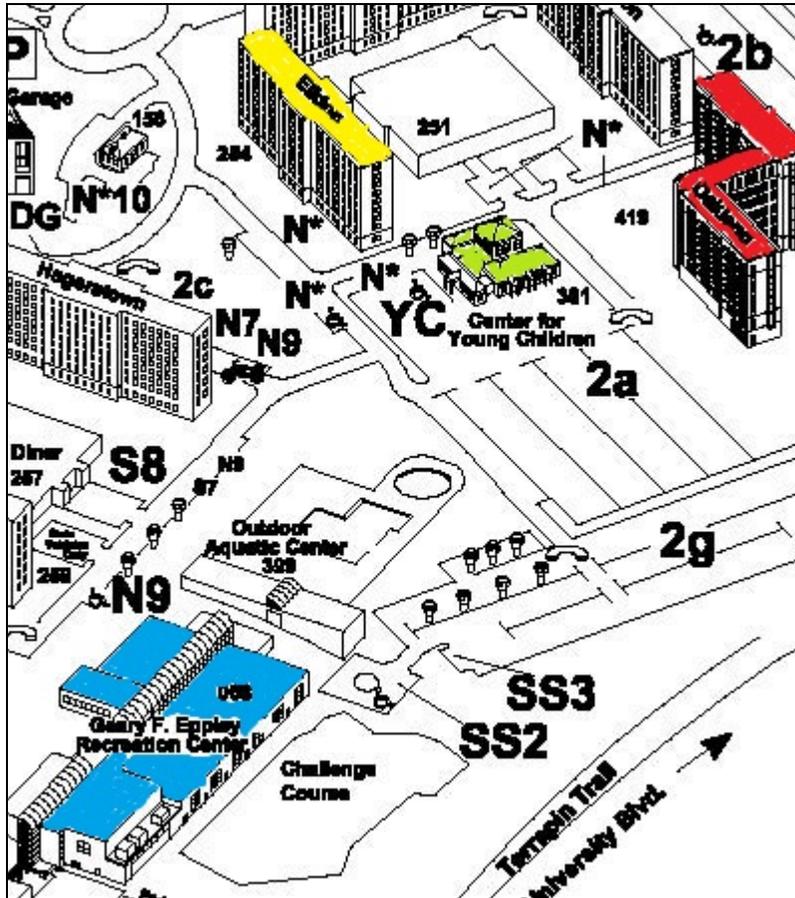
Appendix H

CENTER FOR YOUNG CHILDREN CALENDAR 2019-20 SCHOOL YEAR

Monday	August 19	Teachers return
Monday	August 26	Getting-to-know-you meetings (priority- new families)
Tues - Fri	August 27 - 30	Gradual Entry (see individual schedules)
Monday	September 2	Labor Day - CYC Closed
Tuesday	September 3	First full day for all children; first day Morning & Afternoon Gathering
Thursday	September 12	Open School Night 7:00 p.m.
Friday	September 27	Penn State Football – CYC & UMD Close at 12:00pm
Wednesday	October 9	Optional Hearing Screening
Friday	October 18	Faculty Mtg/Professional Development - CYC Closed for Students
Tuesday	October 22	School Picture Day
Wednesday	October 30	Optional Speech Screening
Monday	November 11	Faculty Mtg/Professional Development - CYC Closed for Students
Tuesday	November 12	Optional Vision Screening
Wed - Fri	November 27 - 29	Thanksgiving break - CYC Closed
Friday	December 6	Family/Teacher conferences - CYC Closed for Students
Thur-Fri	December 19 - 20	Core Day Only; CYC Open 8:30 a.m. - 4:30 p.m.
Mon - Wed	Dec 23 - Jan 1	Winter break - CYC Closed
Thursday	January 2	School resumes
Monday	January 20	Martin Luther King, Jr. holiday - CYC Closed
Friday	February 14	Faculty Mtg/Professional Development - CYC Closed for Students
Monday	February 17	Presidents' Day - CYC Closed for Students (Visiting Day)
Friday	March 13	Faculty Mtg/Professional Development - CYC Closed for Students
Mon - Fri	March 16 - 20	Spring Break - CYC Closed
Friday	April 10	Faculty Workday - Reports - CYC Closed for Students
Saturday	April 25	Maryland Day
Friday	May 8	Family/Teacher conferences - CYC Closed for Students
Friday	May 22	Core Day Only; CYC open 8:30 a.m.- 4:30 p.m.
Mon	May 25	Memorial Day - CYC Closed
Friday	June 5	Kindergarten Year-End Celebration; last day Morning & Afternoon Gathering
Mon - Wed	June 8 - 10	Core Day only; CYC open 8:30 a.m. - 4:30 p.m.
Friday	June 12	Last day for teachers

Appendix J

CENTER FOR YOUNG CHILDREN
EMERGENCY EVACUATION LOCATIONS



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

Appendix K

IDEAS FOR LUNCH BROUGHT FROM HOME

Lunch suggestions by Karen Regan

Nutritionist and former CYC parent

“The food of their childhood is their comfort food for life.”

FOOD SUGGESTIONS

Try to include several food groups (breads & cereals, fruits, veggies, dairy or protein (meat, dry beans) in each lunch. Please do check the list of prohibited foods on the next page.

Sandwiches

Most sandwiches include at least 2 food groups and sometimes they pack 3 or 4! For variety, vary the sandwich bread: whole wheat, rye, pita, bagel, French or use a tortilla to make a “roll up” sandwich.

Peanut butter & jelly (vary the type of jelly) includes 2 groups, bread and protein. Other variations: peanut butter & grated apple with cinnamon sprinkles, peanut butter and banana (3 groups – bread, protein, and fruit).

Cheese sandwich (2 groups – bread and dairy)

Deli meats (low fat/low sodium, please) w/ cheese and/or lettuce and tomato (3 groups – bread, protein & dairy, or 4 groups – bread, protein, dairy & fruit)

Other Main Courses

Spaghetti or pizza (leftovers make great lunches!) and rice noodles with vegetables or meat. Make sure it is something that can be enjoyed cold. CYC staff members cannot heat up children’s lunches.

Bread

Whole wheat tortillas, bagels or whole grain crackers

Fruit

Orange sections, cored apples, kiwi “wheels”, watermelon cubes, bananas, strawberries, blueberries, canned pineapples, etc. Or combine two or more (with or without some yogurt) for a homemade fruit salad.

Vegetables

Green beans, celery sticks or other cut up veggies with a mild salsa for dipping. Cooked vegetables are also good.

Dairy

Yogurt, cheese sticks or slices

PROHIBITED FOODS

Items that preschoolers (especially under the age of four) most often choke on are: hot dogs, meat in larger-than-bite-size chunks, nuts, hard pretzels, raw carrots, raw peas, popcorn, raisins, and grapes (unless cut in half). Please do not include these items in your child’s lunch or in dishes brought from home for CYC sponsored potluck meals.

Also, to prevent injuries from broken glass, please do not send drinks in glass bottles. We recommend you send in a reusable water bottle for your child to drink from throughout the day.

OTHER LUNCH TIPS (FROM FAMILIES, CHILDREN, AND SCHOOL ADMINISTRATORS)

Because the children at CYC have two snacks in addition to lunch, packed lunches do not need to be large. For younger children, usually a half sandwich, half a fruit, and yogurt are sufficient. For kindergartners, a whole sandwich, etc.

Invest in some small plastic containers (4-6 ounces) or save your plastic takeout containers. Cheap ones are good (because they sometimes get thrown away by accident), although sometimes they can be prone to leaks. Mark names on the container in permanent marker to avoid dealing with masking tape every day.

Find out what your children like. Invite them to help you make lunch.

Shop together for lunch food. Let them pick their favorite yogurt flavors, fruits and sandwich meat. This can also be a good learning experience about nutrition and making the right food choices. Introduce something new once in a while like an exotic fruit.

Presentation can make all the difference. A mushed sandwich or bruised fruit will probably get dumped. Pack well! Lots of small containers are more appealing than one container with a large portion.

Be creative. Use a cookie cutter to make a sandwich in the shape of a heart, star or initial. Vary the bread. Include a note or scribble something on a napkin, even if it's a funny face.

Make lunch user friendly. Make sure that children can open their containers. Cut up portions ahead of time. Pack orange slices/sections rather than the whole orange.

Create five different lunches, then mix and match. Have a lot of little things rather than a few big things.

CYC Daily Menu 2019

Lunches provided by 

Day	AM Snack	Hot Lunch	PM Snack
1	½ Bagel, 1T.Cream Cheese, ½ c. 2% Milk	Grilled chicken & cheese quesadilla (6") ½ c coleslaw ½ c steamed carrots 1 cup 2% milk	¼ c. Pineapples, ¼ c. Cottage Cheese Water
2	½ c. Cheerios, ½ Banana, ½ c. 2% Milk	4 oz baked chicken tenders ½ c American potato salad ½ c steamed broccoli 1 cup 2% milk	½ c. Cut Veggies, 1T. Hummus 3 Triscuits, ½ c. Milk
3	½ c. Yogurt, ¼ c. Frozen Fruit, Water	12 oz bowtie pasta marinara and meatballs ½ c salad, Caesar dressing ½ c diced seasonal fruit 1 cup 2% milk	½ Orange, 1 Rice Cake, Water
4	½ c. Corn Flakes, ½ c. 2% Milk	Turkey and cheese sandwich on whole wheat ½ c organic vegetable soup ½ c sliced apples 1 cup 2% milk	¼ c. Bean Dip, ½ Whole Grain Tortilla Water
5	½ c. Peaches, ½ c. 2% Milk	12 oz Macaroni & cheese ½ c. steamed broccoli ½ c. diced seasonal fruit 1 cup 2% milk	1-2 oz. Cheese, ½ Apple, Water
6	1 slice Bread, 1 T. Strawberry Jam, ½ c. 2% Milk	Grilled cheese sandwich on whole wheat ½ c tomato basil soup ½ c sliced apples 1 cup 2% milk	5 Baked Tortilla Chips ¼ c. Salsa, Water
7	½ c. Corn Flakes ½ c. 2% Milk	Scrambled egg and cheese wrap (6" tortilla) ½ c coleslaw ½ diced seasonal fruit 1 cup 2% milk	½ c. Cut Veggies, 1T. hummus 3 Triscuits, Water
8	½ Banana and/or ½ Orange, ½ c. 2% Milk	4.5 oz grilled chicken breast strips ½ c. steamed carrots ½ c. Italian pasta salad 1 cup 2% milk	½ Apple, ½ c. Yogurt or ½ c. 2% Milk
9	½ c. Cheerios, ½ c. 2% Milk	6" personal cheese pizza ½ c. salad, Caesar dressing ½ c. sliced apples 1 cup 2% milk	½ c. Peaches, ½ c. 2% Milk
10	1 Waffle, ¼ c. Frozen Fruit, Water	12 oz bowtie pasta and chicken alfredo ½ c steamed broccoli ½ c diced seasonal fruit 1 cup 2% milk	¼ c. Hummus, ½ Pita Water

Appendix M

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 bring your completed claim forms (available online for most companies) to the front office. We will certify that you have made the requested payment(s), sign off on the claim form and return it to you so that you may make your claim.

PLEASE ALLOW 48 HOURS FOR THIS TO BE COMPLETED. Completed forms will be returned to your family mailbox outside the classroom.

Appendix N

FAMILY SERVICE REQUIREMENT POLICY

POLICY

Each family enrolled at the Center for Young Children (CYC) commits to providing time and/or services in an amount deemed appropriate for the academic year.

PURPOSE

In order for the children and families of the CYC to have a well-rounded and enriched experience while attending the school, it is important that a variety of activities be planned and presented by the classroom teachers, CYC administration and PTP. In order for these events to occur and to be successful, it is necessary for families of the children attending the school to participate in the planning, execution, and follow-up of activities.

PROCEDURES

1. Included in the annual contract, signed by the enrolled child's parent(s)/guardian(s), is a statement as to that family's service requirement for the upcoming academic year. The service requirement is on a per-child enrolled basis. Mid-year enrollment will be prorated to one point per month for the months remaining in the school year, including June.
2. Service contributions are measured using a point system. As opportunities arise, the administration will determine the appropriate number of service points to assign to the activity. The PTP, CYC administration and teachers will provide updates regarding upcoming events or special needs throughout the year.
3. A service logbook is maintained in each classroom. It is the responsibility of the parent(s)/guardian(s) to record the service activities in this book in a timely manner.
4. Failure to fulfill this service requirement will result in a fee to be assessed based on the family's outstanding service requirement. This fee is identified in the annual contract, along with the rate to be assessed. The rate will be reevaluated for each academic year.

The logbook is reviewed by the Assistant Director periodically throughout the year. Each time, a notice is sent to the families informing them of the number of service points that they still need to log prior to the end of the academic year.

5. In late May, the Assistant Director will review the logbook for the last time for the academic year. Any family with incomplete service points will be assessed a fee according to the scale stipulated in the contract. This fee will be billed separately.
6. Because the goal is to encourage family involvement in the child's classroom to the best of a family's ability each year, service points above and beyond the requirement will not be carried over to the following year. The teachers and children appreciate every bit of time and effort you are able to put forth in the class.

Appendix P

PTP POSITION DESCRIPTIONS & OTHER POTENTIAL SERVICE ACTIVITIES

President

- Helps build a sense of community among CYC families, teachers, staff, and children
- Encourages parental involvement in activities
- Facilitates PTP meetings and activities
- Elicits feedback from families, 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 families informed

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 Bonus Bucks and other fundraising programs

Secretary

- Participates in PTP meetings
- Takes, produces, and distributes minutes of PTP meetings
- 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)
- Pays bills incurred by PTP
- Works with the PTP to allocate funds appropriately

Class Representative

The PTP solicits a second- or third-year parent to volunteer from each classroom to serve for the academic year. This position has the following responsibilities:

- Serves as liaison between the PTP and the class families
- Participates in PTP meetings
- Encourages parent involvement in classroom events and in PTP activities
- Keeps families and teachers informed of issues/activities that the PTP is addressing
- Elicits feedback from families and teachers as appropriate
- Helps coordinate special events planned by the teachers

CYC Families Read Program Coordinator

The CYC Families Read Coordinator is a school-year long position, earning full service points.

- Attends PTP meetings helping to introduce the program and providing any updates as needed.
- Prepares program materials each semester: "punch cards", book cover labels, certificates, and promotional materials
- Provides program-related emails to the CYC community throughout the year as needed.
- Works closely with the Assistant Director, passing on relevant information, materials, and tips to the new coordinator at the end of the year.

DESCRIPTION OF ACTIVITY	SERVICE POINTS (approximate)
PTP BOARD – Active service as board member	
<ul style="list-style-type: none"> • President • Vice President • Treasurer • Secretary • Classroom Rep • CYC Families Read Program Coordinator 	Fulfills service requirement Fulfills service requirement Fulfills service requirement Fulfills service requirement Fulfills service requirement Fulfills service requirement
PTP SPONSORED SOCIAL EVENTS	
<ul style="list-style-type: none"> • Chairing the event • Working the event • Set up/take down for events or PTP meetings (chairs, tables, etc.) Fall Picnic and Teacher Appreciation luncheons	<ul style="list-style-type: none"> • 10 points per event • 3 points per event • 2 points per event/meeting
FUNDRAISING ACTIVITIES	
<ul style="list-style-type: none"> • Chair fundraising event • Work on fundraising event Book Fair, Silent Auction, Grocery Programs	<ul style="list-style-type: none"> • 10 points • 3 points
CLASSROOM/SCHOOL ASSISTANCE	
<ul style="list-style-type: none"> • A/V & computer maintenance and/or advice • Organize a classroom activity • “Buddy” for late-enrolling families • Carpentry/minor repairs • Collections to share • Cooking • Chaperone field trips • Help in school library • Keep classroom animals • Play musical instruments • Save household recyclables • Sew items • Gardening • Translation • Share job expertise or cultural practices • Donating to an event (Auction or Teacher luncheon) 	<ul style="list-style-type: none"> • Determined on a case by case basis • 3 points per activity • 5 points • Determined on a case by case basis • Determined on a case by case basis • 2 points per activity • 3 or 4 points per trip • 1 point per hour • 1 point per day • 2 points per activity • 1 point per activity • Determined on a case by case basis • 3 points per activity • Determined on a case by case basis • Determined on a case by case basis • 2 points per item
INDIVIDUAL SKILLS/TALENTS	
Have an idea? Families may initiate a project that utilizes their unique skills/talents by approaching the appropriate teacher or administrator.	Determined on a case by case basis

Appendix Q

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 4000 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. The guidelines below, in FAQ format, will give you information regarding the use of this library. Use frequently and enjoy!

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 \$12.00-16.00.

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 R

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 CYC Families Read 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 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 S

CENTER FOR YOUNG CHILDREN CHANGE OF INFORMATION FORM

Please complete this form with any information changes that apply:

Child's Name: _____ Date: _____

CHANGE OF ADDRESS

Mother Father Guardian

Name: _____

Street: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____

CHANGE OF EMPLOYER

Mother Father Guardian

Employer Name _____

Work Number: _____

Email Address: _____

Cell Number: _____

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 official letterhead of a school, agency, etc.
- 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 the 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 with parental permission. Children will never be identified by name on the website.
- 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. This is particularly serious because often in posting media, the rights to that media (including photos) may be permanently forfeited to the web host.
- This policy will be reviewed on an ongoing basis, and revised as necessary to provide for best protection for all. Staff and families will be advised of any changes/updates.

Appendix U

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 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.

“My signature indicates that I have read and I understand all policies contained in the Center for Young Children Family Handbook, 2019-2020 edition, including the CYC Calendar (Appendix H).”

Signature of Parent/Guardian

Signature of Parent/Guardian

Date

Date

(Print child's name/room) / _____