

Parent Handbook

2009-2010

**Center for Young Children
University of Maryland
College of Education
Dept. of Human Development**

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TABLE OF CONTENTS

WELCOME	4
Mission	4
History	4
Philosophy	5
Curriculum Model	5
Accreditation	6
Research	6
Advisory Board	6
Classrooms and Observation Booths	7
Staff	7
Undergraduate Students at CYC	8
PARENT'S ROLE	9
Parent Service Component	9
Special Events	9
Field Trips	10
Child/Parent Orientation	10
Parent Conferences	11
Parent Participation in Research	11
Yearly Parent Survey	12
ENROLLMENT	13
Re-enrollment	14
Requests for Placement	14
Special Needs Inclusion	14
Adult Behavior	14
TUITION AND BILLING INFORMATION	15
UMCP Foundation Scholarship	15
CYC Scholarship Program	15
Failure to Pay Tuition	15
Fraudulent/Misleading Information	16
Withdrawal	16
MISCELLANEOUS INFORMATION	
Parking Permits for "YC" Lot	17
Lunch and Snacks	17
Prohibited Foods	18
Birthdays and Other Celebrations	18
Clothing	19
Items from Home	19
Annual Photographs	20
Bulletin Board and Parent Library	20
Cell Phones	20
HOURS OF OPERATION, PROCEDURES AND CLOSINGS	
Hours of Operation	21
Core Day	21

Half Day Program	22
Drop-Off, Pick up and Parking	22
Authorization for Pick up	23
Late Pick up Fees	24
Holidays and School Closings	25
Unscheduled Closures/Emergency Closing Policy	25

HEALTH 27

Exclusion Policies	28
Reportable Diseases	28
Care for a Sick Child	28
Administration of Medication	29
Cold Weather Play	30
Pet Animals in the Classroom	30
Rest Period	31
Screening for Speech and Vision	31
Smoking Policy	31

SAFETY 32

Accident Policy & Insurance	32
Emergencies	33
Car Seat Safety Guidelines	33
Security	33
Confidentiality	33
Custody of the Child	34
Drug Policy	34
Gun and War Toys	34
Guiding Children's Behavior	34
Respect for Property	35

APPENDICES

	Appendix	Page
Expectations of the CYC Community	A	36
Curriculum Goals	B	38
PTA Position Descriptions	C	40
Information for Field Trip Volunteer Drivers	D	41
Ideas for Lunch Brought from Home	E	42
CYC Hot Lunch Menu	F	45
Typical Day at the CYC	G	46
One-Time Parent Authorization for Child Pick up	H	47
Sign-Out Sheet for Late Pick Up	J	48
CYC Calendar for 2008-2009	K	49
Medication Order Form (Office of Licensing and Regulation)	L	50
Tax ID number for CYC/Flexible Spending Account Information	M	51
Parent Service Policy	N	52
Potential Service Activities	P	54
Change of Information Form	Q	55
Children's Library	R	56

CENTER FOR YOUNG CHILDREN PARENT 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 oversees the Center's operation. We are glad to have you as a part of our extended family. Parents and teachers are partners on behalf of the children, so let us strive together toward that goal. 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. The Center provides a core educational program as well as before and after school care for children 3 to 6 years old.
2. Serve as an exemplary laboratory and demonstration school to train and prepare students for education and other related professions.
3. Serve as an observation and research facility.

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 position funded by the MD state budget, all salaries, benefits, supplies, and utilities are paid for with parent tuition and fees.

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 learn and develop. In September 1993, the University opened a new facility located near Elkton Hall to continue and expand the mission of the Center.

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 hypothesize, question, 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. 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.

Although some parents are concerned that their children may not be academically prepared for elementary school, 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. In other words, if they 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 allow children to build an understanding of mathematical concepts such as addition. Without these 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 a collaboration between teacher direction and children's interests.

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

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 for all types of schools and child care centers to recognize outstanding Early Childhood Programs that meet national standards of quality.

To become accredited, the CYC had to meet a variety of strict criteria related to providing a developmentally appropriate program for preschool-aged 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 parental 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 parents, children, program personnel and society.

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 Department of Human Development and 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 parents during the enrollment process. Studies in which the child leaves the classroom (e.g., walks to the research room in the building) require individual consent. Requests for participation in research will be sent home via parent 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, and a departmental review committee. 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. The Assistant Director schedules the use of the Research Room to accommodate the approved studies.

Parents 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 parents and teachers throughout the year at scheduled events such as Open School night or PTA meetings.

ADVISORY BOARD

The Chair of EDHD 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 once per semester.

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. Faculty, college students and researchers use the observation booths to observe children engaged in daily activities in order to assess their growth and development. Parents may also use the booths to observe classroom activities. If parents are interested in observing class meetings, they are especially encouraged to use the observation booths so as not to disturb this teacher-led time. Due to the demand for observation booth space, we ask that parents not use this space for independent work unrelated to observing their child.

STAFF

Director

Dr. Francine Favretto

The Director holds a Ph.D. and is a member of the Department of Human Development. 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 the licensing and accreditation processes, monitors the family service requirement, and works directly with all staff, including teachers, teacher-trainees and student classroom aides. She works on various committees, and maintains the CYC children's library (described in Appendix R). This is a 10-month position.

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, parents 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 Specialist, and also works on enrollment with the Program Specialist. This is a 9-month position.

Program Administrative Specialist
Mrs. Jennifer Haislip

The Program Administrative Specialist is the initial communication link for students, parents, 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. She schedules and monitors the flow of observers through the Center. The Program Specialist also supervises sick children in the sick bay until parents arrive.

Teachers

The Center for Young Children is staffed by highly trained professionals who have extensive backgrounds in Early Childhood 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 student teachers, interns, pre-service classroom participants 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.

PARENT'S ROLE

Parents are the first teachers of their children, and as such are encouraged to participate in the education of their children here at the Center. Parents are urged to share talents, workplace and departmental resources, ideas and other interests with the teachers and children. Activities that provide an opportunity for parent participation include acting as chaperones on field trips, having lunch with children, and attending after-school potluck dinners, fundraising events, spring fairs, outings and picnics.

Parents are welcome to observe at the Center. Our observation booths enable parents to do so without being seen by the children. Please stop by the front desk first and let the Program Administrative Specialist know you'll be visiting the booths.

PARENT SERVICE COMPONENT

Parents are a necessary component of our program (see Appendix N). Please be sure to sign up for service at the Center. Possible suggestions are included in the Family Service Interests Form that is provided before contract signing. Opportunities include PTA leadership, chaperoning field trips, working on fundraising and completing projects at home as requested by the teacher. 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. **Parents of children in the part-time program must complete 7 points.** There will be a fee of \$20 per point for incomplete service. Attached is a list of possible service opportunities (see Appendix P).

Parents need to enter service activities in the service book in each classroom after activities are completed. The Assistant Director will inform parents periodically about the status of their service.

Special Events

Fall Picnic

On a Saturday in the fall, parents sponsor a Fall Picnic for CYC families, teachers and staff. Two parents are needed to coordinate the food and activities at this event. Please attend to support your PTA and to get to know other families.

International Dinner

An International Dinner and silent auction are also held during the school year, usually in the spring. At least two parents are needed to coordinate this event, as well as volunteers for specific tasks. Please attend in order to support your PTA and to get to know other families.

Field Trips

Field trips support the curriculum by allowing children first-hand, often hands-on experiences. Field trip destinations are on campus and in the community, and are planned carefully by teachers to support the study and fit into the daily schedule.

We encourage parents to participate in at least one field trip each year. Parents who volunteer to drive on field trips must fill out a form providing their driver's license number, their insurance company name and the insurance policy number (see Appendix D). You are asked to provide your child's car seat for such trips. Please label the seat and leave it at school on the morning of the trip if you are not accompanying the class that day. **All children must be provided a car/booster seat in order to participate in a driving field trip, and each seat must be secured in the car with its own seat belt.**

Parents must sign a separate permission form for each field trip for their child to participate. Teachers will post these forms prior to the field trip date. If no written permission is given, the child must be picked up from school by the parent by the time the class leaves for the trip or taken by the parent to the site of the field trip. If a parent arrives with his child after the class has left for the field trip, he/she is responsible for driving his child to the site where the outing is taking place. If a parent is unable to drive a child to the field trip site, a child may not wait in another classroom for his/her class to return. The parent will have to make other arrangements for that day.

Parents' involvement is a vital part of the success of field trips. The CYC requests that younger siblings not accompany participating parents on these trips. In addition, we request that parent drivers refrain from smoking while participating in field trips, so that children are not breathing secondhand smoke. Occasionally, there may be small costs associated with field trips. Families will be informed of these fees well in advance of the trip.

CHILD/PARENT ORIENTATION

Open House and Gradual Entry

During "Open House", children **and parents** visit classrooms and meet the teachers. After the "Open House", there are "gradual entry days" for each classroom, so that **all children begin our program on a gradual basis**. This means using shorter days and fewer children to ease the transition to a new school, or classroom, teachers and friends. Half the class will start by coming a half-day, then the other half the next day. These half days are a time for child and parent to acclimate to the new setting and begin to form bonds with teachers as well as other children and parents. Gradual entry is helpful for children as they adjust to school. Specific information about the assigned times for the Open House visit and gradual entry days will given in advance to the parents. Based on each child's acclimation to school, there may be times when an individual child needs more time to adjust. In these cases, the family may be asked to participate in an extended gradual entry period.

Open School Night

Parents will also be invited to the Center's Open School Night near the beginning of the school year to talk about policies, procedures and curriculum. Possible curriculum topics are Literacy and Language Development, Science, Creative Art and Mathematics. All parents should attend.

PARENT CONFERENCES

There are two parent-teacher conferences each year. A sign-up sheet for conferences is posted about two weeks in advance. Both parents are urged to attend. School is closed for each of the formal conferences, and children should not come to school on those two days. Student aides are available at the CYC for babysitting for the scheduled conference time only.

Conferences provide an opportunity for informal sharing of information about the child's personal and social, physical and cognitive development. Understanding the child as he/she interacts in a group enables planning in terms of consistency between home and school. At the conclusion of a conference, the teacher will provide a written report on the child's progress to the parents.

To assess children, the Center uses the "Work Sampling System" developed by Dr. Samuel Meisels. Teachers follow specific guidelines and expectations for each age group at the Center. These developmental guidelines give teachers a set of observational criteria that are based on national standards and knowledge of child development. The guidelines set forth developmentally appropriate expectations for children at each age/grade level.

The Work Sampling System is based on seven categories or domains. The seven domains are:

1. Personal and Social Development
2. Language and Literacy
3. Mathematical Thinking
4. Scientific Thinking
5. Social Studies
6. The Arts
7. Physical Development

The purpose of the system is to document and authentically assess children's skills, knowledge, behavior and accomplishments across a wide variety of classroom activities and areas of learning on multiple occasions. Teachers observe, take notes and photographs to document children's learning. These components are critical to understanding the development of each child.

PARENT PARTICIPATION IN RESEARCH

As a lab school for the Department of Human Development, the CYC provides a preschool research environment for pilot studies in all areas of Child Development. Faculty and researchers from Human Development, as well as other campus departments, apply for permission to conduct research in this setting. In return, the children benefit from the experience of participating in interesting projects and interacting with research materials. Additionally, parents 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 parents to provide consent unless the parent feels participation in the specific

study would constitute a hardship for their child. Even with a signed parental consent form, researchers will only take a child out of class for research with the child's permission. Some research requires parents to complete forms. Again, unless completing the forms would constitute a hardship, we encourage parent participation. In either case, returning the unsigned consent form request with a brief note assists researchers in maintaining subject lists.

Confidentiality – Researchers and Observers

Guidelines are in place to ensure confidentiality of children. As a research facility, CYC supports research on how children develop and learn. Paramount is the protection of children.

Since CYC is a unit under the College of Education, there are many students who observe children for course assignments. Confidentiality for children is stressed in undergraduate classes and students sign an observation form and a statement about confidentiality. Children are not identified by name in any assignment.

Permission to Use Children's Photographic Images for Educational Purposes

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 supports our educational mission and outreach to the greater Early Childhood community. The website can be viewed at www.education.umd.edu/cyc.

YEARLY PARENT SURVEY

In the spring of each year, we conduct an annual review of our program. Parents 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 parents about our program. Parent input is essential to help us maintain a high quality program that meets the needs of our families.

ENROLLMENT

Enrollment at the CYC is open to children whose parents are faculty, staff, or students. Priority is given to University of Maryland system school affiliates, but if space is available, we will enroll community children. The Center enrolls children representing a diversity of races, sex and socioeconomic backgrounds.

Once a 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. The deadline for sibling priority application is January 1st of the year in which the child would enroll in the CYC.

Children must be three years old by September 1st and toilet trained. Children in kindergarten must be five years old by September 1st.

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 their 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 we require children to be toilet trained, Pull-ups training pants are unacceptable and unnecessary. Children should be brought to school in regular underwear. It is strongly recommended that children wear clothing that is appropriate to their dressing skills. Elasticized waistbands are recommended. Belts and overalls are discouraged. While we expect that three and four-year-old children will have occasional accidents, we would consider a child having **more than one toileting accident per week** to **not** be toilet trained.

Children who enter the Center for Young Children but are not toilet trained will not be allowed to remain enrolled in the Center. Parents 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 for enrollment the following year.

In all classrooms, children are exposed to developmentally appropriate curriculum. The Center for Young Children follows a developmental philosophy of learning. Children develop and learn based on their own maturational timetable. Each child is viewed as an individual with a unique learning style. This means that instruction is presented in a way that every child, no matter what the age or special need, can assimilate information and develop important skills. Therefore, the main goal is for children to experience an enriched environment in which they can succeed and remain curious about the world. The Center prides itself on making decisions based on each individual child.

Readiness for kindergarten: Sometimes because of age and/or maturity level, it is in the best interest of the child to have an extra year before kindergarten. If this is decided upon, and the child is eligible by age for public school kindergarten, **the parents must obtain a waiver form from the public school system** in their jurisdiction. This waiver, which can be obtained routinely, allows the child to have another year to mature and be ready for the kindergarten program.

Enrollment in kindergarten is mandated in the State of Maryland. Attendance records will be kept for all kindergartners. Their attendance will be reported to parents in June of the school year. This letter must be submitted to the child's elementary school the following fall.

RE-ENROLLMENT

Parents will be canvassed in writing as to their intent to re-enroll their child for the next year. We have an extensive waiting list and we need to know what vacancies will exist. If parents fail to inform the Center of their intent to re-enroll, their 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 placement could be offered to a child on our waitlist.

Requests for Placement

During the re-enrollment process, parents may request a change from the part time to a full time class (or vice-versa) for the upcoming year. These requests 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.

Because both class assignments and teacher placements are finalized over the summer, requests for specific teachers cannot be accepted. Requests for particular rooms will be noted, but cannot necessarily be honored.

Special Needs Inclusion

Children are accepted at the Center for Young Children based on many factors. If a child has special needs, appropriate testing and evaluation is encouraged prior to school admission to ensure that each child's educational, physical and emotional needs can be met.

The Center may evaluate each child's educational program periodically. Parents will be involved in this process and decisions will be made collaboratively on behalf of children. At times children's schedules may need to be adjusted; for example, a shorter day, services to be provided at other schools, or reassignment to another class. 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.

Parents are obligated to inform the CYC of their child's special needs and any previous educational or developmental assessments. If, in the opinion of teachers and administrators, it would be in the best interest of a child to have special assessments done, parents will be asked to secure these services from qualified professionals. Failure to do so may jeopardize enrollment.

Adult Behavior

In order to foster a positive learning and community environment at the CYC, we encourage parents 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 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, parents and teachers is a primary goal of the Center. Only through open communication can this be achieved.

TUITION AND BILLING INFORMATION

Parents 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. Summer camp is offered in July and August. There is a flat tuition rate for both the school year tuition and summer camp. Summer camp enrollment is not required and non-enrollment will not jeopardize a child's placement in the regular school program.

If a child enters mid-year, parents will generally be billed a full tuition payment for each calendar month remaining in the school year. However, the first tuition payment may be halved if the child enters in the last half of a month.

The Bursar's Office generates the tuition bills, and tuition is paid directly to that office. All checks should be made payable to the University of Maryland. Tuition may also be paid by credit card online at www.umd.edu/bursar. Parents will be sent bills approximately two weeks prior to the due date, which is the 20th of each month. For example, the bill is received in early October, and payment is due on October 20 for the third tuition payment. Include your account identification number and return to the address on the invoice. Please contact the Financial Service Center at 301-314-9000 should you fail to receive an invoice or have questions about your invoice. 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.

UMCP FOUNDATION SCHOLARSHIP FUND

The scholarship fund and its development are a top priority for the PTA and CYC. CYC seeks to have sufficient money in the scholarship fund to begin granting scholarships.

CYC SCHOLARSHIP PROGRAM

The CYC has a limited number of need-based, partial scholarships available. Any enrolling families wishing to explore partial scholarship opportunities to help supplement their tuition costs can visit the National Association of Independent Schools website: www.nais.org. This organization has an application process that families can complete online. Please contact an enrollment administrator for our NAIS school code to process your scholarship application. All scholarship applications for consideration must be submitted by March 1. Once they evaluate your financial information, we will be able to determine how much assistance we can offer your family.

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 the Bursar, including the policy of sending uncollected tuition to a state collection agency. No payment may be more than one month in arrears. A child's enrollment may be terminated if tuition is not paid in a timely manner.

FRAUDULENT/MISLEADING INFORMATION

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

WITHDRAWAL

Parents are responsible for payment on the remaining time on their 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 March 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 February, or if a replacement child cannot be found, the parent is responsible for the tuition for the remainder of the contractual period.**

MISCELLANEOUS INFORMATION

PARKING PERMITS FOR "YC" LOT

Parking permits will be distributed to new parents at the Open House, the week of gradual entry for the children and parent orientation meetings. The Center for Young Children has a short term parking area where parents may park and walk their child into the Center. Please park on the perimeter of the YC lot and not in the center spaces, which are reserved for teachers. **The second parking area is the one strip adjacent to the dumpster and our regular YC lot.**

Two "YC Lot" permits are available for each family. If you will need an additional permit, a limited number will be available for a \$20 fee, after all families have received them. The fee for replacing a lost or stolen permit will also be \$20. There is a \$1 fee for a parking permit for a single hour. 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.

It has become difficult for parents to find parking spaces at the end of the day in our YC lot because some parents are leaving their cars in the lot when taking their children over to the Campus Recreation Center for swimming lessons and activities. Please move your car from the main YC lot or space if you plan on remaining beyond the small amount of time necessary to pick up your children. The YC permit allows you to utilize our lot for a time period of up to one hour for **school-related matters**, but not for personal situations. If you park after the 5:30 daily closing of CYC, we will not be able to void any parking tickets resulting from misuse of the YC permit. All tickets must be appealed directly to the Dept. of Transportation Services.

LUNCH AND SNACKS

The Center provides nutritious snacks as part of your child's program. In addition, parents may decide to participate in a hot lunch program provided by the University Dining Services, or bring a lunch from home. Parents may opt to purchase a "hot lunch" on a monthly basis, for a cost of \$4.00 per service day in that month. Checks should be made out to the University of Maryland and given to the Program Specialist no later than the last day of the month or by the posted due date. Parents must sign up according to classroom on the sign-up sheet posted at the front desk. The lunch price will be posted at the front desk and near the entrance of the building. If a parent forgets her child's lunch she can buy a hot lunch for the child for that day at a cost of \$4.50, which should be paid to the Program Specialist at the front desk. The number of extra lunches available for purchase on a daily basis is limited, so **please use this service in emergencies only, or no more than once per week.**

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 basket in your child's classroom upon arrival at school**. The aide takes this to the refrigerator. Examples of **perishable food would be dairy products (yogurt, cheese), cold cuts and meats, eggs, etc.** Unfortunately, coolers and ice packs are not fully in compliance with licensing codes. If not properly labeled, lunch items can become lost.

Please make sure that a lunch from home can be eaten cold. If you wish to send a previously 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 even if perishable. Under licensing regulations, all children must be offered milk daily. **If a parent does not wish his/her child to have milk, they must have a written statement placed in his/her child's file at the office.**

Prohibited Foods

Items that preschoolers (especially under the age of four) most often choke on are hot dogs (#1 cause of food choking in children), nuts, carrots, popcorn, grapes, and raisins, so please do not include these items in your child's lunch or in dishes brought from home for CYC sponsored pot luck meals.

Also, in order to prevent injuries from breaking glass, please do not send drinks in glass bottles. Juice boxes are easy for the children to handle; "Capri Sun" foil containers are not.

Especially around the holidays, children ask to bring candy to school in their lunches. **Please do not send candy.** A child with candy in her lunch will be asked to place it back in her lunchbox or in her cubby 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. The bag and toy can be kept in your car until you pick up your child at the end of the day.

See Appendix E for ideas for lunch brought from home. See Appendix F for the hot lunch menu.

Birthdays and Other Celebrations

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. Even though we often celebrate with cakes and sweets, we encourage nutritional treats such as muffins, fruit salad or a special family recipe. Soda should not be sent to school. Please do not bring balloons to school since they are a major cause for choking in young children. Please do not bring blow horns 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 cooperate.

We invite parents 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-ul-Fitr are special holidays that can be shared. Teachers will work with parents to prepare age-appropriate celebrations that will focus on cultural rather than religious themes.

CLOTHING

We encourage children to participate fully in all school activities. Please send your child in comfortable and washable clothes. It's best if the clothing comes in layers, and that mittens and boots have good gripping surfaces. In addition, new types of clothing have become available for children, and many items offer real advantages. For example, special materials can make coats, hats, and mittens both warm and lightweight. 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.

Have your child carry in snow pants and boots (we will help to put them on), rather than wear them in the car on the way to school and spend precious time taking them off. Remember that shoe boots become too warm if worn all day -- please send in alternate shoes for indoors. In cold weather, please provide pants for girls who wear dresses with tights -- those little legs get so cold without extra protection!

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, send 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 also be helpful. 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. "Crocs" and similar closed-toed rubber shoes 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. Parents are urged either to sew nametags onto children's clothes or to mark them clearly with indelible ink or permanent ink. Laundry pens are available in drugstores.

The Center maintains a Lost and Found box located near the front desk.

ITEMS FROM HOME

In an effort to bridge the gap between home and the Center, your child may bring one toy or book from home (be sure to label). A soft, cuddly toy for naptime can remain at the Center in the child's cubby or outside the classroom in a basket. A child should carefully choose an item since it can be lost or broken.

Children should not bring the following items to the Center: toy weapons, super-hero dolls, Barbie dolls or coloring books because, for different reasons, they are not developmentally appropriate. These materials narrow the focus of children's play. They keep children from the

open-ended activities that we offer and from the excellent materials and equipment we provide. Help your child to learn to leave these things at home.

Discuss with the child whether or not he wishes to share the item he plans to bring to school. If not, it can be placed in his cubby after he has shown it to his classmates.

ANNUAL PHOTOGRAPHS

In the fall, a commercial photographer spends the morning at the Center taking photos of individual children and of each class. A percentage of the cost of any photos ordered by parents is given to the Center.

BULLETIN BOARDS and PARENT LIBRARY

The bulletin board on the left of the entry area displays information from PTA for parents. Please look at this board daily for committee announcements, as well as upcoming programs at the CYC.

The bulletin board on the wall between the Assistant Director's office and the doors to the Great Room displays children's events happening in the DC metropolitan area. CYC has not pre-screened these events and parents should make judgments about whether this is an appropriate activity.

Below this bulletin board are the bookshelves for the Parent Library. A parent may sign out books for two weeks at a time.

CELL PHONES

Please refrain from using your cell phone while at the CYC during pickup and dropoff. Teachers have very limited times to communicate with you, so please be available to chat with them at these times. Please do not use cell phones on field trips, when you are responsible for supervising and/or driving other people's children.

HOURS OF OPERATION, PROCEDURES, AND CLOSINGS

HOURS OF OPERATION

The Center is open from 7:45 am to 5:30 pm, Monday through Friday.

Children arriving between 7:45 am and 8:30 am will participate in Morning Gathering, held in the Great Room or on the playground, weather permitting. A clipboard for each class for signing in will be available in those areas. Morning Gathering is a time when the ages are mixed. Activities include quiet play, music, outdoor play (if the weather permits) and storytelling.

To accommodate working parents and students, the Center is open for nine hours and 45 minutes daily; however, that is a very long day for young children. **The Center strongly recommends that your child not remain at the Center for longer than nine hours each day.**

If your child is going to be absent, please notify the Center by 9:00 am. It is important that all children attend school on a regular basis, as frequent absences disrupt their daily routine and make it difficult for them to fully benefit from the curriculum. If possible, let teachers know in advance of the days that your children will miss school. We worry about your children when we don't hear if they are out sick or having a day with mom and dad.

Core Day

The core academic day is from **9:30 - 12:00 for full time three- and four-year-olds, 8:30 – 12:30 for the half-day program, and 9:00 - 1:30 for kindergarten.**

In order for a child to benefit from the full-time core day, she should be brought to the Center **no later than 9:30am for pre-K, 9:00am for Kindergarten.** Children may be brought no later than 12:00 in the event of a medical appointment, but this should be the rare occasion. **If you arrive late and the class meeting is already in progress, please wait outside the classroom until meeting has concluded.**

After 12:00, your child should not be brought to school.

The CYC is open from 7:45am to 5:30pm. The hours 7:45-9:30 are considered the equivalent of “before care”, and the hours 3:00-5:30 are considered the equivalent of “aftercare”; the normal school day running from 9:30am – 3pm. There is a possible plan to have ECE qualified students with the children from 4:30-5:30; this allows both teachers to work together during the academic program and to take university courses at the end of the day. More information will follow as it becomes available.

Finally, staff meetings are scheduled periodically during the school year, resulting in an opening time of 8:30am. These dates are noted in our calendar (see Appendix K). Please do not arrive at CYC before 8:30 on these days. When you do enter, **you must stay with your child** until the meeting has concluded and a teacher has entered the classroom. Student aides and practicum students are not licensed to be alone with any child. These young students may be uncomfortable telling parents they can't be left with a child, so your assistance with this matter is essential.

The Center for Young Children is not a day care drop-in center. Our primary 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. Parents, in turn, are obligated to understand and support the mission of the CYC. Parents need to support the core day. If a child is habitually late, a conference will be held with the parents to discuss the lateness. Continued lateness could jeopardize a child's enrollment.

Excessive absenteeism is discouraged. Attendance in school for the core day is especially important in the kindergarten year since the program is state-approved, and most schools require a report of kindergarten attendance. CYC records all kindergarten absences for enrollment into first grade.

The Half Day Program

The Half Day Program is from 8:30 am to 12:30 pm, Monday through Friday. Morning Gathering is not included in the part-time program – please do not bring your children before 8:30am. In order for your child to benefit from the curriculum, please be certain to have them at school no later than 9:30am. In addition, after 12:30, late fees will be assessed according. 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, because children in the full day program are preparing for nap from 12:30 on. Because the teachers need the Great Room to work and plan during naptime, we discourage part-time program families from remaining at the CYC after 12:30.

DROP OFF, PICK UP AND PARKING

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 safety checks on children arriving at the CYC. Parents could face citation and fines should these safety measures not be met. This law is conscientiously observed on all CYC field trips – every child must provide a safety or booster seat to participate in a field trip. It is a parent's responsibility to provide her child's safety seat on these occasions if he/she needs one.

The middle parking spaces in the CYC parking lot are for the teachers. The spaces next to the sidewalk are a safe way for parents and children to walk to school. 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. No child should be dropped off to walk into the Center by himself. Please let Morning Gathering teachers know that your child is here. Please escort your child into the classroom and remain long enough for him to transition comfortably to his teachers and classmates. At first, plan on spending at least 10 minutes when delivering your child. Always tell a child when you are leaving. Say goodbye and don't prolong your departure.

At the end of the day, some parents have a hard time finding a parking place here at the Center. **Please remember that a second parking area is the one strip adjacent to the**

dumpster and our regular YC lot. Parents are encouraged to pick up their child and move their cars from the parking lot to allow other parents to find parking. Lot 2 is now restricted to people who have either Lot 2 permits or any faculty-staff permit (a lettered permit). Be sure to display your YC permit.

So that we can accommodate all families in the parking lot, we ask you to assist us by exiting the building as soon as you have signed out your child according to the practice set in the particular classroom. Be sure to say goodbye to your child's teacher so that she knows your child is leaving. Just a reminder: no child of any age should be left unattended in a car, even for a short period of time!

If a parent wishes to have a conversation with his child's teacher at the end of the day, he should arrive at least 15 minutes before closing time in order to do so, rather than starting a conversation at 5:30. A parent can phone during rest time (ideally between 1:30 and 3:00 pm) to schedule an appointment to talk with the teacher.

The toys and games in the "Great Room" are put away by the CYC staff in the afternoon in order to be readied for use in the morning. We ask that you closely supervise your children in the "Great Room" and help them understand that the toys are put away for the day and that it is time to leave.

Please do not allow your child to press the red handicap access button that opens the front doors as you exit the building. Children should understand that this button is not a toy, but intended for use by persons with special needs, and that with continued, unnecessary use by children, it will wear out.

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. Front office personnel often have to go outside and bring children back inside to wait for their parents. 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 parents are not able to pick up children in person, please inform the office. Children will be released to adults who have been authorized by parents or legal guardians and are listed on the child's "Authorization for Pick Up" form. If a parent or an authorized adult cannot pick up a child, there must be written permission from the parent to have another adult pick up the child. **This person must show proper photo identification.** If these procedures are not followed, **staff members are not permitted to release the child.** Always remind the child that Mom/Dad is not coming this day but that (your substitute) is going to pick him/her up from school.

A parent may fax a consent form to allow her child to be picked up by another person who is or is not on her emergency list. Please fax the form (Appendix H) to 301-405-2902. Please call to alert the Program Specialist that 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. If a child remains at the Center after 5:30 pm because the Center was not informed of a pick up change, the parent will be assessed a late fee.

In difficult situations such as divorce, separation, and child abuse, CYC must have a copy of any applicable court orders to guide us in releasing a child.

Late Pick Up Fees

The Center for Young Children closes at 5:30 pm. It is suggested that parents enter the CYC by 5:15 to pick up their child so that they can exit the building by 5:30. Children will be brought into the Great Room by 5:20 each evening for quiet activities and to prepare for departure. At 5:30 children will be brought to the front lobby to await their parents.

Your child anticipates your arrival. 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. Understandably, they are ready to leave, return to their families, and carry out their personal plans for the evening. It is not reasonable to expect to hold them at school longer than necessary. If you arrive after 5:30, 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.

Parents who arrive after 5:30 pm (or after 12:30 pm for the half-day class) will be charged a late fee payable in cash or by check. Late fees are strictly enforced throughout the school. You will be asked to sign a late Pick up Form (see Appendix J).

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

**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.**

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

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

If a parent continues to arrive after closing time, his/her child will not be able to attend the Center the next day, and his enrollment for the future will be in jeopardy. Parents who do not pay late pick up fees will jeopardize their child's enrollment at the Center.

HOLIDAYS AND SCHOOL CLOSINGS

Scheduled Closures

A calendar listing CYC school closures/ events is provided to families (Appendix K). We recommend you post this calendar in a conspicuous place in your home for easy reference. During this school year, CYC will be closed on seven inservice 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. In addition, school will open at 8:30 am one morning each of the months when a workshop day is not scheduled to allow for staff meetings. Please check the calendar for these specific dates. Like the University, the Center will be closed on the following holidays:

-Labor Day	-Christmas Day	-Dr. Martin Luther King, Jr.'s Birthday
-Thanksgiving Day	-Winter Break	-Spring Break
-Day after Thanksgiving	-New Year's Day	-Memorial Day

In order to prepare for summer camp and the new fall semester, the Center will close two weeks in mid-June and two weeks after camp in August to assure a smooth transition for children, as well as for school repairs and maintenance when children are not in attendance.

Unscheduled Closures/Emergency Closing Policy

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.

The State of Maryland licenses the Center and determines the regulations that govern the Center's operation. These regulations concern teacher qualifications, 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). If enough staff cannot get to the Center to ensure appropriate adult-child ratios, the CYC must close. Teachers will be expected to take leave as other University employees do. The Regents "Policy on Emergency Conditions: Cancellation of Classes and Release of Employees" will govern the use of leave by Center employees in the event of Center closings.

- A. The Center may close in response to inclement weather conditions (such as snow and ice storms and severe electrical storms). Because we consider our normal school day to be 9:30 to 3pm, with the 7:45-9:30 hours equivalent to before care and the 3:00-5:30 hours equivalent to aftercare, we maintain the following procedures in the case of inclement weather:**

(See table next page)

When Prince George's County Schools...	CYC will:
- Close	- Close
- Open 2 hours late	- Open at 9:45 am
- Close 2 hours early	- Close at 1:00 pm
- Cancel all afternoon/evening activities	- Close at 3:00 pm
- Cancel AM/PM Kindergarten	- These statements do not affect us
- Close for non-inclement weather purposes (political rallies, utility failures, etc)	- These closures do not affect us

- B. When the Center is closed, the Director will record a message on the Center's voice mail system. Therefore, parents are encouraged to listen to radio and television announcements throughout the day when inclement weather is predicted about school closings 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: www.schoolsout.com

To facilitate contact in case of emergency, parents must update **both the administrators and teachers** if there is a change in telephone numbers and/or address information. If one adult is the sole contact in emergency situations, a cellular phone or pager is recommended.

HEALTH

Newly enrolled children must provide a health inventory form prior to admission. 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. The parents and pediatrician must regularly update the child's health files to reflect new immunizations, to keep the records current.

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. (This list comes from the Centers for Disease Control and the American Red Cross.)

1. **FEVER** -- any reading over 99.4° Fahrenheit (37° Celsius) 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 upon the child's return, the staff determines that the diarrhea continues, an early 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 noncommunicable condition.
4. **RASH**, with fever or behavior change, until a doctor has determined the illness not to be a communicable disease.
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.
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, difficult 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. In this case, a child may look and act differently than normal. He/she may be unusually pale, irritable, tired or uninterested.

**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, pin worm	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 diseases return (such as Fifth Disease)	exclude until period of contagion has passed; doctor's note required for herpes

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, you must report that fact to the CYC. Your physician, in turn, is supposed to advise the health department of a reportable disease. The following diseases are reportable: diphtheria, Hepatitis A & B, measles, mumps, pertussis, polio, rabies, rubella, tuberculosis and meningitis (meningococcal meningitis).

CARE FOR A SICK CHILD

THE CENTER IS NOT EQUIPPED TO CARE FOR ILL CHILDREN. PARENTS MUST PICK UP A SICK CHILD WITHIN ONE HOUR OF BEING CALLED OR MAKE ALTERNATE EMERGENCY 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 off at the CYC will result in the rest of the children being exposed to germs, the medication wearing off and parents 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.

Parents must update their home and work phone numbers with the Center as changes occur. A "Change of Information" form is available from the front office (see Appendix Q). If, on a

particular day, both parents are to be away from home and office, teachers, administrative staff and the parents' department administrative assistant should be provided with a contact phone number so that parents can be reached if a health problem or an emergency arises. In addition, your phone number for a particular day can be written in the Parent Communication Notebook provided by the teachers next to the sign-in sheet. If you have a cell phone or pager, please give us that number.

Staff members are encouraged to call parents when there is a possibility that a child is developing a health problem, even when exclusion is not yet determined to be necessary. Accordingly, parents are requested to promptly return phone calls from staff. This enables staff to gather information to help in making an assessment of the severity of the child's situation. In addition, it gives the parent the option of removing a child early, if desired, and gives notice of the possible need to make alternate care arrangements in the event exclusion is required.

It is preferable for parents to handle an emergency rather than the additional names listed on the Emergency Information form. Please update those authorized to pick up your child. You might want to give the authorized person a map to locate the Center. For those unfamiliar with campus, a trial drive is recommended. Sometimes even University personnel don't know our location. This does take time, but in the long run would help in the event of a true emergency.

If you are the only person responsible for your child, **please be sure we can contact you.** If you are a student, we must be provided with a copy of your schedule.

Parents are required to notify the Center by 9:00 in the morning of any illness that requires the child's absence that day.

Both home and CYC are responsible for teaching children about frequent and thorough handwashing:

- before eating
- after bathroom visits
- after coughing, sneezing or blowing their noses - frequently, if a child has a "cold"

ADMINISTRATION OF MEDICATIONS

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

A signed medication order form must accompany all prescription medication. Instructions for administration must be clearly indicated. The necessary form is available in this Handbook (Appendix L).

1. Sunscreen, insect repellent, lip balm and other non-prescription topical salves, etc. are included under the umbrella of "medications". We must have a medication form completed to be able to apply these items to your child. Lip balm may be left in your child's cubby for the child to apply as needed.
2. Except for topical medications like sunscreen and lip balm, only one dose of a nonprescription medication may be administered unless a licensed health practitioner

approves the administration of the nonprescription medication and the dosage (see Appendix L).

3. **Because of the possibility of an allergic reaction, the first dosage of a medication will not be given at the Center.**
4. Medicine that must be refrigerated should be given to the classroom teacher or the Program Specialist who will store it in a locked box in the refrigerator. Medicines not needing refrigeration should be given to teachers and stored in locked boxes in each classroom. Permission forms to administer medicine should be given to the teacher. All medications, **including sunscreen and lip balm**, must be clearly labeled with the child's name, dosage and time to be administered, and placed in a Ziploc storage bag also labeled with the child's name. A medicine measure is required when called for.
5. Under no circumstances should prescription or nonprescription medications be placed in children's lunch boxes, coat pockets, backpacks or cubbies.
6. A parent may also come to school and administer medicine to his/her child.

COLD WEATHER PLAY

The newsletter, "Child Health Alert", published by a physician at the Harvard Medical School, states that 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.

PET ANIMALS IN THE CLASSROOM

Some CYC classrooms have pet animals such as guinea pigs, rabbits, gerbils, fish and hermit crabs. Please inform the administrators and your child's teachers if your child is allergic to, or has a fear of, certain animals. Pets are seen by a campus veterinarian for well visits once a year.

REST PERIOD

State licensing requirements stipulate that all children in full day programs be provided with a rest period. Accepted practice in most childcare programs is a two-hour rest/nap period. Kindergarten children usually rest for a shorter period. Children who do not sleep are asked to rest quietly on their cots. Each class has special routines and procedures to prepare for rest time and maintain a quiet and relaxing environment. Often soft music is played or books are read aloud by the teachers. Parents may want to ask teachers what the naptime routine is for their child's classroom.

Teachers work hard on procedures and expectations with a child who has daily difficulty settling down, thus disturbing and stimulating other children. If the difficulty nonetheless continues, the parent may be asked to come at rest time to settle down her/his child, or eventually to pick up the child before naptime.

Teachers will not be able to accommodate requests to deliberately keep children awake during rest time to facilitate nighttime sleep at home.

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

SCREENING FOR SPEECH AND VISION

A screening for speech may be conducted by graduate students in the Hearing and Speech Program, usually in the spring. The screening is **optional**. Results are shared with parents. Vision screening is provided by a reliable local testing organization in the spring. The testing is **optional**. The vision screening fee for each child is paid for by his/her parents.

SMOKING POLICY

There is no smoking in any part of the Center. This applies to the staff, parents and visitors. In addition, parent drivers on field trips should refrain from smoking while children are in the car.

SAFETY

To ensure your child's safety while at school, please follow these rules:

1. Regarding YC parking lot safety: Enter by the second access, do not speed. Do not park in the circle in front of the CYC, or in the center rows of spaces – these are faculty spaces and are unsafe for children walking to and from the building. At pick up time, do not allow your child to leave the building without you.
2. At drop off and pick up times, adults must sign their child in and out. Each room has an attendance sheet for parents to use. A parent picking up a child should make sure that she/he is seen by the teacher when taking a child out of the classroom or off the playground. When the class is outdoors the clipboard is also there to sign out your child.
3. Monthly fire drills are coordinated with the Environmental Safety Office. 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. If this should become a continuing problem, the parent will be called and asked to return to school to sign in the child. There may be times when an adult other than your child's teacher calls the roll. If your child is missing and hasn't been signed in for the day, he might not be searched for. Parents who are present at the Center during a fire drill must follow the specified procedures for evacuating the Center. These procedures are displayed prominently in each classroom. Please familiarize yourself with them.
4. Field trips are organized by individual teachers and parents must sign a permission slip for children to participate. Parents are also needed to drive and be chaperones for field trips. Parents who volunteer to drive on field trips must provide a copy of proof of their insurance in advance of the field trip (see Appendix D). **All children going on a field trip must be provided a car/booster seat.** Siblings are not allowed on field trips. Field trips may have to be cancelled if a parent suddenly drops out as a driver.
5. 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. Persons found guilty of failure to report child abuse are subject to a fine.

ACCIDENT POLICY & INSURANCE

All CYC permanent staff are trained in first aid and in infant/pediatric CPR. 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.

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 when the parents cannot be reached, 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 copy of the **notarized** 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.

In the unlikely event of a regional or national emergency, the children will remain in CYC if it is safe to do so, and can be picked up there. Should an event require evacuation from CYC, the children are to be taken to the basement of Elkton Hall, or alternatively to below-ground locker rooms of the Campus Recreation Center, from which they can be picked up. Parents will be asked to give out-of-state contacts to ensure the safety of their children in case of a national emergency.

CAR SEAT SAFETY GUIDELINES

As of June 30, 2008, Maryland law requires all children **under 8 years of age** to be in a safety or booster seat, **unless over 65 pounds or over 4'9" tall**. Occasionally, UMPD officers come to the CYC parking lot to check car seats for proper usage and installation. The College Park police station offers free installation of your car seat, Monday through Friday year-round, by appointment.

SECURITY

To ensure that our children are safe, the Center for Young Children uses a keypad access security system. The building's front door will always be locked. 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. Parents are responsible for notifying others who are picking up a child about this system. .

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

CONFIDENTIALITY

Children's records which contain information on personal health history and parent teacher reports on children's growth and development are stored in locked file cabinets in the CYC front office. Parents/family members may have access to their child's folder. A staff member must retrieve this file/document for families. Parents may not access the file cabinets in order to protect the confidentiality of the information of other children enrolled.

Teachers maintain observational notes on children and on parent meetings in a secure place at all times.

CUSTODY OF THE CHILD

Please provide the Center with a copy of any legal custody papers. An example would be if a child lives with one parent, and the other parent maintains a separate residence. Also, please tell the Curriculum/Enrollment Coordinator or Assistant Director and your child's teachers any specific details that may be important for the Center to know. We encourage divorced parents to establish routines for the reliable exchange and sharing of school information while your child is here at CYC.

DRUG POLICY

The CYC is considered a drug-free zone. Our goal is to protect children from the effects of the harmful environment caused by the use of drugs and alcohol. We have developed the following policy should a problem arise.

Release of Child to Intoxicated or Drugged Individual

If, in the opinion of the staff present at the Center at the time of pick up, it seems that a parent or other authorized person picking up the child is in an intoxicated or drugged condition the staff member will:

- Ask the parent not to drive, and offer suggestions of other means of transportation. If the parent insists on driving, the staff person will state at that time that she will immediately inform the police;
- Explain that the child will not be released to the parent alone. Offer to call the other parent, a friend, relative or taxi (at parent's expense) to assist the parent home with the child;
- If a parent frequently arrives at the Center in an intoxicated or drugged condition, Child Protective Services will be called in order to protect the well being of the child.

GUN AND WAR TOYS

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. We therefore ask that all guns, war toys and "super hero" figures be left at home.

GUIDING CHILDREN'S BEHAVIOR

The Center and teachers are dedicated to helping children develop self respect and respect of others. We see ourselves as role models of appropriate social behavior for young children. Teachers observe behavior, and model appropriate social behavior (such as working cooperatively and offering support/sympathy to others). They teach active listening skills and ways to resolve conflict. Children are encouraged to approach problems by talking, not hitting. The staff helps children deal with the reason for the behavior as well as the negative behavior. It is our hope that children will learn to be aware of their feelings and the feelings of others.

Sometimes a child may be asked to sit in a quiet place to calm down. 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 self-control is an important goal.**

If a child consistently does bodily harm to another child or adult, teachers and parents will meet to discuss various options. If teachers and administrators recommend assessment and/or interventions to help a child deal with a problem, parents are expected to secure these services from qualified professionals. Failure to do so may jeopardize the child's enrollment.

Guidelines for Behavior Management

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 parents, 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 leave their classroom, playground, or school grounds without staff permission (running away from staff).
5. Children who require one-to-one staff supervision in order to be maintained in the classroom.

If a child exhibits any of these behaviors, a parent will be informed. Parents need to respond by calling or coming to the school within one hour of when an incident occurs. If the child exhibits any of these behaviors three times or more, a meeting will be set up with an administrator, both teachers and the parents to explore strategies for the child. Several possible options are a shortened day, parents picking up a child when the unacceptable behavior occurs, or other problem solving techniques. If the behavior continues, and the environment cannot be adapted, the child's parents will be informed and a two-week notice given to find another placement. Every opportunity will be taken to keep the child enrolled, but the Center must consider the safety of all the children.

RESPECT FOR PROPERTY

The button to the inside left of the front door is intended for use only by handicapped persons in wheel chairs. Children exiting or entering the Center should not be allowed to push the button for the handicapped because this wears it out quickly. We believe that children can learn to understand and respect the purpose of this button.

The CYC building, materials, and equipment are cared for by staff and children alike. Teachers demonstrate appropriate ways to use supplies.

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 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 PTA 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 evening and weekend functions
- provide support for CYC approved research projects

Parents

- 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 PTA 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 during rest time 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, a three-year-old group visited a nearby dining hall to see where the trucks are loaded during their truck study. A four-year-old group visited a local playground after studying our own playground, to compare and contrast. Another four-year-old 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 they 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 house 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

PTA POSITION DESCRIPTIONS

President

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

Vice President

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

Secretary

- Participates in PTA meetings
- Takes, produces and distributes minutes of PTA meetings
- Maintains PTA files
- Posts notices and reminders of meetings and events

Treasurer

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

Class Representative

The PTA solicits a volunteer from each classroom to serve for the academic year. This position has the following responsibilities:

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

Appendix D

Information for Field Trip Volunteer Drivers

Name: _____

Status: _____ Staff _____ Parent

Driver's License # and State: _____

Insurance Company Name: _____

Insurance Policy Number: _____

Signature: _____

Date: _____

Information for Field Trip Volunteer Drivers

Name: _____

Status: _____ Staff _____ Parent

Driver's License # and State: _____

Insurance Company Name: _____

Insurance Policy Number: _____

Signature: _____

Date: _____

Appendix E

Ideas for Lunch Brought from Home

Lunch suggestions by Karen Regan
Nutritionist, and mother of Michael Tillman, CYC Kindergarten 1997-1998

“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.

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 (grape, strawberry, blueberry, etc.) (2 groups – bread and protein) or 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 & vegetable)

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 cannot release staff members to leave the classroom in order to heat up a lunch.

Bread

Soft or hard pretzels (low sodium), 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

Peas or green beans, carrot sticks (for older kids), celery sticks or other cut up veggies with a mild salsa for dipping

Dairy

Yogurt, cheese sticks or slices

FOOD DON'TS

Please don't buy prepackaged processed foods such as "Lunchables". These products are expensive and they're high in fat and preservatives.

Less than 2/3 of American children meet their daily calcium requirement. CYC serves milk for lunch. Unless your child is allergic to milk, please don't send juice boxes often except for field trips or special occasions.

Especially around the holidays, children ask to bring candy to school in their lunches. **Please do not send candy.** A child with candy in her lunch will be asked to place it in her cubby until pick up time.

PROHIBITED FOODS

Items that preschoolers (especially under the age of four) most often choke on are: hot dogs (#1 choke food), nuts, hard candies, grapes, carrots, popcorn and raisins, so please do not include these items in your child's lunch or in dishes brought from home to CYC sponsored potluck meals.

Also, to prevent injuries from broken glass, please do not send drinks in glass bottles.

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

Because the children at CYC have two snacks in addition to lunch, parents do not need to pack a large lunch. For younger children, usually a sandwich, ½ a fruit, and yogurt are sufficient. For the 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 everyday.

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.

Presentation can make all the difference. A mushed sandwich or bruised fruit will probably get dumped. Pack well!

Be creative. Use a cookie cutter to make a sandwich in the shape of a heart, star or initial. Vary the bread.

Introduce something new once in a while like an exotic fruit.

Make lunch user friendly, especially for younger children. Make sure they 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.

Include a note or scribble something on a napkin, even if it's a funny face.

SHOPPING TIPS

Double-check the label on your wheat bread! If it doesn't say "100% whole wheat", then it's no different than white bread – EXCEPT that it has been treated with caramel food coloring to make it brown.

Check the label on the "juice" you buy to make sure it's "100% juice". Many juice drinks are 10% juice and 90% sugar water.

Think about buying "calcium added" orange juice to give your kids an extra boost towards meeting their calcium requirements.

Appendix F

CENTER FOR YOUNG CHILDREN MENU Schedule of hot lunches provided by Dining Services Catering at extra cost.

WEEK	MON	TUES	WED	THURS	FRI
1	½ cup vegetable soup 1 turkey sandwich, cut in quarters ½ orange, in quarters 1 oatmeal raisin cookie 1 cup of milk	1 cup beefaroni ¼ cup broccoli spears ¼ cup vanilla pudding 1 cup milk	1 baked chicken leg ½ cup whipped potatoes ¼ cup peas ½ cup fruited gelatin 1 cup of milk	4 mini burritos w/ shredded lettuce and cheese ½ cup cantaloupe 1 cupcake, plain 1 cup of milk	4 steamed pierogies w/vegetables ½ cup warm applesauce ¼ cup plain red gelatin 1 cup of milk
2	1 soft taco with lettuce and shredded cheese ¼ cup sliced peaches ¼ cup vanilla pudding 1 cup of milk	½ cup egg drop soup 1 cup shrimp fried rice with broccoli ¼ pears 1 cup of milk	4 chicken tenders ½ cup green beans 1 small slice apple pie 1 cup of milk	1 slice pizza 2 oz. Steamed baby carrots, broccoli and cauliflower with ranch dip 1 crispy rice treat 1 cup of milk	½ cup tomato soup 1 grilled cheese sandwich, cut in halves ¼ cup fruit cup 1 cup of milk
3	1 grilled chicken breast on bun with lettuce 3 each steamed baby carrots & celery sticks ½ apple, cut in quarters 1 sugar cookie 1 cup of milk	1 grilled cheeseburger on bun, with catsup & mustard ¼ cup mixed vegetables ½ banana 1 cup of milk	1 cup ravioli ¼ cup broccoli spears 1 oatmeal raisin cookie 1 cup of milk	1 cup chicken and rice stir fry ¼ cup green beans ¼ cup sliced peaches ¼ cup plain gelatin 1 cup of milk	1 cup macaroni and cheese ¼ cup Romano vegetables medley ¼ cup apple cobbler 1 cup of milk
4	1 slice pizza 2 oz. Steamed baby carrots, celery, broccoli & ranch dip 1 Congo bar 1 cup of milk	2 oz hot sliced roast beef ½ cup whipped potatoes ¼ cup corn ¼ cup applesauce 1 cup of milk	4 fish sticks 1 cup pasta twists with marinara sauce ¼ cup broccoli spears 1 crispy rice treat 1 cup of milk	1 turkey sandwich on wheat, cut in squares 3 each steamed baby carrots and celery sticks ¼ cup sliced peaches 1 cup of milk	4 chicken tenders ½ cup green beans 1 small slice apple pie 1 cup of milk

This schedule is open to substitution based upon the availability of items/ingredients at the dining hall where meals are prepared.

Appendix G

TYPICAL DAY AT THE CYC

(Different classrooms have slightly different schedules in the morning, based on outside playground schedules and the needs of children.)

7:45 to 8:30 a.m.	Morning Gathering
8:45 to 9:30 a.m.	Free Choice Centers/Snack
9:30 to 9:50 a.m.	Class Meeting/Project Work
9:50 to 10:50 a.m.	Centers
10:50 to 11:45 a.m.	Outside Play
11:45 to 12:00 a.m.	Preparing for lunch
12:00 to 12:45 p.m.	Lunch
12:45 to 1:00 p.m.	Story Time
1:00 to 3:00 p.m.	Rest Time
3:00 to 3:30 p.m.	Wake-up/Bathroom/Snack
3:30 to 4:15 p.m.	Outside Play
4:15 to 5:00 p.m.	Afternoon Centers
5:00 to 5:30 p.m.	Story time/Quiet Discussion of Day's Activities/Going Home

TYPICAL HALF DAY AT CYC

8:30 to 9:30 a.m.	Centers/Snack
9:30 to 9:50 a.m.	Class Meeting/Project work
9:50 to 10:30 a.m.	Centers
10:30 to 11:15 a.m.	Outside Play
11:15 to 11:30 a.m.	Songs and Preparing for Lunch
11:30 to 12:10 p.m.	Lunch
12:10 to 12:30 p.m.	Story and Dismissal

One-on-one and small group activities are presented within the structure of each larger group. Quiet and more active activities are alternated. Large muscle activities, especially on the playground, offer opportunities for exploration and learning.

Appendix H

**CENTER FOR YOUNG CHILDREN
ONE-TIME PARENT AUTHORIZATION FOR CHILD PICK UP**

I, _____, hereby give permission for

_____, to pick up my child,

_____ from CYC

on _____
date

at _____
approximate time

I understand that the Center for Young Children has the authority to request a photo ID (e.g., driver's license).

Signed: _____
parent

Date: _____

Appendix J

SIGN – OUT SHEET FOR LATE PICK UP

Date: _____ Child's Name: _____

Time of Pick up: _____ Parent's Signature: _____

Dear Parents: 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: _____ by five days from late pick up.

Thank you,
CYC

Rec'd: \$ _____

Date: _____

SIGN – OUT SHEET FOR LATE PICK UP

Date: _____ Child's Name: _____

Time of Pick up: _____ Parent's Signature: _____

Dear Parents: 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: _____ by five days from late pick up.

Thank you,
CYC

Rec'd: \$ _____

Date: _____

**Appendix K
CENTER FOR YOUNG CHILDREN
CALENDAR 2009- 2010 SCHOOL YEAR**

Monday	August 24	Teachers Return
Monday	August 31	Open House
Tues-Fri	Sept 1 - 4	Gradual Entry
Monday	September 7	Labor Day CYC CLOSED
Monday	September 8	First full day for all children
Friday	September 18	Faculty meeting – CYC Opens at 8:30am
Wednesday	September 23	Open School Night 7:00pm
Friday	October 9	Faculty Meeting/Workshop Day CYC CLOSED
Tuesday	October 27	Splendid Photographers – School Photo Day
Thursday & Friday	November 19 & 20	NAEYC Annual Conference in Washington DC CYC CLOSED
Wednesday	November 25	CYC Closes at 1:00pm
Thurs-Fri	November 26-27	Thanksgiving Holiday CYC CLOSED
Friday	December 4	Faculty Meeting – CYC Opens at 8:30am
Friday	December 11	Parent/Teacher Conferences CYC CLOSED
Monday	December 21	CYC Closes at 3:30
Tuesday	December 22	Last Day for Children CYC Closes at 3:30
Wednesday	December 23	Last Day for Teachers
Wed - Fri	Dec 23-Jan 1	Winter Break CYC CLOSED
Monday	January 4	School Resumes
Monday	January 18	Martin Luther King, Jr. Holiday CYC CLOSED
Friday	February 5	Faculty Meeting/Workshop Day CYC CLOSED
Monday	February 15	President's Day – CYC CLOSED (Visiting Day)
Friday	March 5	Faculty Meeting – CYC Opens at 8:30am
Mon-Fri	March 15 - 19	Spring Break CYC CLOSED
Friday	April 16	Faculty Workday – Reports/Portfolios CYC CLOSED
Saturday	April 24	Maryland Day
Friday	May 7	Parent/Teacher Conferences CYC CLOSED
Friday	May 14	Faculty Meeting – CYC Opens at 8:30am
Monday	May 31	Memorial Day CYC CLOSED
Wednesday	June 9	Last Day for Children – CYC Closes at 3:30pm
Friday	June 11	Last Day for Teachers

Appendix L

**MARYLAND STATE DEPARTMENT OF EDUCATION
Office of Child Care
MEDICATION AUTHORIZATION FORM**

The Medication form can be picked up in the front office, or
downloaded at the following location:

http://www.marylandpublicschools.org/NR/rdonlyres/B0050A99-6B3C-4396-A996-CC9405971A42/18439/1216_MedAdmin_111708.pdf

Appendix M

TAX ID NUMBER FOR CYC

(For purpose of declaring childcare costs for income tax purposes)

52 - 600 - 2033

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

This means for your child in a 3s or 4s room, all of your tuition expenses are eligible until you reach the maximum.

For Kindergarten, we consider the full time schedule to be comprised of 2/3 education, 1/3 childcare. Therefore, 1/3 of the tuition in the Kindergarten year is eligible for this deduction until you reach the max.

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 the 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 AT LEAST 48 HOURS FOR THIS TO BE COMPLETED. Completed forms will be returned to your parent mailbox outside the classroom.

Appendix N

CYC 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 as agreed to by the CYC Director and the PTA President.

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 PTA. In order for these events to occur and to be successful, it is necessary for parents/families of the children attending the school to participate in the planning, execution and follow-up of activities. Annually, the CYC Director and the PTA President will determine an appropriate and reasonable level of service requirement that will be expected of each family enrolled at the CYC. This requirement will be clearly stated in the enrollment contract and *Parent Handbook*. While families are encouraged to serve beyond the stated limit, no family will be permitted to participate at a level less than that limit unless expressly authorized by the Director. If by late May of each academic year a family has not accrued the requisite number of service points, a fee will be assessed equal to the rate identified in the enrollment contract.

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 pro-rated to one point per month for the months remaining in the school year, including June.
2. Service contributions are measured using a point system. At the beginning of the academic year, a list of service activities along with their equivalent service points is provided to each family. As new opportunities arise, the administration will determine the appropriate number of service points to assign to the activity. The PTA, 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 parents/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 parent 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
POTENTIAL SERVICE ACTIVITIES**

DESCRIPTION OF ACTIVITY	SERVICE POINTS
PTA BOARD – Active service as board member	
<ul style="list-style-type: none"> a) President b) Vice President c) Treasurer d) Secretary e) Historian f) Classroom Rep g) Workshop Day Coordinator 	Fulfills service requirement
PTA SPONSORED SOCIAL EVENTS	
<ul style="list-style-type: none"> a) Chairing the event b) Working the event c) Set up/take down for events or PTA meetings (chairs, tables, etc.) <p>Events include: Garden/Tea Party, Maryland Day, International Dinner, and Teacher Appreciation luncheons</p>	<ul style="list-style-type: none"> a) 5 points per event b) 3 points per event c) 2 points per event/meeting
FUNDRAISING ACTIVITIES	
<ul style="list-style-type: none"> a) Work at concession stand b) Chair fundraising event c) Work on fundraising event <p>Fundraising events include: Book Fair, Silent Auction, and Grocery Bonus Programs</p>	<ul style="list-style-type: none"> a) Fulfills service requirement b) 5 points c) 3 points
CLASSROOM/SCHOOL ASSISTANCE	
<ul style="list-style-type: none"> a) A/V & computer maintenance and/or advice b) Organize a classroom activity c) “Buddy” for late-enrolling families d) Carpentry/minor repairs e) Clean classrooms f) Collections to share g) Cooking h) Drive/Chaperone field trips i) Help in school library j) Keep classroom animals k) Play musical instruments l) Save household recyclables m) Sew items n) Gardening o) Shop for snack supplies p) Translation q) Share job expertise or cultural practices 	<ul style="list-style-type: none"> a) Determined on a case by case basis b) 3 points per activity c) 5 points d) Determined on a case by case basis e) 2 points per project f) Determined on a case by case basis g) 2 points per activity h) 4 points per trip i) 1 point per hour j) 1 point (weekend) or 2 points (holiday) k) 2 points per activity l) 1 point per activity m) Determined on a case by case basis n) 3 points per activity o) 3 points per trip p) Determined on a case by case basis q) Determined on a case by case basis
INDIVIDUAL SKILLS/TALENTS	
Have an idea? Parents 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

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 Number: _____

CHANGE OF EMPLOYER

Mother Father Guardian

Work Number: _____

Email Address: _____

Pager Number: _____

Change of Income: From _____ To _____

Appendix R

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 1500 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 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 notice, we ask that you provide the money for a replacement, or the replacement book itself. 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 at least monthly, but often more frequently. 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 parents who are interested in issues related to children's literature.

“My signature indicates that I have read and I understand all policies contained in the Parent Handbook from the Center for Young Children, 2009-2010 edition.

“I have read the Center for Young Children’s calendar. I understand that the CYC calendar differs from the University of Maryland, College Park’s calendar.

“I understand that the Center will close for children when Prince George’s County Public Schools close due to inclement weather conditions (such as snow and ice storms). Teachers will be expected to be at CYC or take leave as other University employees do.”

Signature of Parent

Signature of Parent

Date

Date

(print your child’s name)