



# FAMILY HANDBOOK 2018-19

1900 S. Main St.  
Goshen, IN 46526  
(574) 535-7298  
Email: [ccyc@ccycgoshen.org](mailto:ccyc@ccycgoshen.org)  
[ccycgoshen.org](http://ccycgoshen.org)

**CAMPUS CENTER FOR YOUNG CHILDREN  
FAMILY HANDBOOK 2018-19  
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# **CCYC's EARLY CHILDHOOD PHILOSOPHY**

## **CHILDREN LEARN THROUGH PLAY**

Play is the foundation of learning and creativity. It promotes critical thinking, self-regulation, and constructive problem solving by providing children with opportunities to explore, experiment, and to initiate rather than merely react. Children play to express their fantasies and feelings, to gain a sense of competence, and to make meaning of their experiences. Children learn through hands-on involvement with materials, equipment, and activities. During active play, a child's mind, body, and emotions develop, and true learning takes place. When a child experiences success in play and is encouraged to make choices, communicate thoughts and feelings in a positive way, and accept responsibility for actions, the child learns social skills needed throughout life. Our program is designed to help each child develop emotional, social, physical, and intellectual competencies in all content areas appropriate to his/her age and developmental level.

Our curriculum is dedicated to providing children with play experiences that respect the environment, nature, and natural resources. Children have endless opportunities to experience nature as they explore the world around them. Our program adheres to a "food is for eating, not playing" policy, which prohibits the use of food in its edible form for art or texture activities. We also strive to minimize children's exposure to media influences by choosing books and learning materials that do not promote commercialized characters, television programs or video games.

## **A COMMUNITY OF LEARNERS**

We believe that in order to develop and learn children's social and emotional needs must be met first. To create and maintain a warm, nurturing environment, every child must feel accepted and a sense of belonging. The child must be understood and accepted as he/she is, and the child's individual needs must be recognized and met. Children must be provided with the support they need to develop relationships with each other and to feel part of the group. We believe that children learn and develop best when they are part of a community of learners—a community in which all participants consider and contribute to one another's well-being and learning; where kindness, manners, and empathy become second nature.

We believe that our program is an extension of the child's family and as such we strive to develop supportive relationships with each family and partner with them to meet the child's needs. We believe that in order to fully understand the child, we must have awareness and understanding of the child's home culture. To facilitate this understanding, we place a high priority on communicating with families and inviting them into the program. Throughout the year, teachers observe the children to determine their interests, needs, emerging skills, and progress. Knowledge of each child and his/her home culture helps the teacher to plan an appropriate curriculum and tailor curriculum that responds to each child's strengths and needs.

## **A FOUNDATION FOR THE FUTURE**

Experiences in the first five years lay the foundation for successful lifelong learning. We hope to instill a love of learning, a strong sense of self, and a developing awareness of empathy and tolerance towards others in each child. By accepting each child as he/she is, nurturing each child's strengths to the fullest, providing a sense of community, and building respectful relationships with families, we believe that every child will leave CCYC ready to face the challenges and expectations of the future.



## **NAEYC ACCREDITATION**

### ***Early Childhood Program Accreditation: A Commitment to Excellence***

The National Academy of Early Childhood Programs is an independent accrediting system sponsored by the National Association for the Education of Young Children (NAEYC). NAEYC is the nation's largest organization of early childhood professionals. NAEYC has provided distinguished leadership in the field of child care and early education for more than 75 years.

Accredited programs have demonstrated a commitment to providing a high-quality program for young children and their families. While the accreditation process examines the total program, emphasis is placed on the quality of interactions among teachers and children and the developmental appropriateness of the curriculum. Health and safety, staffing, staff qualifications, physical environment, and administration are all reviewed during accreditation, but primary consideration is given to the nature of the child's experience.

### ***Characteristics of a high-quality early childhood program***

In an accredited center, you will see:

- Frequent, positive and warm interactions between children and staff
- A safe and healthy environment for children
- Nutritious snacks and meals
- Regular, two-way communication with parents who are welcome visitors at all times
- Specially trained teachers
- Low staff to child ratios
- Planned learning activities and material appropriate to children's age and development
- Respect for cultural diversity
- Inclusive environments
- Effective administration
- Ongoing, systematic evaluation

CCYC is proud to be accredited by the National Association for the Education of Young Children. The board of directors, executive director and staff recognize the importance of maintaining a high quality early childhood program for the children and families we serve. Accreditation is valid for five years and requires annual reporting to NAEYC by the program. It is our mission to continue this commitment to quality by maintaining the high standards we have achieved while always seeking new ways to meet the ever-growing needs of our families.

# CAMPUS CENTER FOR YOUNG CHILDREN

## POLICIES AND PROCEDURES

### MISSION STATEMENT

Campus Center for Young Children is a high quality early childhood program dedicated to serving the needs of families from Goshen College, College Mennonite Church, and the greater Goshen community through developmentally appropriate learning and faith experiences.

### HOURS OF OPERATION

CCYC opens at 7:00 AM and closes at 5:30 PM, Monday through Friday. A calendar for the school year is located at the back of this handbook.

### MEALS/SNACKS

Children who are at the center before 8:00 AM will be offered breakfast. Snacks are served both in the morning and afternoon, as well as a nutritious lunch. All meals meet or exceed the nutritional requirements for state licensing and the Child and Adult Care Food Program. CCYC is committed to serving nutritional meals and snacks by incorporating fresh fruits and vegetables, while keeping juice and other high sugar products to a minimum.

### FOOD POLICY

CCYC requests that children refrain from bringing ANY food items into the center. This includes breakfast items (we serve breakfast until 8:00 AM), birthday treats, candy, holiday treats, etc. Additionally, *CCYC is a "nut-free" zone in deference to children with allergies.* Thank you for your assistance in keeping all of the children safe and healthy!

### TEACHING STAFF

CCYC employs teachers who are highly qualified to work with young children through educational achievements as well as hands-on experiences in early childhood settings. All lead teachers hold a minimum of an Associates degree in Early Childhood Education. All staff members receive a minimum of 20 hours of in-service training each year, in addition to CPR, First Aid, and Universal Precautions. CCYC also employs work-study students from Goshen College to help maintain low staff to child ratios and ensure the quality of the program. A qualified substitute will be provided if teachers are absent.

### ARRIVALS/DEPARTURES/ABSENCES

Families are asked to sign children in and out everyday so that we have an accurate count of daily attendance. For the safety of the children, parents are required to deliver their children to teachers at the classroom and sign their child in. Children must be picked up and signed out from the classroom. Please DO NOT take your child without checking him/her out with the classroom teacher. Children will only be released to a parent or guardian, or other person authorized by the parent who has proper identification.

We ask that children be in attendance by 9:00 AM so that they feel connected to the classroom community and environment. Children thrive when regular routines are established and maintained.

If your child will be absent, please call or email the center before 9:30 AM.

CCYC closes at 5:30 pm and all children should be signed out and leaving the center no later than 5:30 pm. Both children and teachers put in very long, busy days, every day, and deserve to go home on time. If at all possible, please make every effort to pick up your child about the same time every day so that a routine is more easily established.

## **CAMPUS CENTER FOR YOUNG CHILDREN POLICIES AND PROCEDURES**

### **LATE PICK UP POLICY**

When you are late, two things happen: Children become frightened about being left and teachers become anxious about after school commitments they may not be able to keep. With this in mind, it is imperative that you notify us as soon as possible if you know you are going to be late.

*\*\*Please note: calling the center does not guarantee that the late fee will not be charged.*

If you do not call the center, you will be charged \$15.00 for every quarter hour you are late. This fee is enforced at the discretion of the closing teacher(s) and is payable directly to them. *Habitual lateness may result in termination of a child's enrollment.*

If we are unable to reach the parent/guardian by 6:00 PM, the staff member will attempt to contact those people listed on the Emergency Contact form. If contact cannot be made, the staff member will call the CCYC Director who will decide the course of action to be taken. Only after all possible options have been exhausted will the police be contacted.

### **FAMILY/TEACHER CONFERENCES**

We recognize that families are their child's first and most important teacher. We strive to develop supportive relationships with each family and view families as partners in meeting a child's needs. As an integral part of the program, families are requested to participate in two regularly scheduled conferences per year in the fall and late spring. Additional conferences are available and may be scheduled with the classroom teachers at anytime either by teachers or by the family.

### **LEGAL CUSTODY**

If you have sole custody of your child and the other parent is not authorized to pick up your child, you must provide the director with a copy of the court order confirming custody. CCYC cannot refuse to release a child to the child's parent or legal guardian who shares legal custody of the child, and who is on file at CCYC. In most cases, both parents have equal custody rights unless a valid separation agreement states or provides otherwise. Therefore, if you do not want your child's other parent or guardian to pick your child, you must provide CCYC with a certified copy of the court order or separation agreement awarding custody solely to you or denying custody to the other parent or guardian. If you are experiencing custody difficulties, we strongly urge you to keep CCYC staff fully advised of circumstances which might affect your child and/or CCYC.

### **SUSPECTED INTOXICATION POLICY**

CCYC will not release a child at any time to a parent or designated individual who is visibly impaired due to alcohol consumption, substance abuse, prescription drugs or other substances. In the event a parent or designated individual is impaired, a member of CCYC's staff will telephone individuals on the child's Emergency Information Card to arrange for the child to be released. If a parent or designated individual is impaired and insists that their child be released in his or her custody, CCYC staff will immediately telephone the proper law enforcement officials.

# CAMPUS CENTER FOR YOUNG CHILDREN

## POLICIES AND PROCEDURES

### ADVERSE WEATHER CLOSURE POLICY

We recognize the important service that we provide to the families we serve and will make every effort to stay open during adverse weather conditions. The following criteria will be used in deciding to close CCYC for adverse weather:

- ❖ Travel restriction of Level Orange or higher as determined by the Indiana Department of Transportation
- ❖ Staff cannot be present to provide appropriate staff to child ratios mandated by State child care licensing regulations
- ❖ Goshen College is closed

The decision to close in case of a weather related emergency will be made by 5:00 AM. Closure information will be submitted to local radio and television stations and will be available by calling the CCYC office. CCYC will remain closed for the day, even if the emergency is lifted before 7:00 AM.

### WHAT EVERY CHILD NEEDS . . .

Each child enrolled at CCYC should bring the following items:

- ❖ At least one full change of clothes (be sure to rotate clothing as the seasons change!)  
PLEASE LABEL EVERYTHING!
- ❖ A small pillow and blanket for rest time (if s/he attends afternoons)
- ❖ A family picture to hang in their cubby
- ❖ A family picture for the Ciao Room if your child arrives before 8:30 am

For children in the infants, toddlers and twos, parents need to provide diapers and wipes in unopened packages.

### ENROLLMENT REQUIREMENTS

The Indiana licensing guidelines require that each child have a complete physical examination and documentation of current immunizations before s/he may begin attending a child care center. If a child is overdue for any routine health services including immunizations, the family will be asked to provide evidence of an appointment for those services. Families who choose to not immunize their child/ren due to religious reasons must provide written documentation. Families must also submit a copy of their child's birth certificate, which will be kept on file at the center. Families will receive all necessary forms at the time of enrollment.

### INJURIES/EMERGENCY PROCEDURE

Children at this developmental level are very active and often attempt activities for which they have not fully developed the motor skills to master. As a result, injuries can and do occur on occasion. If your child is injured while at school, the teacher will send home an ouch note for bumps and scrapes. If an injury is deemed more serious, a parent will be notified and an incident report completed.

In case of a medical or dental emergency, the parent(s) will be contacted and will take responsibility for obtaining the necessary medical treatment. If circumstances require immediate or professional care (in the judgment of CCYC staff), 911 will be called. CCYC staff will respond as necessary until emergency services arrive. *CCYC staff will not transport a child to an emergency facility.* Costs incurred from treatment of an injury or illness occurring within the program are the sole responsibility of the parent(s).

## **CAMPUS CENTER FOR YOUNG CHILDREN POLICIES AND PROCEDURES**

### MEDICATIONS

The giving or application of medication, providing dietary supplements, making special variations of diet, and carrying out medical procedures, shall be done only on written order or prescription from a physician to parents. **Parents are required to complete an Administration of Medication form before any medication can be given to a child.** Medications prescribed for an individual child must be kept in the original container bearing the original pharmacy label showing the prescription number, date filled, physician's name, directions for use and the child's name. When no longer needed, the medication will be returned to the parents or destroyed.

**WE CANNOT ADMINISTER OVER THE COUNTER MEDICATION WITHOUT WRITTEN PERMISSION FROM A PHYSICIAN.**

### FIELD TRIPS

Field trips are arranged by individual teachers and parents can expect to receive at least one week's notice for any planned event. Parents are asked to volunteer to drive on field trips and to provide a car seat for their child (age 4 and under) or booster seat. The CCYC teaching staff will not be responsible for driving children on field trips. Parents who transport children will be asked to submit a copy of their current car insurance coverage. Indiana law requires that a person operating a motor vehicle in which there is a child passenger under the age of eight properly secure the child in a child restraint system (i.e. car seat or booster seat). Additionally, no child will be allowed to be placed in the front seat of a vehicle. The CCYC teaching staff will provide additional safeguards for field trips such as first-aid supplies on hand and a cell phone to call for help if necessary.

### HOLIDAYS/BIRTHDAY CELEBRATIONS

CCYC is committed to providing children with a variety of cultural experiences. Our goal is to establish and maintain an anti-bias curriculum and we welcome and encourage families to share their traditions and cultures with the children. In our classrooms we celebrate Christian holidays and strive to incorporate holidays into the curriculum instead of making it the focus.

Birthdays are an important milestone in the life of a child we are happy to celebrate at school. Our food policy prohibits distributing food items that are not on the menu and we ask that you refrain from bringing in birthday treats. We invite you to celebrate your child's special day in other ways. Some suggestions are:

- ❖ Join us for lunch
- ❖ Donate a copy of your child's favorite book or game
- ❖ Ask the teachers if there is a particular item they need for the classroom

If your child is having a party outside of school, we ask that invitations not be distributed at CCYC unless all of the children in the class are invited.

## **CAMPUS CENTER FOR YOUNG CHILDREN POLICIES AND PROCEDURES**

### EVACUATION PROCEDURE/LOCKDOWN POLICY

In the unlikely event that the Church Chapel building would have to be evacuated, the children and staff will follow the CCYC Fire and Emergency Procedure evacuation plan. If the college campus would have to be evacuated, the children and staff will follow the evacuation plan established by Goshen College. Parents will be notified as soon as possible if evacuation should be necessary. The Director has the authority to order a lockdown of the Church Chapel building should it be necessary.

### TOYS FROM HOME

Our early childhood program is planned around developmentally appropriate materials. Toys from home are often un-sharable, fragile, and can easily become lost or broken. We ask that children refrain from bringing toys from home, with the exception of a comfort item for nap.

### DRESSING YOUR CHILD FOR PLAY

Your child should be dressed in comfortable, washable play clothes and in non-slip, safe shoes so that s/he may feel free to participate in all activities. While we encourage the use of smocks, we cannot guarantee that children's clothes will not become soiled or stained. Cowboy boots, flip-flops, and slippery-soled shoes are not safe on playground equipment, so we ask that you please send your child in sneakers or closed-toe shoes.

### OUTDOOR PLAY/LARGE MOTOR

CCYC places a very high priority on outdoor play and it can be expected that children will play outside everyday unless it is actively storming (thunder/lightning) or the temperature is below 25 degrees. Children must bring appropriate clothing for outdoor play every day (coat, rain/winter boots, umbrella, mittens, hat). In case of inclement weather or when conditions outdoors could be hazardous to children's health, there is a large motor space available for use. We are unable to keep a child inside due to health reasons. *If s/he is too ill to go outside, they are too ill to be at school.*

Families are asked to provide the sunscreen of their choice and to apply it to their child before morning arrival. Sunscreen will be reapplied before going outside in the afternoon.

### GRIEVANCE PROCEDURE

In the event that a parent has a concern regarding the policies and/or procedures of CCYC, the following protocol will be adhered to:

1. The parent/guardian brings the concern to the attention of the director. After thorough discussion of the matter at hand, the parent(s) and director shall decide the best course of action.
2. If the chosen course of action fails to solve the issue in an adequate amount of time, the parent(s) may request further assistance from the director. Again, all parties will discuss and decide upon a course of action. This may include involving teaching staff or board members, and/or community resources.
3. If an adequate agreement cannot be reached, it may be necessary to terminate the relationship between CCYC and the family. This course of action will only be taken when all other options have been exhausted.

## **CAMPUS CENTER FOR YOUNG CHILDREN POLICIES AND PROCEDURES**

### **VISITING THE CLASSROOMS**

You are your child's first teacher and the programming at CCYC is designed to encourage and welcome parents into the classrooms. We have found that families can find the answers to many of their questions just by spending an hour or two in the classroom.

Families are invited to share a cultural experience, read stories, cook a favorite recipe, take dictation, or just come and hang out with us!

CCYC has an open door policy and you are welcome to drop in at any time or schedule a time to visit if you prefer. Please do not use this time to confer with the teachers, as they need to be focusing on the children. If you need to address an issue, please leave a note or request a meeting with the teachers.

### **VOLUNTEERING**

CCYC offers opportunities for families to be actively involved in the program by volunteering to help in a variety of ways, including: organizing family events, sharing an area of expertise, and assisting with fundraising events. If you are interested in volunteering in any way, please let the Director know!

### **COMMUNICATION**

The staff of CCYC believes very strongly in establishing and maintaining strong communication with each family in our program. Each classroom posts a daily schedule and weekly lesson plan; class newsletters and menus are emailed weekly, and the Director sends a center-wide email weekly.

Teacher schedules vary as do children's, and communicating face to face can be difficult for both families and teachers. Because teachers are busy teaching during the day, they communicate with families primarily through email, sent either during breaks/planning time or after hours. Our cell phone policy prohibits the use of text messaging during working hours because of the importance of being present with the children in the classroom. Families are invited to leave a note or message with the Director to be relayed to the teacher if necessary.

Enrollment questions or changes (scheduling, tuition payments, termination) should be addressed with the Director, not the teaching staff. Families may request a meeting at anytime. Additionally, if there has been a change in your child's life that may affect their disposition or behavior at school, we ask you to share it with us, so that we can make adjustments accordingly.

We welcome your ideas, comments and suggestions on how we can best meet the needs of your child and family. We are dedicated to providing each family with the highest quality early childhood experience possible and recognize that consistent, open two way communication as the key creating a trusting partnership between families and CCYC.

## **POLICIES FOR FEE PAYMENTS**

**CCYC is a non-profit program whose financial stability is dependent upon tuition payments for over 90% of budgetary costs. We enter into a “good faith” contract with each family that payments will be made on a regular schedule, for the duration of the school year. Families are asked to adhere to the following criteria:**

- 1) Weekly fees are determined by dividing the annual tuition into 41 equal payments, which is the length of the 2018-19 school year. Full fees are in effect whether or not your child is in attendance, for partial weeks of the CCYC calendar, and unplanned closures (weather, unforeseen maintenance issues, etc.)
- 2) A deposit equal to the amount of two (2) weeks of tuition is required for all children at the time of enrollment. This deposit will be applied to tuition charges incurred during the school year. Additionally:
  - a. The first weekly payment of fees is due at the beginning of the first week of school. (August 6, 2018)
  - b. There are two semesters each school year. The first semester runs from the beginning of classes in August to Christmas break. The second semester runs from the beginning of school in January to the end of the school year in May/June.
- 3) Fee payments will be made on a regular schedule, i.e. weekly, bi-weekly or monthly. **Fees are prepaid for the upcoming week.**
  - a. Payments may be made by cash, check, or automatic payment via your banking institution.
  - b. Cash or check payments are to be placed in the drop box on the office door. Cash payments should be placed in an envelope with the child’s name. **Payments made by check do not require an envelope.** Please do not give payments to any staff member or leave payments on the Director’s desk.

## **PAST DUE PAYMENTS**

Families are encouraged to speak directly to the Executive Director if there is a significant change to a family’s financial stability that would impact the continuation of timely tuition payments. Every effort will be made to assist families in financial need. However, failure to make payments in a timely manner for any other reason will result in the following action:

- 1) When the account is two (2) weeks past due, the CCYC Director will issue a written notice to the family, along with a detailed account statement. Families will be invited to initiate a conversation with the Director if there is a financial hardship. The Director has the authority to negotiate a payment arrangement that will bring the child’s account to a current status.

## **POLICIES FOR FEE PAYMENTS**

- 2) When the account is three (3) weeks past due, the CCYC Director will initiate contact with the family either in person or by phone. All of the above steps will be taken, as well as providing information regarding the next steps in the collection process.
- 3) When an account is four (4) weeks past due, the CCYC Director notify the CCYC Board and a letter will be issued from the Board to the family regarding the next steps in the collections process.
- 4) If the account remains overdue and no payment arrangement is negotiated with the family, the Director may recommend the approval of further action by the Board of Directors including, but not limited to, the termination of the child's enrollment in the program.
- 5) If, at the end of the semester, an account for a child is overdue, the child will not be permitted to reserve enrollment for the next semester. If, prior to the beginning of the next semester, the account is brought current and a two week deposit is made for the next semester, the child may be permitted to enroll if there are any openings.
- 6) All accounts not current by the beginning of the next semester or 14 days after the end of the school year may be submitted to a collection agency at the discretion of the Director. Families shall pay and be responsible for all costs of collection and enforcement incurred by CCYC, for all amounts owed to CCYC, including costs of collection agency and reasonable attorney fees. The term "attorneys' fees" means reasonable attorneys' fees whether or not litigation ensues and if litigation ensues whether incurred at trial, on appeal, or otherwise.
- 7) A fee of \$35 will be assessed on all returned checks.

## **TUITION STATEMENTS**

Families will receive a tuition statement on the first Monday of every month showing all charges and payments incurred in the previous month. This statement is sent electronically to the email address you have provided.

For your convenience, year-end statements for tax purposes will be sent electronically no later than January 31, 2019.

## **CAMPUS CENTER FOR YOUNG CHILDREN POLICIES AND PROCEDURES**

### **ENROLLMENT TERMINATION POLICY**

CCYC reserves the right to cancel the enrollment of a child for the following reasons:

1. Non-payment or habitual late payment of fees.
2. Not completing and returning required enrollment forms promptly.
3. Physical or verbal abuse of staff or children.
4. Displaying behavior or language that is inappropriate in the presence of children and/or staff.
5. Habitual late pick-ups.

We may find that our program does not fit a child's needs. If behaviors or the development of a child occurs that exceeds our early childhood knowledge, we will meet with parents to discuss alternatives such as outside intervention. Appropriate efforts will be made with the family to determine the best course of action for all involved. On rare occasions, we may find it necessary to recommend a child's removal from CCYC. This would happen only after consultations with parents and an outside consultant if needed.

Terminated enrollments may be appealed through the Executive Committee of the CCYC Board of Directors.

Parents wishing to withdraw their child must notify the director, in writing, two weeks in advance. Parents will be held liable and billed for all scheduled hours two weeks from the day of receipt of written notice.

### **SCHEDULES AND EXTRA DAYS**

CCYC strives to keep our staff to child ratios lower than what the licensing guidelines require, ensuring the quality of the program. Part-time schedules can be challenging to plan and while we recognize that it is sometimes necessary to change or add days, CCYC is not able to accommodate these requests. With all of our classrooms at capacity, we simply do not have the flexibility to add days to a child's schedule or exchange days. The exceptions to this policy would be an emergency and/or a special event in your child's classroom.

### **SEPARATION STRATEGIES**

Consistency is one of the most important things a parent can provide for a child. Establishing and following a predictable routine, setting limits, and following through are essential steps in helping children learn to adjust to transitions. Separation anxiety is a common dilemma we face, especially at the beginning of the school year. Here are a few suggestions for helping make separation easier for both you and your child.

- Drop off and pick up your child at approximately the same time every day.
- Establish a routine for goodbye time. For example, "I'm going to read one book and then it's time for me to go." Then, read one book and start the separation process.
- Say goodbye to your child when it is time for you to go. It can be very frightening for a child for a parent to "sneak out." Saying goodbye, even if it causes more tears, will reassure your child that you will be coming back.
- Enlist the help of a staff member—we are here to help make this transition easier for everyone.

Separation is an issue that we have lots of experience with! Please don't hesitate to ask for help or ideas on how to make this transition easier for everyone.

## CAMPUS CENTER FOR YOUNG CHILDREN POLICIES AND PROCEDURES

### **BITING**

In even the best child care program, periodic outbreaks of biting occur among toddlers and preschoolers. This is an unavoidable consequence of young children in group care. When it happens, it's pretty scary, very frustrating, and very stressful for children, parents, and teachers. However unfortunate, it is a natural phenomenon, not something to blame on children, parents, or teachers, and there are no quick and easy solutions for it.

Group living is hard-people rub up against each other and children in child care need and want attention from adults. Sadly, negative attention is more desirable than being ignored. A bite is powerful and primal: quick and effective usually inspiring immediate and dramatic reactions.

Children bite for a variety of reasons: simple sensory exploration, panic, crowding, seeking to be noticed, or intense desire for a toy. Repeated biting becomes a pattern of learned behavior that is often hard to extinguish because it does achieve results: the desired toy, excitement, attention.

Here is what we do to try to extinguish the biting behavior:

1. When a child is bitten, we avoid any immediate response that reinforces the biting, including negative attention. The biter is immediately removed with no show of emotion and caring attention is focused on the victim. The biter is not allowed to return to play and is talked to on a level that s/he can understand, then redirected.
2. We look intensively at the context of each biting incident for patterns. Was there crowding, over-stimulation, too few toys, too much waiting, other frustration? Is the biting child getting enough attention, care, and appropriate positive reinforcement for not biting? Does the biting child need help becoming engaged in play or to make friends?
3. We work with each biting child on resolving conflict or frustration in an appropriate manner.
4. We try to adapt the environment and work with parents to reduce any child stress.
5. We make every effort to ensure the safety of all of the children, all of the time.

#### **Dealing with biting is a program responsibility.**

CCYC accepts responsibility for biting and other hurtful acts and for protecting the children. It is our job to provide a safe setting where no child need to hurt another to achieve his or her ends. The name of a biting child is not released because it serves no useful purpose and can make an already difficult situation more difficult.

Biting is a horrifying stage some children go through. It is, however, *a common phenomenon* that has virtually no lasting developmental significance. A child who bites is not on a path toward being a discipline problem, a bad person, or a cannibal. There are a number of possible explanations for why some children bite. Biting is not related to a "bad" home, "bad" parents, or "bad" teachers. Most of the time, it is hard to guess what is going on in the child's head.

#### **Punishment doesn't work to change the child.**

Parents should not punish a child at home for behavior that occurs at school. Neither delayed punishment at home, (which a child will not understand) nor punishment at the center, (which may make the situation worse) helps. ***What does help are immediate, logical consequences:*** being deprived of what s/he sought and denial of positive outcomes to the biting, such as adult attention.

#### **Balancing program commitments to all children.**

Some children become "stuck" for a while in a biting syndrome, and it is frustrating for the parents of those bitten that we are unable to "fix" the situation quickly or terminate care. We make every effort to extinguish the behavior quickly and to balance our commitment to the family of the biting child with our commitment to other families. Only after we feel we have made every effort to make the program work for the biting child do we consider asking a family to withdraw the child.

## CAMPUS CENTER FOR YOUNG CHILDREN POLICIES AND PROCEDURES

### DIAPERING

Families are requested to provide diapers and wipes in unopened packages, labeled with the child's name. Teachers will communicate when the supply is running low.

**CLOTH DIAPERS-** Due to accreditation standards, **a doctor's note must be provided for the use of cloth diapers.** If using cloth diapers, families will provide an inner absorbent lining that is completely contained by an outer covering made of waterproof material. Families will also provide an individual diaper pail with a hands free lid. Soiled diapers and clothing will be placed in a plastic bag and sent home for laundering.

**PULL-UPS-** Contrary to what manufacturers would have you believe, Pull-Ups actually hinder toilet learning. Because they are designed to absorb wetness just like a diaper, the child is often unaware that they have had an accident. This, in turn, delays successful toilet learning. **For this reason, we ask that parents not bring Pull-Ups for their child.**

### TOILET LEARNING

Toilet learning should be a positive experience for a child. It should take only a short period of time, if the child is ready. Toilet learning is as individual as learning to walk. There is no right age by which all children should be using the toilet. Problems with toilet learning usually arise because adults do not pay attention to the child's lack of readiness.

It is our goal to maximize success and minimize frustration for children, parents, and teachers. Here are a few helpful hints:

- Have your child wear loose-fitting clothing that s/he can manage independently, such as elastic waist pants that are easy to pull up and down. Overalls and t-shirts with a snap-crotch are difficult for children to manage without help.
- We prefer that you supply regular, thin cotton underpants.
- Please bring a bag with at least three sets of weather appropriate extra clothes, including socks, ***everyday***. Label all clothing with your child's name. An extra pair of shoes is also recommended.
- Consistency at both home and school is the most important factor in successful toilet learning. We ask that parents let us know when they are ready to begin toilet learning so that we can be prepared and supportive.

A few keys to identifying when your child is ready to start toilet learning:

- ✓ My child is dry at least two hours at a time, or is dry after nap each day.
- ✓ My child's bowel movements are regular and predictable.
- ✓ My child becomes uncomfortable with soiled or wet diapers and asks for them to be changed.
- ✓ My child asks to use the toilet or the potty chair.
- ✓ My child asks to wear "grown-up underwear."
- ✓ My child can take off his/her pants and can walk to and from the bathroom.
- ✓ My child can indicate when s/he is about to urinate or have a bowel movement.
- ✓ My child knows when s/he needs to use the bathroom.

Before initiating toilet learning with a child, the parents and staff will meet to ensure that the toilet learning process is not undertaken casually or half-heartedly. Two-way communication and consistency at both home and school will help to ensure a successful, positive toilet learning experience.

## **CAMPUS CENTER FOR YOUNG CHILDREN POLICIES AND PROCEDURES**

### **DISCIPLINE**

The word discipline, literally translated, means “to teach.” Discipline means guiding children toward acceptable behavior. The most important goal of discipline is to help children gain inner control. We want children to develop and rely on their own internal controls rather than external means to guide their behavior. To this end, we will use the positive guidance approach to discipline, which includes:

- ❖ **Never using guidance techniques or consequences which are meant to physically hurt or humiliate a child**
- ❖ **Never use threats or derogatory remarks and neither withhold nor threaten to withhold food as a form of discipline**
- ❖ **Setting limits which are clearly stated and regularly enforced**
- ❖ **Speaking to children with respect, at their eye level, and listening when they communicate their ideas and feelings**
- ❖ **Using positive directions and offering children choices when possible**
- ❖ **Helping children develop problem-solving skills and encouraging self-discipline skills**

Problem solving in the classroom requires children to make decisions. Including children in the problem solving process allows children some control over the situation and encourages children to use words rather than physical means to express their feelings and thoughts. Sometimes, if there is not a choice available (meals, clean up time) we will insist that the child follow the teacher’s direction.

On rare occasions, it may be necessary to remove a child from the group or classroom. These instances will be dealt with on an individual basis depending on the needs of the child. Staff will keep families abreast of behavioral concerns and may provide suggestions or resource materials as warranted.

If a child's unacceptable behavior continues despite the collaborative efforts of the family and staff, the family may be asked to find an alternative child care arrangement. Behaviors that continue to pose safety concerns for others and/or that require closer supervision than is possible in this setting cannot be accommodated. In making evaluations and recommendations, judgments shall be based on fact and relevant to the interests of the children and CCYC.

## Babysitting Policy

It is important that CCYC maintain a professional environment for providing child care for the children. Separateness of home and CCYC is a component of the professional environment. If staff members are involved in the care of a child both at CCYC and the child's home, there are risks of emotional involvement that can lead to conflict either for the child, the teacher, the family, or all three. This can also affect other staff members, families and children at CCYC. While we do not want to hamper the warm and caring role of our teachers, we need to maintain our ability to provide care in a conflict-free environment. **Therefore our enrolled families are discouraged from hiring our staff for babysitting purposes.** Families wishing to take exception to this policy are **required** to submit a completed Hold Harmless Consent Form to the CCYC Director a minimum of 48 hours before any private child care arrangement commences. Forms are available from the Director.

### Campus Center for Young Children Hold Harmless Consent Form

We/I \_\_\_\_\_ parents/legal guardians of \_\_\_\_\_  
(name of child/ren)

agree to hold Campus Center for Young Children harmless for any harm that our child may experience while under the care of staff member \_\_\_\_\_.  
(teacher's name).

We are aware of the program's Staff Babysitting Policy and choose to take exception to that policy.

We/I hold Campus Center for Young Children harmless for any harm that may befall our child/ren

\_\_\_\_\_ when staff member \_\_\_\_\_  
(name of child/ren) (teacher's name)

babysits for our child/ren on \_\_\_\_\_.  
(date and time)

Parent/Guardian Signature \_\_\_\_\_

Date \_\_\_\_\_

Program Director Signature \_\_\_\_\_

Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

**CAMPUS CENTER FOR YOUNG CHILDREN  
POLICIES AND PROCEDURES**

**INFECTIOUS DISEASE POLICIES AND PROCEDURES**

If a child has been diagnosed with an infectious disease, the following precautions will be taken by staff to inhibit the spread of the disease.

1. The child will be isolated in the director's office until a parent or guardian arrives.
2. All materials in the classroom will be washed and disinfected.
3. Nap items, pillowcases and blankets will be washed and the child's cot will be disinfected.
4. Equipment in the room, such as tables and chairs, shelves and cubbies, will be disinfected.
5. A communicable disease notice will be posted for families, if necessary.
6. The child will be kept out of the center until it has been determined that they are no longer contagious or infectious.

This policy includes, **but is not limited to**, the following:

- Hepatitis A
- Cytomegalovirus (CMV)
- Chicken pox
- Rubella
- Measles
- Whooping cough
- Fifth disease
- Influenza
- Tuberculosis
- Shigellosis
- Giardiasis
- Meningococcal disease
- Group A streptococcus
- Ringworm
- Scabies
- Lice
- Herpes
- Cryptosporidiosis
- Diarrhea caused by E. coli
- Rotavirus
- Campylobacterium
- Salmonella
- Diarrhea
- Vomiting

**CAMPUS CENTER FOR YOUNG CHILDREN  
POLICIES AND PROCEDURES**

**Parents will be notified to pick up their child from CCYC if any of the following ailments are observed:**

- ❖ Fever of 100 degrees or above
- ❖ Nausea, vomiting, or abdominal pain
- ❖ Diarrhea (more than 2 episodes)
- ❖ Unusual drowsiness or tiredness
- ❖ Sore throat, acute colds, or persistent cough
- ❖ Red, inflamed, or discharging eyes
- ❖ Swollen glands around jaws, ears, or neck
- ❖ Suspected impetigo
- ❖ Any skin sore oozing fluid, yellow pus in blisters, or pus which has an odor
- ❖ Severe earache or headache
- ❖ Lice

Children will be excluded from SCHOOL if they show symptoms of:

**Strep Infection:** Child may return when they have been fever free at least 24 hours and after being on medication at least 24 hours

**Pink Eye:** Child may return after being on medication at least 24 hours

**Diarrhea or Vomiting:** Child may return when symptoms have not appeared for a minimum of 12 hours

**Fever:** Child may return when symptoms have not appeared for 24 hours without the use of fever reducing medication.

**Head Lice:** please see the following page

**Children sent home with a suspected communicable disease will be required to submit a doctor's note approving the child's return to school. It is our hope that enforcing this policy will reduce your child's exposure to illness and help keep all of the children and staff healthier.**

Children in group settings for the first time are naturally more susceptible to communicable diseases. We take every precaution possible to reduce the risk of infection, but the reality is, there is no failsafe way to ensure healthy children 100% of the time. All staff are trained in CPR, First Aid, and Universal Precautions, and have access to a consulting physician. Please know that we do our very best to ensure the health and safety of every child.

## CAMPUS CENTER FOR YOUNG CHILDREN POLICIES AND PROCEDURES

### HEAD LICE

Few things in life cause the kind of anxiety that the possibility of head lice produces. Recently there have been new recommendations from the medical community and changes in standards of lice management that mean schools and childcare centers are revising their procedures to meet the new standards.

While head lice is not a health issue, it creates an enormous amount of work for families and requires parents to make a decision about applying pesticides to their child. At CCYC, we recognize that, unlike schools where older children can be told to keep their heads away from friends, our children are unlikely to be able to do that easily.

Our aim is to do what is reasonable to prevent lice from spreading by using a balanced approach and involving parents directly in the detection of lice. So, we are enacting the following protocol:

- 1) If we determine that your child has lice, we will call you and ask that you pick up your child.
- 2) We will provide you with information on lice treatment and prevention and ask that you call your pediatrician for recommendations.
- 3) After whatever treatment you choose, your child may not return to his or her class until he or she has been checked for lice in the office. At that time, there will be two people checking your child's head – you and one of us. We are not experts in detection, but we can help parents know what to look for.
- 4) If, post treatment, we find what we believe to be viable nits we will ask that you return home to do a thorough check, more combing, and/or nit removal. Generally nits cannot live or hatch when they are more than ½ inch from the scalp. Nits are not contagious; they stick to the hair shaft and cannot fall off.
- 5) We will no longer do mass head checks of everyone in the class. Teachers will decide whether and when they check children in their classrooms.

We ask that you **please** report to us if you have treated your child for head lice or if a sibling has had lice. You know how much work it was for you. Anything you can do to prevent another family from going through that is a kindness.

# **CAMPUS CENTER FOR YOUNG CHILDREN POLICIES AND PROCEDURES**

## **CHILD ABUSE REPORTING POLICY**

According to Indiana State Law IC 31-6-4-3, any individual who has reason to believe that a child is a victim of child abuse or neglect must make a report. In agencies in which there are established reporting protocols, the report may be made to the individual in charge or another designated agent, who also becomes responsible to report or cause a report to be made. This does not relieve individuals who make a report to another staff person of their own obligation to report directly to child protection services or law enforcement unless a report has already been made by the agency liaison. Anonymous reports are also accepted.

The protocol for reporting suspected abuse or neglect at CCYC is as follows:

- ❖ Staff members bring their concerns and/or documentation to the director
- ❖ The director will make a determination as to whether the allegations can be substantiated by documentation or if more information is needed
- ❖ Upon determination of sufficient information, the director will call Child Protective Services and make an official report. All communication between CPS and CCYC will be handled by the director.

## **ALLEGATIONS OF INSTITUTIONAL CHILD ABUSE**

If an incident of abuse or neglect is alleged to have occurred at CCYC, the director will be notified immediately. Any staff member alleged to have perpetuated abuse will be removed from duties involving direct contact with children. Precautions regarding the safety of children will be monitored immediately.

In the case of an abuse allegation regarding a CCYC staff member, the director and a member of the board of director's meets with the individual make the assertion to collect information and document the allegation from the viewpoint of the individual.

The director will report the allegation to CPS, FSSA, and the president of the board. The staff person is informed of the allegation, the process of reporting, and is removed from classroom responsibilities until any or all investigations are completed. Investigations may be conducted by CPS, and/or FSSA, and/or the District attorney's office. When the investigations are completed, the director makes a determination as to appropriate job action (i.e. reinstate, suspension, termination).

Any CCYC staff member may report suspected abuse to CPS. In the case of suspected institutional abuse, parents or staff with concerns are urged to speak with the director immediately.

## **CAMPUS CENTER FOR YOUNG CHILDREN POLICIES AND PROCEDURES**

### **CCYC INCLUSION POLICY**

The Law: In 1975, Public Law 94-142 was passed ensuring the rights of children with special needs to a "free appropriate public education in the least restrictive environment (LRE) provision of the law states that children with special needs must be educated with their typically developing peers to the maximum extent possible with necessary supports provided. The LRE for many children is the same school that their brothers and sisters attend; the same program they would have attended had they not qualified for special services.

Even Better Reasons: While the law is certainly one reason to include children with special needs at CCYC, we believe that such inclusion is to the benefit of all children and families. Following the inclusion logic, supports and services are brought to the child with special needs in the classrooms opposed to pulling the child out and working in a separate room or area. The professional serving the child with special needs works within the existing framework of the classroom and includes the child's peers for a natural inclusionary approach. Therefore inclusion results in an increased learning experience for typically developing children because they have the opportunity to be included in the services provided by the previously mentioned professionals. Research on inclusion tells us students who have had the opportunity to get to know friends with different abilities do better interacting with all kinds of peers throughout their school careers. Children gain a greater understanding and knowledge of all kinds of differences/similarities in people (not just people with disabilities). Children with special needs in inclusive settings frequently surpass educational expectations because children learn best from each other. Inclusion gives children with special needs the opportunity to play with their typical peers who model age appropriate skills and behavior. Everyone contributes to everyone's education.

## **CAMPUS CENTER FOR YOUNG CHILDREN POLICIES AND PROCEDURES**

### Care of Children with Special Needs

Any child care center providing for the special needs of a child who is handicapped or who requires treatment for health conditions while the child is receiving child care in the center will do so in accordance with a written medical/physical care plan for the care of the child.

A child with a diagnosed special need who has been identified as not functioning according to age-appropriate expectations in the areas of affective, cognitive, communicative, perceptual-motor, physical, or social development to such an extent that the child may require special help, program adjustments, and/or related services, on a regular basis, in order to function in an adaptive manner.

### The written plan for the care of the child:

- may be written by and will be approved and signed by the parent and the lead teacher
- will include written instructions for any procedures necessary for the health of the child
- will list any additional services and providers of the services which the child is receiving
- may contain written permission from the parent for the center to contact providers of additional services
- will be modified and revised as often as deemed necessary to meet changing needs and will be reviewed and approved by the parent and head teacher after each revision, at least once annually
- will be on file at the center

Only persons trained by the parent or by a licensed or certified medical professional may attend to health conditions requiring special procedures. There will be a trained person on site at all times whenever a child who is handicapped or who requires treatment for health conditions is present.

There will be on file at the center a statement which identifies the child, the nature of the required special procedure, and the person or persons who will be attending the child and performing the special procedure. The statement will be signed by the parent, any health professionals who have trained staff, and the trained staff members, to confer permission and accept responsibility for such procedures.

## **CAMPUS CENTER FOR YOUNG CHILDREN POLICIES AND PROCEDURES**

### **OUR COMMITMENT TO YOU**

Families are of primary importance in a child's development. Because we have a common interest in your child's well being, we acknowledge a primary responsibility to bring about collaboration between the home and school that enhance the child's development. Our goal is to develop a partnership with each family based on trust, respect, and a shared desire to ensure the very best care and early education experience for every child. To this end, we are committed to:

- ❑ Developing relationships of mutual trust with the families we serve.
- ❑ Respecting the dignity of each family and its culture, language, customs, and beliefs.
- ❑ Interpreting each child's progress to families within the framework of a developmental perspective and to help families understand and appreciate the value of developmentally appropriate early childhood practices.

In addition, we shall:

- ❑ Never deny family members access to their child's classroom or program setting.
- ❑ Inform families of program philosophy, policies, and personnel qualifications, and explain why we teach as we do, which are in accordance to our ethical responsibility to children.
- ❑ Inform families of and when appropriate, involve them in policy decisions.
- ❑ Maintain confidentiality and respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life. However, when we have reason to believe that a child's welfare is at risk, it is permissible to share information with agencies and individuals who may be able to intervene in the child's interest.

Early childhood is a unique and invaluable stage in the life cycle. Research shows that by age 3, 80% of the wiring of a child's brain is already in place. This is the foundation for future learning capabilities and experiences. Everything a child experiences while in our care becomes a part of that foundation, and we take this responsibility very seriously.

Our paramount responsibility is to provide safe, healthy, nurturing, and responsive settings for children. We are committed to supporting children's development, respecting individual differences, helping children learn to live and work cooperatively, and promoting health, self-awareness, competence, self-worth, and resiliency. We take our responsibilities to families and children to heart and strive to give our best, every day. Being a part of CCYC is so much more than just enrolling in an early childhood program, you are joining a family. To quote an alumnus, "Once a CCYC family, always a CCYC family!"

## Suspension and Expulsion Policy

Indiana early childhood programs that are eligible to accept Child Care Development Fund vouchers are required to have a policy on suspension and expulsion. To this end, CCYC has created this policy to clearly define when a child engages in challenging behaviors that cannot be resolved using ordinary classroom strategies.

CCYC is committed to working collaboratively with families in all aspects of their child's development.

### Classroom Environments

Our classrooms are designed to engage the whole child and provide opportunities for meaningful interactions with materials, adults, and other children. We believe that in order to develop and learn, children's social and emotional needs must be met first. Children learn and develop best when they are part of a community of learners—a community in which all participants consider and contribute to one another's well-being and learning; where kindness, manners, and empathy become second nature. Teachers support children's social emotional development by helping them to understand and regulate their own feelings as well as identify the feelings of others. Children must be provided with the support they need to develop relationships with each other and to feel part of the group. Knowledge of each child and his/her home culture helps the teacher to plan and tailor an appropriate curriculum that responds to each child's strengths and needs.

### Supporting Teachers and Families

Teaching staff are provided professional development opportunities related to challenging behaviors and developmentally appropriate practice. Any behavior that raises concern will be addressed immediately with CCYC administrators to determine the next steps. These would include:

1. Meeting with the child's family to discuss the behavior and share resolution ideas. Staff will provide the family with written documentation of the child's behavior and a copy will be kept in the child's file.
2. When a child's behavior exceeds our expertise or the staff feel they need additional support, CCYC will seek consultation from an outside source with the family's permission. These resources would include First Steps, Elkhart County Special Education Cooperative, and Oaklawn. If a family refuses this consultation and the behavior continues, the continued enrollment of the child will be reconsidered in accordance with paragraph 4 below.
3. If the results of an outside evaluation suggest the need for accommodations for special needs, the program will provide these, or other appropriate, accommodations as long as they are not an undue hardship on the program as outlined in the Americans with Disabilities Act (ADA).
4. If all of the above steps fail to resolve the behavior problem, the program may ask the family to obtain alternative care for their child. The program will provide the family with 2 weeks notice, except where such notice is not reasonable because of safety concerns, and will try to assist the family in obtaining alternative care.
5. Directors and staff will meet annually to analyze information on expulsions and suspensions, if any should occur throughout the school year.

## CCYC FAMILY HANDBOOK ACKNOWLEDGEMENT

I/We have received a copy of the Family Handbook containing information regarding policies and procedures for Campus Center for Young Children.

My/Our signature(s) confirms that I/we have read the handbook, and agree to abide by the guidelines therein. Further, I/we understand the I/we will be contacted in the event of significant occurrences involving my/our child(ren).

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signature of parent/guardian

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date

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signature of parent/guardian

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date

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signature of CCYC Director

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date