

Parent Handbook Child Development Academy At Marshall University



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The Child Development Academy is an At Will, Equal Opportunity Employer
3/2009

The Child Development Academy at Marshall University

The Child Development Academy is part of the College of Education and Human Services of Marshall University operated by a Board of Directors representing Marshall University and the City of Huntington.

A multi-purpose facility serves Marshall University and the City of Huntington, The Child Development Academy was designed and built through the cooperation of the University and the City.

Licensed by:
West Virginia Department of Health and Human Resources

Licensing capacity:
24 infants/toddlers
110 children

Accredited by:
National Association for the Education of Young Children

Inspected by:
Cabell County Department of Health
West Virginia State Fire Marshal
Child and Adult Care Food Program (CACFP)

Mission

The mission of the Child Development Academy at Marshall University is first and foremost to provide high-quality child care and education to families of the Marshall University community with priority for children of Marshall University students. Secondly, the mission of the Child Development Academy at Marshall University is to provide high quality learning opportunities for Marshall University students. Third, the Child Development Academy at Marshall University strives for excellence in program and service and positions itself as a model of best practice for early care and education in the wider community.

Philosophy

We believe the purpose of childcare in the University setting is multidimensional:

- Children require care in a safe, nurturing place that parents can trust when children and parents are apart.
- Children require a developmentally appropriate program that fully promotes each child's physical, social, emotional and intellectual skills with respect for individual dispositions and interests.
- Student parents need a support system as they confront the multiple demands of child rearing, school, and work.
- The University benefits from a learning laboratory where students can engage in meaningful experiences in their chosen field.

We strive for an atmosphere that respects the individual differences of children and their parents, and yet appreciates the similarity in all of us. Children are accepted on a first-come, first-served basis, without discrimination in regard to race, color, religion, gender, national origin, age or marital status of parents, socioeconomic status and abilities, as space is available. A pre-enrollment meeting is required to discuss the needs of individual children and their families to make certain that the facility can accommodate the requirements for care and education of each child and meet the expectations of families.

The Academy operates on the principles of best practice laid out by the National Association for the Education of Young Children (NAEYC). Programming at the Academy is geared toward providing children with an enriched, developmentally appropriate environment from which they can explore experiences that best fit with their individual interests and personalities.

The environment is carefully constructed by knowledgeable staff, in consultation with faculty from Marshall University Early Childhood Education program, to provide active opportunities for children to creatively add to their base of knowledge and skills.

Standards

The Academy is licensed by the West Virginia Department of Health and Human Resources Day Care Licensing Bureau and is inspected by the West Virginia State Fire Marshall and the Cabell Huntington Department of Health. The Academy participates in the Child and Adult Care Food Program (CACFP) and accepts West Virginia childcare subsidies. The Academy follows best practice in the field of early childhood education as defined by the National Association for the Education of Young Children. The Academy uses ITERS and ECERS to assess the classroom's physical environment.

All employees and board members receive regular training in the standards set forth by these bodies and are expected to support these standards and to guide adults such as parents, students, volunteers, and visitors, to maintain these standards.

The Academy is an equal opportunity employer. All employment activities will be conducted in a manner to assure equal opportunity for all and will be based solely on the individual merit and fitness of applicants, candidates and /or employees without regard to race, color, religion, creed, gender, age, national orientation, pregnancy, sexual orientation/preference, marital status, disability and/or smoking. Employees with disabilities are protected by federal and local law.

The Academy will adhere to the NAEYC requirements for educational qualifications of program administrator and teaching staff and will be a minimum of 18 years of age.

General Information

Children served: 6 weeks to 6 years

Hours of operation: 7:30 am – 5:30 pm Monday - Friday

Days Closed: Martin Luther King Day
Memorial Day
Independence Day
In-service Friday before MU Fall Semester begins
Labor Day
In-Service Wednesday before Thanksgiving Holiday
Thanksgiving Holiday
Winter Holiday
Any day that MU offices are closed

Additional Closings: In-service Training Days are posted two weeks in advance and do not occur on days classes are in session.
The Academy will be closed for inclement weather only when Marshall University is closed.

No Guns will be permitted in the building or on the premises on the Child Development Academy.

Commitment

We are committed to providing a safe, nurturing and creative learning environment for children. The children are engaged in a play-based child-centered environment designed for the particular age group served. All activities throughout the day are considered learning opportunities including separating and reuniting with the family, eating meals, caring for one's self and the classroom, resting, and interacting with other children and adults. The curriculum is designed to promote the skills and dispositions necessary for success in life including school and community participation. The guidance methods give attention to the needs and differences of the individual children enrolled. All staff members participate in extensive ongoing training provided by state and local agencies and the University. The participation of college students who gain experience with young children through observation and participation also enhance our program and help us to keep high standards.

The Child Development Academy has six classrooms: two infant and toddler rooms, two two-year old rooms, and two preschool rooms. The Academy uses the Creative Curriculum for Infants and Toddlers and the Creative Curriculum for Early Childhood. We have also adopted the West Virginia Child Development Outcomes as a guide and an assessment of our program. Our objectives are:

Infants, Toddlers, and Twos – this is always an active group of eager learners. This program meets the changing needs of these children by providing a safe and appropriate environment that is both challenging and stimulation. As the children develop independence and feeling of autonomy, the staff provides opportunities for exploration, the development of gross and fine motor skills, of self-help skills and of language skills. The children can enjoy both indoor and outdoor activities as they choose from a wide variety of toys and equipment.

- to learn about themselves
- to learn about their feelings
- to learn about others
- to learn about communicating
- to learn about moving and doing
- to acquire thinking skills

Preschoolers (ages 3-5 years old) – this group is involved in active learning through discovery and hands-on activities, which will encourage language development, pre-math skills, creativity and the development of positive self-esteem. Each child is encouraged to make choices and reach his or her highest potential within an appropriate, nurturing environment.

- to experience a sense of self-esteem
- to exhibit a positive attitude toward life
- to demonstrate cooperative behavior
- to acquire learning and problem solving skills
- to expand logical thinking skills
- to acquire a fuller understanding of their world
- to demonstrate skills in make-believe play
- to expand verbal communications skills
- to develop beginning reading skills
- to acquire beginning writing skills
- to enhance and refine fine motor skills
- to use all senses in learning

Problem Solving

If a parent or guardian has a complaint, they must present the complaint within two days to the director. The director will respond within one week. If an appeal is needed, the parent or guardian will schedule a meeting with the Dean of the College of Education and Human Services. The Dean has 30 days to reply.

Parents have the right to report to the Secretary any complaints related to compliance with the provisions of WV Code 49-2B-1 et seq. and the requirements of this rule.

Paying Fees

Fees are due by the beginning of the upcoming week, or in advance of your child attending the Academy. A locked box is available at the entry if no one is in the office to take your check. Make checks payable to: **Marshall University Research Corporation (MURC)**

- A late fee will be charged if tuition is not paid prior to services rendered.
- Fees are due when a child is absent for any reason. This includes holidays, illnesses, vacations, holding spot and/or school breaks. You are paying for the space your child occupies at the Academy. Just as you pay rent on an apartment while on vacation, you continue to pay for your child's space until you withdraw your child.
- Failure to pay fees may result in a loss of your child's space in the Academy.
- A two-week written notice of your intention to withdraw your child is required to avoid charges for those two weeks. If you are on LINK you will be charged at the highest private pay rate if no written notice is given.
- If you withdraw your child, you are not guaranteed a space should you want to return. If you wish to re-enroll your child at a later date, it is necessary to fill out a pre-enrollment form and pay a pre-enrollment fee which allows you to be put back on the waiting list. Your child's name will be placed on a waiting list and spaces will be filled from this list, as space becomes available.
- A late fee of \$10.00 for the first 5 minutes and \$5.00 for every minute thereafter will be charged for children not picked up by closing time.
- A fee of \$30.00 will be charged on all returned checks.
- Children enrolled under Department of Health and Human Resources programs in which child care fees are paid by the state must attend 90% of the number of days as authorized on your State of WV Day Care Certificate.
- It is the policy of the Academy that any child receiving subsidized tuition attends 90% of the number of days stated on your agreement.
- If your child attends less than 90% of the stated number of days, you will be placed on probation and risk losing his/her space. Three placements on probation in one year or 2 consecutive months on probation will result in loss of child care space.
- LINK Certificate must be turned in to office manager within one week of receiving or one week from enrollment.
- One copy of your yearly payment statement will be provided for tax purposes each January or upon withdrawal from the Academy. Additional statements are \$5.00 each.
- Parents must report to the Office Manager any status change concerning enrollment at Marshall University. Parents will be responsible for any change in tuition as of the date of change in their student status. The parent's student status will be verified by student identification number (901number) upon child's enrollment and every semester thereafter. A copy of the parent's school schedule must be provided as further verification and

emergency notification information. Parents will be responsible for any change in tuition. If student verification indicates the parent is no longer a student, non-student pay rate will be required.

Enrollment

Please plan to attend at least two pre-enrollment visits. During the first visit, the director and the teacher will take time to talk with you and answer your questions. You may come with or without your child during your first visit. However, you and your child should visit together at least twice allowing ample time for your child to become acquainted and comfortable. The second visit with your child should be an appropriate amount of time and include lunch. After your child visits twice, you and the director will decide when to initiate a regular schedule.

The following forms must be on file before your child may attend:

- Enrollment/Emergency Information
- Parent/Center Agreement
- Permission To Pick-Up Child/Children
- Parental Permission Form for Center Programs
- Special Dietary Needs / Medical Needs
- Child Portrait
- Legal Verification when (1) one parent is sole legal guardian of child/children
- Verification of Orientation

A non-refundable registration fee is due at time of registration. The non-refundable pre-enrollment fee that is paid when the child is placed on the waiting list is deducted from the total registration fee when a child is enrolled.

The Academy must have a health record, signed by your child's physician, giving a history of communicable disease, immunizations, varicella, and other pertinent information within 30 days of enrollment and every two years thereafter for children 25 months and older. Children, 24 months of age and younger, must up-date with new or current health information at least every six months. Special dietary needs must be noted by a physician.

You are encouraged to return the application for free and reduced price meals. The center receives reimbursement for serving meals according to income levels.

Babysitting Policy

Child Development Academy prohibits all staff including graduate assistants and work studies from caring for currently enrolled children outside of the Academy.

Your Child's First Day

Parents are assigned a key tag and a 5-digit code for admission to the classroom area.

Each child is assigned a cubby labeled with their name for their personal belongings. Be sure to mark your child's belongings with permanent markers. Check with the office if you need help with this. The Academy cannot prevent loss of items if they are not clearly marked.

Separation may be difficult for some children. In order to prepare your child, we recommend you discuss where your child will be going and what you will be doing while they stay there. When you arrive, take a few minutes to put your child's items in the cubby, look around the room with your child, and greet the teachers and other children who are nearby.

- Establish trust – say to your child, “This is a fun place to play. Your teachers will take good care of you until I come back.”
- Acknowledge feelings – say, if appropriate, “You are upset because I am going. In a little while, you will want to play. Until then, your teacher will stay close to you.”
- Keep your promise – say, “In five minutes, it will be time for me to leave. Until my time is up, let's play with a toy in the classroom.” When the time is up, say, “It's time for me to go now. I will be back at going-home time.” After exchanging a big hug and kiss, leave; don't waver. Many parents like to stop in an observation room to watch their children settle in.

Things to bring...

- *Pillows for toddlers and preschool children only*
- *Blanket*
- *Transition objects such as stuffed animals, a special blanket, pacifiers*
- *One complete change of clothing appropriate for the season*
- *Two complete changes of clothes for children in diapers*
- *If needed, diapers, wipes, extra training pants*
- *A doctor's prescription for ointments other than Vaseline*
- *Outdoor wear and sunscreen*
- *Formula or breast milk and bottles (the Academy has available formula)*
- *Copy of your child's typical schedule—sleeping, eating, toileting habits*
- *Toothbrush and Toothpaste*

Things **not** to bring...

- *Good Clothes*
- *Toys*
- *Food Treats*
- *Valuables*
- *Pillows and bumper pads for infants*

Parent Routines

- Sign your child in/out daily. At beginning of month sign daily attendance report.
- Parents are welcome to observe at any time without notice. You may go into the observation room or the classroom. If you enter the classroom, keep in mind that your child may expect to leave with you. If you must return to school or work, you will need to help your child with this transition.
- For your child's protection, only those listed on the Permission to Pick-up Child/Children form are allowed to take children from the center. If a staff member does not know the person picking up a child by sight, the person must provide a picture I.D. This may happen when staff or parent schedules change and even the parent could be asked for identification.
- Check Parent Area for important announcements.
- Check your child's cubby for notes, soiled clothing, and artwork.
- Please make sure your child has extra clothes. When your child's extra clothes come home soiled, pack clean clothes for the next day before you forget! If your child runs out of clothes, the teachers have no choice but to contact you at school or work to come to the center. We cannot allow a child to remain in wet soiled clothing.
- Make sure you label ALL items belonging to your child with his/her first & last name. Your child might have the same name as another child in this center. If you do not label, the child's teacher has the right to label any and all items with whom she/he thinks they belong.
- Keep a supply of diapers and wipes at the center. The teachers will write you a note in their journal when the supply is low. If your child is out of diapers and wipes and you have not brought any in, the center will use its emergency supply. A daily fee of \$5.00 is charged for this service until your supply is replenished.
- Inform staff in writing of any changes in your child's routine that may affect his/her needs or behavior including health and any events at home to the center.
- **If your child will be absent, call the center by 9:00 a.m.**
- Notify the Academy of any contagious illness your child may contract.
- If you are not at your usual site, inform staff so that you may be reached in an emergency.
- Apply sunscreen prior to bring your child to the center and sign off that child has sunscreen on. Staff will reapply as needed. You must keep a supply of sunscreen at the Academy for staff to apply throughout the day.

Drop off and Pick up

- When parents bring children to the Academy each day, they will release their child to the responsible staff person on duty in their child's classroom.
- In order to ensure a smooth transition for each child, parents and staff will collaborate to determine a mutually agreeable amount of time parents will stay with their child before leaving the center.
- Because consistency and routines are crucial for children's optimal development, **parents will bring their children to the Academy no later than 9:30 a.m. each day**, except for in special circumstances where the Director, Program Director, Office Manager, or Teacher have been notified in advance.
- After the parent releases their child to their child's responsible staff person, the Academy assumes responsibility for the care and well-being of the child.
- Upon pick up, parents must enter the child's classroom/playground and let staff know they are here to pick up their child.
- After Academy staff releases each child to their parent, the parent assumes responsibility for the child.
- In order to ensure the safety and security of all children and family members, it is understood that families will exit the premises in a timely manner as determined by staff and parent.
- The Academy staff will assume responsibility only for the children enrolled in the Academy. Additional relatives or peers who are with families at pick up shall remain the responsibility of the family.

Parent Participation

Parents are an important part of the Academy. We recognize that your schedules are very busy when you work, go to school and care for your family. We want to make it convenient for you to be a part of the program. Feel free to participate in any way that you can. Below are some ways that you may enjoy participating.

- Parents are welcome to eat meals with their children. Notify the center by 7:30 a.m. if you plan to eat with your child that day. Breakfast cost \$2.00. Lunch cost \$2.50. Snack cost \$1.00.
- Children take walking field trips. You are welcome to walk along. Your child's teachers will not be in the center during the field trip, it is important that you arrive before or after the field trip. If you arrive during the field trip you may take your child to the place they are going or you may wait at the Academy for the class to return. You may check the destination of the trip/staff person's cell number on the clipboard located at the sign in computer.
- While the teachers are in their rooms they must focus on the children but would be delighted to set up a time to talk with any parent at a designated time.
- Parent-Teacher conferences are scheduled three times a year: one of which will be a home visit. Parents are welcome to request additional conferences/home visits. Be sure to attend these conferences and schedule a home visit so that you can discuss the progress your child is making in all areas of development. We consider good parent-teacher communication a key to facilitate your child's development.
- Should you want to provide food for a special occasion, please make arrangements in advance with your child's teacher, who will help you plan nutritious foods that can be enjoyed by all in the classroom. Food must be either whole fruits or commercially prepared packaged foods in factory-sealed containers. The Child and Adult Care Food Program (CACFP) require that food brought in by families be store bought. Children are not permitted to have candy, chocolate, icing on baked goods, or food that presents a choking hazard. **Balloons are not permitted since they are a choking hazard.**
- If you have something special you like to cook or make with your child, you may be able to do a cooking project in the classroom. Discuss this with your child's teacher. It depends on the difficulty of the recipe and the age of the children. Non-food projects can also be done in the classroom.
- Informative newsletters are distributed to parents quarterly from September to May. Parents may contribute to the newsletters.
- We encourage parents to help out in the Academy. Let us know if you have a talent or hobby you would like to share.
- Parents are asked to assess the effectiveness of our program. We have an evaluation form that we give to parents at the end of the school year. We appreciate your feedback and encourage you to take time to complete these forms.
- Confidential and Information disclosure rule: Information pertaining to your child and/or family will be kept confidential unless written permission is obtained from the parent or legal guardian. This information will be on a need to know basis; except when disclosing information to WV Licensing Specialist.
- The Academy prohibits corporal punishment on its premises and during off-site center activities while the child is participating. Any corporal punishment, verbal abuse or lack of safety awareness (such as not using a car seat) will be reported to Child Protective Services.

Guidance Methods

The primary purpose of discipline is to help the child develop self-control and to assume responsibility for his/her own acts.

All employees who work directly with the children are responsible for disciplining the children. All discipline methods are consistent with the State of West Virginia's licensing requirements and accepted practices in childcare programs nationally.

Parents are encouraged to discuss any questions or concerns about discipline with the teacher or supervisors.

Techniques commonly used:

- **A child-centered classroom** reduces the need for discipline.
- **Redirection** – interesting a child in another activity.
- **Positive intervention** – adding an idea to a play situation that renews a child's constructive participation.
- **Logical and natural consequences** – example, if a child spills his/her milk, he/she will help clean it up.
- **Sitting aside** – children this young sometimes lose control and we do everything we can to protect them from harming themselves or others. Depending upon the child's size and the circumstances, we may carry them to a quiet place, put our arms around them or hold them on our laps until they are calm.

Behavior Plans – If a particular child exhibits unacceptable behavior or behavior that indicates a cause for concern about the child's development and does not respond to techniques commonly used, a behavior plan shall be developed by all of those with relevant knowledge including staff, parents, and any appropriate specialists. An observation log will be used to document behaviors before the behavior plan is created.

Techniques never used:

- Spanking, shaking, slapping
- Use of sarcasm, belittling, screaming
- Withholding food
- Withholding outdoor play
- Time out

Health Care

- All children spend one hour minimum outdoors each day, except in extreme conditions. Please dress your child accordingly. Outdoor play is healthy on many levels – it provides open space to decrease the spread of infections, a variety of opportunities for gross motor development, and balance in the children’s play and routine.
- Children are provided with their own cot and sheet at nap daily. Those who don’t sleep are asked to rest until the others are asleep and then offered quiet activities. Licensing requires one hour of rest time.
- Children are offered breakfast, lunch and an afternoon snack. Staff eats with the children in a family style setting. Well-balanced meals satisfy the requirements of the Child and Adult Care Food Program. Menus avoid sugar and high amounts of fat and salt. New foods are introduced regularly and children are encouraged to taste.
- Germs are spread through group setting most often by hand. Therefore, hand washing is a very important part of the daily routine. Children are taught proper hand washing techniques. Your reinforcement of hand washing at home will help your child develop a habit that will prevent frequent illnesses.
- Children who are new to groups do get sick more frequently especially at first. They come in contact with germs that their bodies do not have strong defenses against. As children spend more time with group settings, they usually become more resistant to illnesses. Be sure to have a back up plan for when your child is ill.
- Children brush their teeth after lunch. This is an important part of self-care.
- Food provided by families shall meet CACFP food guidelines. All food and beverages from home are to be labeled with the child’s name and the date. Staff is to make sure that food requiring refrigeration stays cold until served. Food is provided to supplement food brought from home if necessary.
- Feeding plan will be developed in collaboration with staff, parent and physician for infants and children with special health care needs/food allergies/special nutrition needs.
- Food and/or liquids hotter than 110° F will not be served or within reach of children.
- When possible the food substitute for children with special health care needs/food allergies/special nutrition needs will mirror the daily menu.
- All staff is trained in First-Aid and CPR.
- Drawstrings and other strings (6” long) are a potential risk of strangulation.
- All injuries, including minor scrapes, are reported to parents on an incident report form. Parents sign the report and it is placed in the child’s folder.
- Childcare employees are mandated reporters of suspected cases of child abuse and neglect. This means that if staff suspects a child is abused or neglected, they are required by law to report their observations to Child Protective Services.
- Mandated reporting includes reporting persons picking up a child who appear to be impaired by drugs or alcohol. Staff is to make every effort to keep a child from getting into a car with a parent, or other designated person, whom they suspect to be under the influence of drugs or alcohol. The Academy is not required to let a child leave with any designated person whom they suspect to be under the influence of drugs or alcohol. If these efforts fail the police are called.
- Although the program carries liability insurance, this insurance does not include medical coverage for expenses incurred as a result of an accident or injury. These expenses are the responsibility of the parent(s).
- The Academy staff will be within sight and sound of any child while at the Academy.

Administration of Medication

Should your child require medication while at the center, the following procedures must be followed:

1. A written order for each medication must be completed by your child's physician and returned to the center before center staff can give that medication. (This form is available in the office and required in addition to the prescription.)
2. Academy staff is to receive written permission from the parent before any medication is given.
3. Non-prescription medicines, such as fever reducers, cold medicines, antihistamines, ear drops, sore throat sprays, diaper creams, teething pain relievers, etc. will not be given unless they are accompanied by a written order with directions from a physician and parent written permission.
4. Each medication must be in a separate, original, properly labeled container from the pharmacy. An appropriate measuring device for dispensing the medication must also be provided. Non-prescription medication should also be in the fully labeled, original container with the child's name on it. If requested, the pharmacist will put medication in a container for home and one for the Academy.
5. No medications ordered by an authorized health care professional to be given "as needed" may be administered unless the order is written with specific instructions (dates and time are considered specific instructions) that do not require independent judgment on the part of staff.
6. Orders for ongoing medication administration are to be updated every six months by the prescribing health care professional.
7. Medication may not be given to a child other than the one for whom it is prescribed including siblings.
8. At the time a child has a fever, the parent or guardian is to be contacted, and a determination is to be made by the parent whether the physician's conditions for administration are met and whether the drug is to be given by the center with parental permission. The form to be completed is available in the office. The parent must inform us in writing, e-mail, or fax that they have made a determination that the physician's conditions for administration are met and the drug is to be given.

DO NOT SEND YOUR CHILD IF HE/SHE HAS:

- **fever**
- **vomiting**
- **undiagnosed skin rash**
- **diarrhea**
- **inflamed eyes**
- **enlarged glands**
- **lice or their nits**
- **sore or swollen joints**
- **chills**

The following guidelines are to be used in determining when a child may return to the center after an illness:

- 24 hours **AFTER** a fever has disappeared; without medication take to reduce fever.
- 24 hours **AFTER** the stool or urine has returned to normal color or consistency;
- 24 hours **AFTER** vomiting has ceased;
- proof of a negative throat culture or 24 hours after treatment has begun if the culture is positive;
- 24 hours **AFTER** beginning a prescription medication of any kind;
- Presentation of a doctor's statement that the child is free of parasitic infestation.

Before children become ill, be sure to plan for alternative arrangements for childcare on these days. Plan ahead for those occasions when your child becomes ill at school so that he/she can be taken to a quieter more comfortable setting as quickly as possible. A busy, noisy classroom is not pleasant for a child who feels ill.

Be sure to keep us abreast of all your current telephone numbers including work, home and cellular numbers. When your child is not feeling well it is important we be able to contact you or your designated person.

It is the Academy's expectation that parent(s) will carry insurance to include medical coverage for expenses incurred as a result of an accident or injury. These expenses are the responsibility of the parent(s).

If an illness prevents the child from participating comfortably in activities or creates a greater need for care than the staff can provide without compromising the health and safety of other children or if a child's condition is suspected to be contagious and requires exclusion as identified by public health authorities, then the child is made comfortable in a location where she or he is supervised by a familiar caregiver. If the child is suspected of having a contagious disease, then until she or he can be picked up by the family, the child is located where new individuals will not be exposed.

The program immediately notifies the parent, legal guardian, or other person authorized by the parent when a child has any sign or symptom that requires exclusion from the program.

Food Program

This childcare facility participates in the Child and Adult Care Food Program (CACFP), a Federal program that provides healthy meals and snacks to children receiving day care.

Each day more than 2.6 million children participate in CACFP at day care homes and centers across the country. Providers are reimbursed for serving nutritious meals, which meet USDA requirements. The program plays a vital role in improving the quality of day care and making it more affordable for low-income families.

CACFP homes and centers follow meal requirements established by USDA.

Breakfast:

Milk
Fruit or Vegetable
Grains or Bread

Lunch or Supper:

Milk
Meat or meat alternate
Grains or bread
Two different servings of fruits or vegetables

Snacks (*Two of the four groups*):

Milk
Meat or meat alternate
Grains or bread
Fruit or Vegetable

If you have questions about CACFP, please contact on of the following:

Sponsoring Organization/Center
CHILD DEVELOPMENT ACADEMY
Susan Miller, Director
520 Twenty-second Street
Huntington, WV 25703
304-696-5803
Cabell County

State Agency Director
Richard J. Goff, Executive Director
WV Department of Education
Office of Child Nutrition
1900 Kanawha Blvd, East R-248 B
Charleston, West Virginia 25305
304-558-2708

In accordance with Federal law and United States Department of Agriculture (USDA) policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, disability or retaliation. If you require information about this program, activity or facility in a language other than English, contact the USDA office. If you require this information in alternative format (Braille, large print, audiotape, etc.), contact the USDA's TARGET Center at (202) 720-2600 (Voice or TDD).

To file a complaint alleging of discrimination, write to USDA, Director, Office of Civil Rights, 1400 Independence Avenue, S.W., Washington, DC, 20250-9410, or call toll free (866) 632-9992 (Voice). TDD users can contact the USDA through local relay or the Federal Relay at (800) 877-8339 (TDD) or (866) 377-8642 (relay voice users). USDA is an equal opportunity provider and employer.

Touch Policy

Touch is necessary for the normal social and emotional development of young children. Research has shown that children who do not receive affection do not learn to trust and have difficulty forming relationships later in life. Just as young children learn about their world through hands-on experiences, including touch, children must be shown love with touching.

A responsibility of childcare programs is to promote normal development. Touch is a necessary part of this process. In recent years, the issue of touch has been raised by a few highly publicized cases of child abuse in group settings. Parents may be worried about the safety of their children. Childcare staff may be concerned about allegations of abuse and can be reluctant to show affection toward children. The purpose of this touch policy is to prevent misunderstandings by clarifying appropriate touch in the day care setting.

1. Safety education is a regular part of our curriculum. Just as children learn about fire and street safety, children learn about the privacy of their own bodies and their right to control what happens to their bodies.
2. One of the first rules children learn when they enter our program is that they may not touch another person in a way that is not wanted. This means that we don't hug or pat another person if they do not want to be hugged or patted. Both staff and children respect this rule. An exception occurs when a staff member must help a child gain control by holding that child to prevent damage to others or to him/her.
3. Staff gives spontaneous hugs and pats on arms, shoulders and backs. Staff also rub or pat backs and arms to help children rest at naptime if children want this.
4. Children are allowed to climb onto adult laps to hear a story or be comforted. If a child indicates he wants to be cuddled close with an adult's arm around him/her, the adult responds.
5. Children are given help with clothing whenever they request; however, a staff person first encourages the child to try to manage clothing alone.
6. Teachers will often place their hands on a shoulder, arm or head to help children pay attention or to guide them to another activity.
7. Children are taught that kissing is a family activity.
8. We have an open door policy. Parents are welcome at any time.
9. Two staff members are always present in the center. Staff will be within sight and sound of any child while at the Academy.
10. Children's bathroom doors are kept open or are half doors.

Emergencies

In the event the center has no electricity, heat, or water, a decision will be made regarding staying open. Every effort will be made to keep the center open while considering the safety of the children.

Plan for Dealing with Fire, Ingestion of Poisons, Serious Injuries, Illness

- 1. Fire** - A fire drill is held twice a month. The plan in case of fire is to get out of the building and away from it quickly. The emergency forms are carried out in order that children's families can be contacted to come for their children if necessary.

- 2. Shelter in Place** - If a threatening chemical or otherwise dangerous situation arises Child Development Academy at Marshall University is prepared for a lock-down shelter in place. All staff members are knowledgeable of the procedure and prepared to produce a safe nurturing environment until we are notified of the All Clear. This information will be available to you on your local TV or radio station. ***If shelter in place is in effect, persons including parents are not allowed to enter or leave the building. Opening doors may contaminate the center.***

- 3. Threatening Persons – Evacuation** – In the event the center needs to be evacuated, the children will be taken to RF Steiner's & Co., 221 Fifth Avenue, Huntington, WV 525-7773 or the Sixth Avenue Church of Christ, 530 Twentieth Street, Huntington, WV 523-6181.

- 4. Injuries** – Injuries more than the merest scratch or bump are reported to the parent immediately if possible. In case of an injury that may require medical care, we can obtain quick consultation by phone from Cabell Huntington Hospital or University Pediatrics. If a child must be taken to the emergency room, a family member is expected to come and take the child. If it is impossible to get in touch with a family member and stitches or other medical help are needed, a staff member is to obtain the permission of the Director and then call 911 for an ambulance to transport the child and another adult to Cabell Huntington Hospital, 1340 Hal Greer Blvd. Best judgment is to be used for each individual case based upon first aid and CPR training.

EMERGENCY NUMBERS: St. Mary's Hospital – 526-1234; Emergency Room – 526-1111; Cabell Huntington Hospital – 526-2000; Emergency Room – 526-2200; Ambulance – 911; Poison Control 1-800-222-1222; RF Steiner's – 525-7773; Sixth Avenue Church of Christ – 523-6181

***OUR FIRST CHOICE IN AN EMERGENCY IS TO TRANSPORT TO
CABELL HUNTINGTON HOSPITAL***

WEATHER EMERGENCIES: Tune into your local TV Station or Radio Station for announcements. (WOWK, WSAZ, WKKE, WTCR). The Academy will be closed for inclement weather only when Marshall University is closed.

Schedules are flexible to meet children's needs and vary in each classroom.
Schedules are adjusted to accommodate inclement weather and special events.

Each classroom has a schedule and menu posted.

Diaper changing records are posted by each changing table.

Typical Schedule for Infants

The infant schedule is very flexible; in addition to scheduled eating times, diaper changes and naps, infants have bottles, diaper changes and naps as needed.

7:30 a.m. – 8:00 a.m.	Welcoming activities
8:00 a.m. – 9:00 a.m.	Clean up Breakfast Wash up and diaper changing
9:00 a.m. – 10:00 a.m.	Indoor learning activities
10:00 a.m. – 10:45 a.m.	Outdoor play and buggy rides
10:45 a.m. – 12:15 p.m.	Clean up Lunch Clean up, wash and brush teeth, diaper changing, quiet activities
12:15 p.m. – 2:15 p.m.	Nap time and diaper changing
2:15 p.m. – 2:45 p.m.	Activity room
2:45 p.m. – 3:45 p.m.	Clean up Snack Wash up and diaper changing
3:45 p.m. – 5:30 p.m.	Indoor learning activities
5:00 p.m. – 5:30 p.m.	Closing activities

Typical Schedule for Toddlers and Preschool

7:30 a.m. – 8:30 a.m.	Welcoming activities
8:30 a.m. – 9:00 a.m.	Breakfast
9:00 a.m. – 11:30 a.m.	Indoors and outdoors circle times and learning centers
11:30 a.m. – 12:30 p.m.	Clean-up for lunch Lunch Clean-up, wash and brush teeth, quiet stories, music, games, preparation for nap
12:30 p.m. – 2:30 p.m.	Nap time; for those who no longer nap, quiet time
2:30 p.m. – 3:00 p.m.	Snack
3:00 p.m. – 5:00 p.m.	Indoors and outdoors circle times and learning centers
5:00 p.m. – 5:30 p.m.	Closing activities

The Children's Program

Welcoming activities – Children may choose activities that help them separate and adjust to the beginning of the day as they transition from home to school. Interest areas are set up around the classroom for children who want to choose a learning activity. Other activities may include stories, informal conversation, rest time, or social interaction.

Circle time – is a more structured setting where children are asked to practice self-control, increase attention span, and develop listening skills. In the preschool rooms, the children gather as a whole group while in the toddler rooms, teachers gather a small group of children. In the infant rooms, teachers do these activities individually with the babies. The children sing songs, practice finger plays, and talk about what they would like to learn that day. We encourage older children to take turns talking and listening to each other. The teacher may also read a story to the group.

Learning Centers Indoors and Outdoors – for preschool children, the centers include blocks, dramatic play, toys and games, art, library, discovery, sand and water, music and creative movement, cooking, and computers. In the toddler room, centers are fewer in number and have materials that are designed for their level of exploration. Infants also explore a selection of materials on an individual level. Materials provided are appropriate for the age and the individual interests of the children.

Many of these materials are taken outdoors; weather permitting, where additional activities such as riding and climbing toys are available. We view the playground as an extension of the classroom and go outside whenever possible. A careful balance of active and quiet activities that challenge the children physically, socially, and intellectually are provided throughout the learning center period.

Meal times – children share the responsibility of cleaning up and setting up. Self-help skills such as setting the table, washing hands, pouring juice, and wiping the table are developed. Lunch and snacks are also social times where children learn to help themselves and visit with each other and the teachers.

Nap times – children are encouraged to rest on their own cot or crib. Those who do not sleep are provided with individual quiet activities such as books or puzzles.

Closing activities – interest centers are available to children at the close of the day. In addition, children are invited to help get the room ready for the next day. Parents are invited to share a few moments with their child to discuss their day and reunite before leaving.

How Does Our Curriculum Help Children Learn?

Literacy – language and literacy is an integral part of our curriculum. We promote a language-rich environment where children are encouraged to freely express themselves, engage in social problem solving, and “use their words”. Stories, conversations, and observations narrated by the children are written and posted in the room and used in portfolios. Written words in scribble form are displayed as well. Opportunities for language and literacy are integrated into all learning centers and throughout the day’s activities.

Math – math activities expose children to numerical concepts such as counting, number recognition, one-to-one correspondence, more or less than, and grouping objects into sets. Hands-on experiences integrated throughout the day but especially in the block area, fine motor area, woodworking area, and during cooking and other projects encourage the understating of mathematical concepts.

Science – science projects allow children to explore, touch, examine, question, take risks, and discover. A discovery center is set up year round to encourage daily experimentation with a variety of science concepts. (Our garden is a great science lesson.)

Art – art provides children with opportunities for expanding their creative expression and imagination as well as discovering aesthetic pleasure from art itself. Fine motor skills such as holding a paintbrush and cutting paper are developed when children create art. We encourage self-directed art projects that are unique for each child.

Large Motor – our encouragement of gross motor skills is tailored to the individual level of each child. A large sandbox and a playhouse are also part of the outside play experience. Our playground and activity room provide slides, climbing areas, balls, and scooters.

Blocks – constructive play allows children to create structures of their own design, while developing concepts of size, numbers, shape, and weight. Eye-hand coordination, as well as a sense of accomplishment, is also fostered in this area.

Books – each room has a library of age-appropriate literature for children. These comfortable areas provide a quiet place to read and relax. Book reading strengthens cognitive, listening and language skills.

Woodworking and Cooking – each preschool room has a woodworking station where we use real tools as per Creative Curriculum and NAEYC. Woodworking projects advance eye-hand coordination skills and small muscle growth. During weekly cooking activities children measure, count, and follow directions.

Dramatic Play – here children put on puppet shows, dress-up and engage in pretend play. This area enhances creative expression an imagination, social role-play, verbal skills, and storytelling.

Small Motor – these activities allow children to develop manipulative skills, fine motor control, and eye-hand coordination. Some small motor activities include play-doh, painting, stringing beads, geoboards, puzzles, and Legos.

Computer Lab – we use the computer center in our preschool classrooms to encourage social engagement, peer teaching, cognitive learning, and fine motor skills.

To reduce the risk of Sudden Infant Death Syndrome (SIDS):

- Infants, unless otherwise ordered by a physician, are placed on their backs to sleep on a firm surface manufactured for sale as infant sleeping equipment that meets the standards of the United States Consumer Product Safety Commission.
- Pillows, quilts, comforters, sheepskins, stuffed toys, and other soft items are not allowed in cribs or rest equipment for Infants younger than eight months.
- If a blanket is used, the infant is placed at the foot of the crib with a thin blanket tucked around the crib mattress, reaching only as far as the infant's chest.

The infant's head remains uncovered during sleep. After being placed down for sleep on their backs, infants may then be allowed to assume any comfortable sleep position when they can easily turn themselves from the back position.

Child Development Academy at Marshall University Child Assessment Plan

- Each teacher takes the time to develop a trusting relationship with each child. During this time the staff also starts observing and keeping anecdotal notes. The teacher gathers information in each domain. The teacher may also use formal assessments to help determine individual goals. The individual goals and interests of each child or small groups of children are the catalyst that generates developmentally appropriate lesson plans and an enriched environment.
- The Child Development Academy at Marshall University (Academy) staff will use multiple sources of ongoing assessment such as checklists, rating scales, observation, interviews, and samples of children's work as well as individual tools for assessing children's progress. All of the information supports the determination of individual goals for developmental progress and learning as well as identifying children's interests and needs.
- The Academy uses Creative Curriculum Assessments for Infants/Toddlers and for Preschool
- The assessment of children at the Academy is an on going process. All children are assessed annually or when the teacher becomes aware through observation and assessment. At that time a referral will be made.
- Observations, formal assessments, pictures, and samples of children's work supporting the child's development in each domain are to be placed in the journal by each classroom teacher. When technology permits, the Academy teachers will e-mail journal information in a timely fashion. A hard copy of all information sent in e-mails will be filed in each child's journal.
- The Academy will contract with the appropriate professionals to conduct annual developmental screenings and referrals for diagnostic assessments when indicated. These include cognitive, speech and language, social emotional, hearing, vision, dental, and sensory dysfunction.

- All collected information is to be used to improve curriculum and adapting teaching practices and the environment. The journal is to follow the child through each room in our center and is to be added to by the new teachers.
- Journals are to be used during Parent/Teacher conferences as a method of communicating with the parents and as a way to involve families in planning and implementing strategies to help the child and improve the program. All journals are to be given to the parents when the child leaves the Academy.
- The journal is to be treated as confidential and sensitive material. It is not to be shared with anyone other than the parents of the child and with employees of the Child Development Academy at Marshall University when appropriate. The journal is not to be taken or discussed outside of the Academy.