

Hampton Preschool
And
Early Learning Center

Located at: 20 Community Place
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OUR STAFF & BOARD

OUR STAFF

Director: Misty Berry

Infant/Toddler Teachers: Emily Milligan, Heidi Baumgarner

Two's Teachers: Karina Morales, Aimee McLaughlin

Preschool Teachers: Janette Reyna, Brandy Wiggins, Maybelle Bryson

Assistants: Wizdom Monroe

OUR BOARD

Hampton Preschool & Early Learning Center is governed by a Board of Trustees who accepts the responsibility without compensation.

President: Laura Plush

Vice President: Rick Robson

Secretary: Eleanor Welling

Board Members: Betty Morris, Irv Welling, Joanne Bryson, Ashley Monday Selle, Kristina Donikian

Hampton Preschool is incorporated under the statutes of the State of North Carolina as a charitable 501(c)3 educational institution which must be operated on an exclusively nonprofit program. Hampton Preschool is licensed by the Division of Child Development, North Carolina Department of Health and Human Services.

INTRODUCTION

Welcome to Hampton Preschool and Early Learning Center. This handbook provides information about the school, its operations and the policies and procedures for parents.

MISSION STATEMENT

The mission of Hampton Preschool and Early Learning Center is to provide a safe, nurturing, and engaging learning environment that supports the development of the whole child.

PHILOSOPHY

The Hampton philosophy encompasses the belief that all children are capable, competent, and deserving of respect. We believe that children learn best through meaningful play, active exploration, positive relationships, and hands-on experiences. Our goal is to provide developmentally appropriate learning opportunities that support each child's unique strengths, interests, abilities, and developmental needs. Through the implementation of curriculum and ongoing assessment practices, we strive to foster social-emotional, cognitive, language, physical, and creative growth while cultivating confidence, curiosity, independence, and a lifelong love of learning.

Teachers use ongoing observation, documentation, and assessment to understand children's development and guide curriculum planning. Through engaging experiences and supportive relationships, children develop confidence, problem-solving abilities, independence, creativity, and a positive attitude toward learning.

We believe that:

- All children are capable, competent, and valuable individuals.
- Each child's individuality should be recognized and respected.
- Learning occurs through play, exploration, discovery, and meaningful interactions.
- Families are essential partners in a child's education.
- Children learn best when provided with developmentally appropriate experiences.
- Teachers use observation and assessment to plan meaningful learning opportunities.
- Positive relationships support healthy social-emotional development.

- Children benefit from opportunities to make choices, solve problems, and develop independence.
- Learning should support the development of the whole child.
- Every child deserves a safe, nurturing, and inclusive learning environment.

PHILOSOPHY OF FAMILY

HPELC values healthy relationships between the teacher and child, the child and the family, and the teacher and the families. We believe that teachers need to learn from the experiences, knowledge, culture, and child rearing beliefs and practices of each child's family. Close relationships develop over time through interactions that are warm, respectful, responsive, and caring. In order to maintain this type of relationship, regular communication is required. We hope that you will take a few minutes to talk with your child's teacher each day. Parents are welcome in the classroom and are encouraged to meet with the teacher to exchange information about the child or family, the child's progress, or to discuss any specific concerns. HPELC staff are committed to the well-being of each child and family in the program. Whenever helpful staff share information with families about community resources. Staff work to be sensitive to families from other cultures and if at all possible, provide program information in the chosen language of the family.

We believe that:

- all children are competent, capable and empowered with their own ideas.
- each child's individuality should be recognized, and appropriate activities provided to best accommodate that child's learning.
- through observation and documentation, teachers are able to create an appropriate curriculum that follows children's interests.
- each child has an equal role in the classroom.
- open-ended activities and investigations encourage autonomy in children.
- when children are given the opportunity to explore their interests, learning is more meaningful.
- through hands-on interactions with the environment, children construct their own theories of how the world works.
- social interactions with peers help children develop problem-solving skills
- experience with teachers, other children and the environment fosters each child's emotional well-being as well as cognitive and physical development

Language Support and Communication

Hampton Preschool and Early Learning Center recognize and supports the diverse languages and cultural backgrounds of the children and families we serve. Children may be regularly exposed to and spoken to in a language other than English within the childcare setting.

Our center has Spanish-speaking teachers who communicate with Spanish-speaking children when additional language support is needed, particularly when a child does not yet understand or communicate effectively in English. Teachers may use Spanish to help children understand classroom expectations, communicate their needs, participate in activities, and feel comfortable and supported while developing their English language skills.

The use of a child's home language is considered a supportive practice and is intended to promote communication, inclusion, and the child's overall development.

EDUCATION PROGRAM

Hampton Preschool and Early Learning Center's educational program follows Developmentally Appropriate Practices as outlined by the National Association for the Education of Young Children (NAEYC), the North Carolina Foundations for Early Learning and Development, and all applicable North Carolina Division of Child Development and Early Education regulations.

Our program utilizes the Funny Daffer Curriculum and Funny Daffer Assessment Tools to provide a comprehensive approach to early childhood education. Learning experiences are designed to support growth in all developmental domains, including:

- Social and emotional development
- Language and literacy development
- Cognitive development
- Physical development
- Creative expression
- Approaches to learning

Teachers create engaging, hands-on learning experiences that encourage children to explore, investigate, problem-solve, communicate, and develop independence. Curriculum planning is based on children's developmental needs, interests, and ongoing assessment information.

HPELC enrolls children ages six weeks through five years old in mixed-age learning environments. We believe children benefit from interacting with peers of varying ages and developmental abilities. Younger children learn through observation and modeling, while older children strengthen leadership skills and confidence by helping younger classmates.

CHILD ASSESSMENT

Teachers use the Funny Daffer Assessment Tools as part of an ongoing process to monitor children's growth and development.

Assessment information is gathered through:

- Daily observations
- Anecdotal records
- Children's work samples
- Photographs and documentation
- Classroom participation
- Developmental checklists

Assessment information is used to:

- Monitor developmental progress
- Identify children's strengths and interests
- Plan individualized learning experiences
- Support school readiness
- Guide curriculum planning
- Communicate developmental progress with families

Assessment information is completed biannually and remains confidential. Assessments are reviewed twice a year with authorized family members and, when appropriate, professionals involved in the child's education and care.

INFANT/TODDLER/TWO-YEAR-OLD CURRICULUM

The Infant/Toddler/Two-Year-Old classroom serves children approximately two months through thirty-six months of age. During these important early years, children learn primarily through relationships, sensory experiences, movement, exploration, and play.

The Funny Daffer Curriculum provides developmentally appropriate experiences that support social-emotional growth, language development, cognitive development, physical development, and self-help skills.

Teachers carefully observe children's interests, developmental progress, and individual needs when planning activities. Through the Funny Daffer Assessment Tools, teachers document developmental milestones and create individualized learning opportunities that support each child's growth and development.

Children are encouraged to:

- Explore their environment
- Develop communication skills
- Practice problem solving
- Express creativity
- Build social relationships
- Strengthen fine and gross motor skills
- Develop independence through daily routines

Strong teacher-child relationships are the foundation of the program. Teachers provide nurturing support, encouragement, and guidance while helping children build confidence and independence.

Toilet Training

Toileting is a big task for this age group. When a child begins to show signs of interest in becoming toilet-trained, the parents and the teacher work together to develop a plan that will best meet the child’s needs. When children are working toward toileting, parents are asked to dress children in easy to remove clothing.

Supplies Needed*

- Diapers and wipes
- At least two full sets of extra clothes
- Hat and mittens for cold weather

* In accordance with North Carolina child care regulations, all medicine, creams, ointments, lotions, sunscreens, eye drops, insect repellents, etc., are considered medications and MAY NOT be left in children's diaper bags or backpacks during the day. These items must be locked in a special cabinet in each classroom (see medication section for further information). If these items are not needed for your child during school hours, please do not bring them into the classroom.

PRESCHOOL CURRICULUM

The Preschool classroom serves children ages three through five years. The Funny Daffer Curriculum provides a play-based framework that supports kindergarten readiness while honoring the developmental needs of young children.

Teachers provide learning experiences that promote growth in:

Language and literacy

Mathematics

Science and discovery

Social studies

Social-emotional development

Physical development

Creative arts

The classroom is organized into learning centers that encourage exploration, problem solving, collaboration, creativity, and independent learning. Learning centers may include literacy, writing, blocks, dramatic play, science, sensory exploration, art, and manipulatives.

Teachers use the Funny Daffer Assessment Tools to observe, document, and assess children's development throughout the year. Assessment information is used to individualize instruction, monitor progress, support developmental milestones, and communicate with families.

The daily schedule includes a balance of:

Teacher-guided activities

Child-initiated exploration

Individual and small-group learning

Large-group experiences

Outdoor learning

Creative expression

Active and quiet activities





Supplies Needed*

- Diapers and wipes if needed
- at least one full set of extra clothes
- hat and mittens for cold weather

* In accordance with North Carolina child care regulations, all medicine, creams, ointments, lotions, sunscreens, eye drops, insect repellents, etc., are considered medications and MAY NOT be left in children's diaper bags or backpacks during the day. These items must be locked in a special cabinet in each classroom (see medication section for further information). If these items are not needed for your child during school hours, please do not bring them into the classroom.

SPECIAL NEEDS

Children with identified at-risk conditions, developmental delays or disabilities, and medically fragile conditions are very welcome at HPELC. Teachers work closely with the family and collaborate with all involved service providers. Specialized assistants and therapists working with the child are invited to participate inside the classroom in all activities. In cases where children focus best in smaller groups, every effort is made (with parental permission) to involve one or more typically developing peers with the child receiving consultation. Teachers are considered a vital part of the child's treatment team and participate in goal writing, planning, and placement meetings.

Children with identified special needs and a working Individualized Family Service Plan (IFSP) or an Individualized Education Plan (IEP) have specific written learning goals and objectives. Activities are planned by the teachers to meet those specific goals with each goal carefully embedded in play activities. Work and progress toward the child's goals are documented by the teaching staff. All information is kept confidential and in a safely secured location.

Teachers utilize information gathered through the Funny Daffer Assessment Tools, family input, IFSPs, IEPs, and collaboration with service providers to support individualized learning goals and monitor developmental progress. Assessment information assists teachers in adapting activities and learning environments to meet each child's unique needs and make referrals whenever there is a concern identified.

OUTDOOR PLAY

The outdoor environment is considered an extension of the classroom and an important component of the Funny Daffer Curriculum. Outdoor experiences provide opportunities for active learning, scientific exploration, social development, problem solving, creativity, and physical growth.

The outdoors is an important extension of each classroom. Daily active outdoor play is essential for the health and well-being of young children. As a central part of the program, all children will go outside when weather, air quality, and environmental safety conditions do not pose a health risk as determined by local weather advisories. Children who are too ill to participate in outdoor play during a day should remain home. All children should be dressed appropriately for the weather. Teachers and the Director consider temperature, humidity and precipitation, wind chill factors, and weather advisories when deciding about the suitability of outdoor play on a given day. Children typically play outside unless prohibited by active participation or local weather advisory. The length of outdoor play is modified to best meet the needs of the children during extreme weather conditions.

ACTIVE PLAY

When weather conditions prevent outdoor opportunities for large-motor activities, the program provides similar activities for active play inside. Indoor equipment meets national safety standards and is closely supervised.

APPROPRIATE CLOTHING AND SUNSCREEN

All children should be dressed appropriately for the weather. In very cold weather children should come to school with hats, gloves or mittens, and layers to protect against cold. In hot weather children should dress comfortably and bring sunscreen with UVB and UVA protection of SPF 15 or higher for sun protection (see medication administration for permission to apply sunscreen to children). The playgrounds have ample shade where children may choose play with minimum sun exposure.

INSECT REPELLENT

Parents may choose to send insect repellent for use when conditions warrant. The center complies when public health authorities recommend use of DEET-based insect repellents due to a high risk of insect-borne disease. At that time parents are strongly encouraged to send repellents containing DEET

for any child older than two months. Staff apply insect repellent no more than once a day and only with written parental permission (see medication administration).

FIELD TRIPS

Field trips are a component of the education program therefore teachers will be taking children over three years old on short trips from time to time. Parents will be notified prior to any field trip. Any and all times that teachers take children outside of the fenced in playground, they take along child emergency cards, the daily attendance book, and a first aid kit. In cases when field trips are scheduled away from the Hampton site a specific signed permission form for each child will be required. These specific permission forms require the date, time, location, and purpose of the trip as well as the signature of a parent or guardian. Signed permission forms are kept in the child's file for the duration of the school year. Field trips require greater supervision and transportation; therefore, parents are invited to accompany the children. In accordance with North Carolina law, appropriate child safety restraints are used at all times for children. With written permission, children ride in the cars of parents/families in approved safety seats.

ART & NATURE

Art, creative expression, nature exploration, and hands-on learning are important components of the Funny Daffer Curriculum. Children are encouraged to express ideas creatively while exploring the natural world and developing observation, communication, and problem-solving skills.

GUIDANCE

Hampton Preschool and Early Learning Center complies with North Carolina General Statutes 110-91 (10) and 143B-168.3, effective January 1, 1986, amended November 1, 1989. We are committed to meeting the needs of every child in our program. This commitment includes making every reasonable effort to help children be physically and emotionally safe, as well as helping children learn acceptable behaviors.

Young children are often egocentric or self-centered by nature and need to learn that other individuals have needs and feelings. Anti-social behaviors such as pushing, hitting, biting, etc., are a normal part of the development of infants, toddlers, and preschoolers, (see biting policy page 10.) It is during these years that children are learning important social interaction skills. Over time, children learn various higher order social skills such as sharing and taking turns.

Teaching staff work closely with infants, toddlers and young children to help them learn the natural consequences of actions and behaviors. Positive behaviors are modeled and encouraged. Children exhibiting anti-social behaviors will be redirected to more appropriate actions. When necessary, short periods of “time away” may be used. Time away is the removal of a child for a short period of time to a space that is located in the classroom and adjacent to the activity. During time away in a quiet space the child has a chance to calm down and regain control. Once the child is calm, the teacher discusses the incident and appropriate behavior with the child. When the child returns to the group, the incident is considered over and the child is treated with the same affection and respect shown to the other children.

Staff will work closely with the family to assure consistency between school and home. If certain behaviors that might require outside intervention continue overtime, the family will be consulted about an appropriate plan of action. The staff will work with the family to help resolve the difficulty. In extreme cases when anti-social or inappropriate behaviors of children cannot be resolved, and when interventions have been unsuccessful, the staff may determine that the child’s needs might be better

met in a different type of setting. In all cases, the staff will work with the family in creating a plan focusing on the needs of the child.

GUIDANCE TECHNIQUES

Staff use positive techniques of guidance including redirection, anticipation, and elimination of potential problems, positive reinforcement, modeling, and encouragement. The teachers provide verbal guidance. They:

- give positive directions and suggestions;
- coach children to express their wants and needs with accurate words
- use short, clear, meaningful sentences;
- give choices only when children have choices;
- speak firmly, yet gently;
- redirect children according to the children's motives, interests, and needs;
- use words to acknowledge children's actions and feelings

The teachers provide guidance by their actions. They:

- give children help only when needed; as to promote independence
- prevent problems by planning interesting activities and by designing an appropriate environment;
- make sure children understand limits;
- make sure that children understand the consequences of their actions if limits are tested;
- are consistent, yet flexible when necessary;
- are cheerful and happy around children;
- position themselves in strategic positions when supervising children;
- are alert to children's needs;
- are primarily concerned for the health, safety, and development of the children; and
- are concerned about the total development of the children.

The following guidance techniques are used:

- **Indirect Guidance**: Arranging the environment, schedules, or group size to foster positive interactions and prevent misbehavior.
- **Direct Guidance**: Stating in a positive way the desired behavior, then acknowledging appropriate behavior.
- **Ignoring**: Giving little or no attention to inappropriate behaviors such as tantrums, talking back, whining, or tattling.
- **Redirecting**: Helping children refocus their attention on an alternate activity and away from behaviors such as arguing and not sharing.
- **Following Through**: Making sure that previously stated consequences of specific behaviors take place
- **Time Away**: Helping and out of control child move to a quiet place in order that he have time to become calm and focused.

Please note: Super hero play is not encouraged at school. Many super hero characters encourage violence, and lead to excessively aggressive play in children. Therefore, the teachers ask that party themes not be super hero related.

BITING

Biting is a very common behavior of infants and young children who cannot yet express themselves with words. Although it is not uncommon for young children in group care to bite or be bitten, it is a very serious "hurting" behavior in the pain it causes as well as the reaction of caregivers and parents. Teachers are always concerned when children are bitten and know how upsetting it can be for the parents of all the children involved. Finding out that your child has bitten (or been bitten by) another child can be quite a shock. Although not all children bite, it is a common occurrence when young children are together. Biting can occur at any time whether children are at home, at a friend's house, or in child care.

Why Children Bite

Young children by nature are egocentric. As infants and toddlers grow and develop, they take a while to figure out that they are not the center of the world and often feel that everything happens for them

or because of them. Young children may get very impatient when others don't cooperate with their wishes-- immediately. They want what they want, when they want it. They haven't yet learned how to wait. If they are not successful in getting a desired object, or if someone takes a toy away, they may resort to biting. Biting behavior usually occurs before children have adequate language skills to negotiate with others. They sometimes resort to biting when they are frustrated and do not have the words to express themselves. Teething is rarely the cause of biting in the child care setting. There are many other things to bite down on in the classroom. Since young children go through a very "oral" stage when everything goes in the mouth, and chewing something may relieve stress, we often give teething toys to head off biting.

Children learn by imitation, and sometimes they bite because they see others doing it. That is why we may go for many months without a biting incident and suddenly there is a "rash" of biting. We intervene quickly and firmly so the children learn that biting does not look like a good thing to do. Although children bite at different ages, the prime time for biting seems to be between twelve and eighteen months, during the "oral" stage when they use their mouths to explore everything. Sometimes it is related to immature language skills and the inability to ask for what they want.

What We Do to Prevent Biting

The teaching staff supervise children well when they are playing. If we notice tension building, we move in, change the pace, or redirect the children's interest. In addition, we:

- model kindness, gentleness, and empathy. By showing concern when a child is hurt in any way, children learn that we care. Young children will often imitate comforting behavior modeled by adults.
- talk about feelings and work to build children's language skills and vocabulary. When children struggle over a toy, we help them find the words to ask for what they want and need.
- balance the children's day with stress-relieving activities such as active outdoor play, music, and sensory activities such as water play.

What Happens if a Child Bites

In spite of all our preventive efforts, sometimes a bite will still happen. In those cases, we:

- intervene immediately and attend to the injured child, comforting him or her and administering appropriate first aid (washing the area with soap and water and applying ice if warranted).
- firmly tell the child who bit, "**No biting people**." We try to get the message across in a very serious way without scaring the child. Frightening the child defeats the purpose because then the message gets lost. Depending on the age of the child, we may separate him or her from the other children for a short time.
- complete an incident report.
- notify the parent of the injured child as soon as possible and give a copy of the incident report
- inform the parent of the child who did the biting. (It is our policy not to give out the name of the child who did the biting to the parents of the injured child. It serves no constructive purpose. It could easily be the injured child who bites another time.)
- make notes about both the child who bit and the injured child in order to analyze what led up to the incident and help prevent a repeat occurrence.

Depending on the age of the child, staff might encourage the injured child to say loudly and firmly, "No biting!" Surprisingly, this often helps stop the behavior. If biting becomes a frequent behavior of a particular child, we may ask the parents to help us think of strategies to minimize it. If biting becomes an ongoing problem in a classroom, specific strategies may need to be developed that might include a written plan, changes in classroom environment or teacher techniques, and timelines. In such cases, this information is shared with all parents in the classroom.

How Parents Can Help

In most cases, we will not ask you to do anything after a biting incident. Your patience, understanding, and support of the staff are probably the most constructive help you can offer. We will handle the incident at the time with the children involved. "Delayed discipline" is ineffective and can be damaging with young children. If biting seems to be developing into a "chronic" behavior, we may ask for you help to develop some problem-solving strategies. You may be able to help us understand why the child

is biting and what we can do to help stop this behavior. We will keep you informed. The most important things for parents to do at home are:

- Help your child develop meaningful language skills
- Use appropriate ways to express your own feelings
- Use caring, nurturing behaviors
- Express disapproval for biting if it occurs at home

We wish that we could guarantee that there would never by any biting in our program, but we know there is no such guarantee. Our policy is to support all children whether they bite or are bitten as we follow the procedures outlined above. We encourage parents to bring their concerns, questions, and frustrations directly to the teachers.

Biting Resources

- Kinnell, G. (Ed.) (1998). *Addressing the biting dilemma.* Syracuse, New York:
- The Task Force on Biting, Child Care Council of Onondaga County, Inc.
- Miller, Karen, (1999). *Simple Steps.* Beltsville, MD: Gryphon House,

HEALTH, SAFETY, AND NUTRITION

Hampton Preschool and Early Learning Center designs policies and practices for optimum child health, safety, and nutrition. Universal precautions and recommended sanitation practices are used in an effort to promote wellness and safeguard the health and safety of children, staff, and volunteers. Food and nutrition practices are aligned with USDA recommendations for young children in child care centers.

HEALTH

During the registration visit, families will discuss with the administrative staff/teacher the child's health including any suspected or diagnosed medical conditions and any specialized needs related to that condition. As part of enrollment, each child will have documentation of a physical examination on file. A record of immunizations is included and updated regularly, no less than quarterly.

Each child's overall condition will be noted each morning. If a child comes to school but during the day an illness prevents participation in activities or creates a greater need for care than the staff can provide without compromising the health and safety of other children, the program will notify the parent, legal guardian, or other person authorized by the parent to pick up the child. If the child's condition is suspected to be contagious, then the child is made comfortable in a location where other children will not be exposed and where she or he is supervised by a familiar caregiver until he or she can be picked up by the family.

In the event that a child/children have been exposed to an unusual level or type of communicable disease, the program will notify parents verbally and in writing about signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program and that should be implemented at home. Many germs are carried under fingernails. In order to help reduce the transmission of diseases, it is important that staff and children keep their fingernails trimmed.

Hand Washing

Hand washing is the single most effective way to prevent the spread of disease. In accordance with NC Environmental Health Regulations for Child Care Facilities, the following hand washing procedures and guidelines will be followed. All children and teachers will wash their hands upon entering the classroom in the morning. This is a child care regulation in North Carolina and is designed for the health and well-being of all individuals. Parents are asked to wash their own hands and to help their children wash hands as soon as they come into the classroom. Staff will monitor and enforce hand washing as needed. Proper hand washing procedures shall include:

- Using soap and warm running water (children use child-size sinks equipped with warm water)
- Rubbing hands vigorously with soap and warm water for 15 seconds
- Washing all surfaces of the hands, to include the backs of hands, palms, wrists, under fingernails, and between fingers
- Rinsing well for 10 seconds drying hands with a paper towel
- Turning off faucet with paper towel

Staff and volunteers will wash their hands:

- Upon reporting to work in the classroom
- Before and after handling food
- Before and after feeding infants or children
- Before handling clean utensils or equipment
- After toileting
- After handling of body fluids (saliva, nasal secretions, vomitus, feces, urine, blood, secretions from sores, pustulant discharge)
- After diaper changing
- After handling soiled items such as garbage, mops, cloths, clothing
- After handling animals or animal cages
- After removing disposable gloves
- Upon reentering the classroom from outside

Staff and volunteers will assist children in hand washing**:**

- Upon arrival in the classroom
- After each diaper change or toilet visit
- Before eating meals or snacks
- Before and after water activity play
- After handling animals or animal cages
- Upon reentering the classroom from outside

Water Play

Water play is an important component of the Funny Daffer Curriculum and provides opportunities for sensory exploration, scientific discovery, language development, problem solving, and cooperative play. Clean water is placed in the water table at the beginning of the day and removed at the end of the play period.

Children and adults wash hands before and after participating in water play. Individuals with open sores on their hands will not participate or will wear a plastic glove during water play. Water tables are sanitized and allowed to dry prior to being used again.

Diapering

Diapering procedures are in accordance with regulations set forth by the NC Department of Health and Human Services, Division of Child Development, and the NC Department of Environment and Natural Resources, Division of Environmental Health. Staff and volunteers use disposable diapers and wipes which families bring from home for their child. Except in emergencies, only the diapers and wipes brought by a child's family will be used. Staff and volunteers use the method of diapering currently approved by both the NC Division of Child Development and the Division of Environmental Health, posted on the wall in the infant/ toddler and the two-year-old classrooms. As these methods require that child care staff use a specific number of wipes during the changing process, you will likely notice that your child's wipes are used at a faster rate than for home use.

Communicable Diseases

HPELC must be notified if a child is diagnosed as having a communicable disease. To avoid the spread of communicable diseases, children will be excluded from care until the following conditions are present:

1. Chicken Pox: until all sores are scabbed over
2. Measles: the week after the rash began, provided all cough and cold symptoms are gone
3. Mumps: until all of the swelling is gone
4. German Measles: after the rash and fever are gone
5. Roseola: after the rash and fever are gone
6. Pink Eye: when there is not any discharge from the eye
7. Impetigo: 24 hours after treatment is begun

8. Diarrhea: until no more than two diarrhea stools in a day are present
9. Head Lice: 24 hours after treatment is begun
10. Ringworm: must be on antibiotics for 24 hours
11. Fever: child should be fever free (a fever of 100F orally and 99F axillary requires home care)
12. Scabies: 24 hours after one treatment with prescription cream

After a contagious or communicable disease, the center may require a doctor's certificate before the child will be readmitted.

Health and Medical Consultants

The center has an agreement with the Jackson County Health Department to answer questions about health issues, especially in regard to contagious diseases. Dr. Thomas Lindsay serves as the medical consultant to the center.

Medication Administration

Prescription medications taken less than twice a day should be administered at home. Medications prescribed for more often than twice a day may be administered at school only in accordance with the procedure described on the label. Medication must be in its original container with the pharmacy label intact.

- **Prescription medication** must have an order signed each week by the parent/guardian, detailing the medicine, amount, and time of administration. The staff person giving the medicine must sign and initial the medicine form after administering the medication.
- **Non-prescription**, over the counter medications **will only** be administered with a weekly medication order signed by a parent or guardian. The staff person giving the medicine must sign and initial the medicine form after administering the medication. A doctors written note is required if medication is to be given other than as indicated on the label relative to amount, age and/or weight of the child or number of administrations/day.

Prescription and non-prescription medications, lotions, and creams are kept in a locked container and away from children **at all times**. Items needing refrigeration are kept in a locked box in the refrigerator. Items not needing refrigeration are kept on the top shelf of the locked classroom cabinet.

In accordance with state child care regulations, two categories of medications fall into special categories:

- Sunscreens and diaper creams may be administered with an order written annually by the parent. The staff person giving the medicine must sign and initial the medicine form after administering the medication. The order must give detailed information about specific conditions for which the lotion or cream should be administered.
- Asthma and allergy medications may be administered with an order written every six months. The staff person giving the medicine must sign and initial the medicine form after administering the medication. The order must be detailed and specific to the conditions for administration.

Medical Procedures

Parents/guardians will inform the administrative and teaching staff of any therapeutic or medical procedures required during the day for the health of the child. Procedures, such chest PT or nebulizer treatments, will be demonstrated by either the parent or designated medical personnel, as needed. Specific and exact directions for the procedure will be documented by the parent and/or physician. When deemed necessary by the administrative staff, training will be given to teaching staff on the safest and best practices for each procedure. Staff will document any and all procedures on a medical administration form.

Animal and Pet Policy

The center encourages teachers to have a classroom pet. Children gain valuable knowledge when they are able to bond with and help care for pets. Children are encouraged to observe and care for pets in a manner appropriate to the type of pet and the age and development of the child. Classroom pets are typically fish or small animals that can be contained in aquariums or cages. Teachers research the health and safety aspects of specific pets prior to bringing them into the classroom. As a component of the Funny Daffer Curriculum, children may participate in observing and caring for classroom pets as part of science, responsibility, and social-emotional learning experiences. After pet play or care teachers wash their hands and closely supervise children in proper hand washing as well. Pets are kept in an area of the classroom that is away from areas and surfaces where food is prepared. Non-classroom pets (dogs or cats etc. belonging to children or staff) are not brought into the center. Only animals trained and registered as therapeutic animals are allowed to visit the classrooms, and in these cases, the animal's vaccination record is on site for the duration of the visit.

Cleaning

The classrooms are cleaned at the end of each day. During the day the staff are responsible for cleaning and sanitation in the classroom. Cleaning is done with a solution of dish detergent and water. Sanitizing and disinfecting is done with an approved solution equal to 200 ppm of chlorine or DBK. After cleaning, disinfectant is sprayed onto surfaces and left for a period of at least two minutes before

being wiped with a clean paper towel. A new paper towel is used for each surface wiped. Toys are sanitized according to material and to use. Staff take responsibility for cleaning and/or disinfecting toys and maintain a record in the classroom. A record of classroom cleaning is kept on a check sheet posted in each classroom.

Toddler/Two-Year-Old & Preschool Classrooms

- **Toys**: after use, any toys that are mouthed or contaminated with body secretions are placed out of reach until they can be cleaned and sanitized. After cleaning and sanitizing they are returned to the classroom shelves for use. When toys made of fabric are mouthed or soiled, they are removed from use until they can be washed in the washing machine. Plastic toys (such as Legos) are washed, sanitized, and air dried periodically.
- **Fabric Items**: Items such as pillow covers, dress up props, and smocks are laundered in hot water as needed.
- **Furniture**: All furniture and classroom surfaces are cleaned and sanitized by classroom staff prior to serving food and after messy activities. In addition, all classroom surfaces are sanitized weekly.
- **Floors:** Floors are washed, and carpets vacuumed daily. Carpets are steam cleaned when soiled and at least quarterly.

SAFETY

Accidents

Hampton Preschool staff makes every effort to closely monitor the safety of children. Safe care of self and others is an integral component of the curriculum in all classrooms. In the event of a serious accident or emergency, the supervising teacher will notify the executive director or assistant director immediately. The director, assistant director, or designated supervising teacher will activate the emergency plan. The supervising teacher or director will notify the parents/guardian immediately. If the parents/guardian cannot be reached, the center will attempt to notify the physician listed on the Emergency Information Form. In the event that the physician cannot be reached, an assigned member of the staff will secure the medical attention he/she deems necessary in accordance with the HPELC Emergency Medical Care Plan. In the event of a serious accident or emergency, the child will be taken to Highlands-Cashiers Hospital by ambulance, unless directed elsewhere by EMS. Parents and guardians give the authorization for emergency medical care by signing the Release Form which is part of the application package.

An incident report will be completed for every accident occurring during school hours. The supervising teacher and parent sign the report and the original is filed in the child's folder. In compliance with NC child care law, if the child receives medical attention as a result of the accident, a copy of the incident report is sent to the Child Care Licensing Consultant (within 7 days).

Playground Audits

The playground will be visually inspected daily prior to outdoor play. All trash or unsafe materials will be removed from the play area prior to the children using the playground. A monthly playground audit will be completed by a staff member certified in playground safety. Any problems related to playground surfacing, equipment, fencing, litter, etc. should be reported to the director immediately. Playground audits are kept in a notebook in the director's office and are available for inspection by licensing personnel.

Drills

The staff, children, and volunteers participate in regularly scheduled safety drills.

- **Fire Drills:** In accordance with state child care regulations, fire drills are held monthly. Each classroom follows the designated fire drill procedure (posted in the classroom). Children exit the building under close teacher supervision and go to the designated area at which time role is taken by the lead teacher. Each drill is timed and documented for the record.
- **Storm Drills:** As recommended by East Carolina University, storm drills occur randomly throughout the year, with a minimum of one drill per semester. Each classroom follows the designated storm drill procedure (posted in the classroom). With teacher assistance children go to the designated area in the hallway and remain for the duration of the drill. Each drill is documented for the record.

Balloons

Out of concern for the safety of our children, the center does not permit balloon play. Research has shown that balloons may cause serious injury or death if popped and swallowed by a young child. Balloons will not be used at the center and may not be part of party bags brought for special occasions.

Child Abuse Reporting

In cases of suspected child abuse or neglect, the Director will contact the appropriate authorities.

NUTRITION AND FOOD

Hampton Preschool and Early Learning Center comply with The North Carolina Department of Environment and Natural Resources, Division of Environmental Health for all food handling regulations. Meals served are prepared in a commercial kitchen, licensed by the state of NC. (*NC Child Care Law does not allow foods that have been prepared or assembled at home to be served to groups of children in licensed child care centers).*

- Personnel who prepare food are required to wash their hands in antibacterial soap prior to any food preparation
- Snack foods are prepared in the kitchen, covered, and stored until use.
- Refrigerators are kept at 45 degrees and below for proper cooling
- Any portions of unused food still in its original container will be dated, tightly sealed, and properly stored
- Unused food, which has been removed from its original container, will be discarded
- Eating utensils are rinsed, washed, and sanitized in a dishwasher
- Clean utensils are stored in a clean designated area

Milk and Formula Practices

Parents of children between the ages of 6 weeks and 12 months who are in the infant/toddler classroom, will need to send formula/breastmilk for lunch and snack for their child.

Required Lunch from Home

Parents will need to send their child's lunch from home in an insulated container with a freezer pack and date each day.

According to NC child care licensing regulations, every child's s lunch sent from home must meet the state nutritional guidelines. And as a licensed child care center we must check each child's food and guarantee that every child is receiving the recommended amounts and types of food, as required by USDA nutrition guidelines.

The chart below describes the NC Child Care food guidelines. If a food component is missing from a child's lunch sent from home, the child care center MUST provide the missing component. The cost of that food will become the responsibility of the family.

Children 12 months and older: Lunch has 5 nutrition components that must be met:

- **1 serving milk** (children must be offered milk at lunch unless they have a doctor's note because of allergies)
- **1 serving protein**/meat or meat substitute
- **1 serving bread**
- **2 servings from fruits and vegetables**

Below is a list of required amounts for children 1-2 years, 3-5 years, and 6-12 years. Parents should follow the meal guidelines when packing their child's lunch. If a nutrition component is missing, the child care center is required to provide the missing component and the cost of that food will be passed on to the family.

5 Required Food Components	***1-2yrs***	***3-5yrs***	***6-12yrs***
1) 1 serving milk	1/2 cup	1/2 cup	1 cup
2) 2 servings fruit or vegetable (One serving can be 100% fruit juice)	1/2 cup	1/2 cup	1/2 cup
3) 1 grain/bread *examples* (Examples: cornbread or biscuit or roll or muffin or cold dry cereal or pasta or noodles or grains	1/2 slice	1/2 slice	1 slice
	1/2 serving	1/2 serving	1 serving
	1/4 cup	1/3 cup	3/4 cup
	1/4 cup	1/4 cup	1/2 cup
4) 1 meat/meat alternate meat or poultry or fish or an alternate protein	1/2 ounce	11/2 oz	2 oz
	1/2 ounce	11/2 oz	2 oz

or cheese	1/4 cup	3/8 cup	1/2 cup
or cooked dry beans or peas	2 Tbsp.	3 Tbsp.	4 Tbsp.
or peanut or other nut or seed butters	1/2 oz	3/4 oz	1 oz
or nuts and/or seeds	4 oz	6 oz	8 oz
or yogurt			

Sample Lunches for Young Children

Example 1:

- ½ peanut butter / jelly sandwich on whole grain bread
- Small apple
- Carrot sticks
- Milk

Example 2:

- ½ cheese sandwich on whole grain bread
- ½ orange (in sections)
- ½ cup cherry tomatoes (cut in half for children under 3 yrs)
- Milk

Example 3:

- Whole wheat crackers
- Cheese slices
- ½ cup 100% fruit juice
- strawberries
- Milk

Example 4:

- ½ turkey sandwich on whole wheat bread
- Blueberries
- Orange juice
- Milk

Example 5:

- Spaghetti / pasta
- Cheese slice
- Peas
- Grapes (cut in half for children under 3 yrs)
- Milk

Snack Costs

The school provides mid-morning snacks and afternoon snacks that meet the NC Nutritional Meal Guidelines at a cost to the parent of $25.00 per month.

Cooking with Children

Cooking activities are an important component of the Funny Daffer Curriculum and provide opportunities for children to develop math, science, language, social, and fine motor skills through hands-on experiences. When tasting is part of the food activity, a separate utensil is used for each child. After tasting, the utensil is either discarded or placed in a container for washing. Staff supervise children carefully to ensure that utensils that have been in a child's mouth are not put back into the un-served food. Raw egg is not used.

Food Allergies

Notices of all child food allergies are posted in the kitchen and in each of the classrooms. In the case of a food allergy or special diet prescribed by a physician, families will need to send food from home.

Parties

Parents are welcome to give classroom birthday parties for children at the center. Teachers work closely with parents on party plans, discouraging sugared foods such as cakes and donuts. For the health and safety of all children candy, chewing gum, and balloons are **not** permitted at the center.

ENVIRONMENTAL HEALTH AND SAFETY

The center is alert to environmental health and safety hazards and makes every effort to comply with the policies of the NC Department of Health and Human Services, Division of Child Development, and the NC Department of Environment and Natural Resources, Division of Environmental Health.

Smoking

HPELC is a non-smoking facility. Smoking is not allowed in or around the immediate vicinity of the center.

Air Quality

Staff maintain an awareness of air quality, as much as that information is available for this geographic area. When it is known in the Cashiers area that air quality is poor, and based on local environmental health recommendations, outdoor play is modified. When recommended by the Jackson County Health Department or designated air quality agency, staff will follow suggested guidelines for children's outdoor play. As recommended by NC Department of Environment and Natural Resources, Division of Environmental Health, regulations for licensed child care centers, the following categories of air quality will limit outdoor play:

- Code orange: (unhealthy for sensitive groups) outdoor physical activity will be restricted to no more than **1 hour between noon and 8:00 pm**.
- Code red: (unhealthy) outdoor physical activity will be restricted to no more than **15 minutes** between **noon and 8:00 pm**.
- Code purple: (very unhealthy) outdoor physical activity will **not take place** between **noon and 8:00 pm.** On those days, provisions will be made for children to get vigorous indoor activity.

SUPPLIES AND PERSONAL BELONGINGS

CLOTHING

Parents are asked to provide at least one complete extra set of clothing for their child. Clothing should be clearly marked with the child's name and updated to match the season/temperature. For very young children, more than one set of clothing is requested. For children in diapers, parents provide disposable diapers and wipes. Clothing worn at school should be such that children feel comfortable and free to participate in a wide variety of activities such as painting, water play, sandbox, etc., without concern that they will become dirty. For safety as well as health reasons, children should wear comfortable yet sturdy shoes. Flip-flops are not considered appropriate safe footwear. Children are expected to dress appropriately for the season; cool clothing for the spring and summer, coats, hats and gloves in the winter, sweaters, etc. in the colder months. The staff believes that daily outdoor play is essential for young children except in the most inclement weather.

TOYS

Because the center provides adequate play materials and equipment, and because children's belongings may be lost or broken, we ask that children not bring toys from home, except for special projects. Any belongings from home should be clearly marked with the child's name.

FAMILY PARTICIPATION

At Hampton Preschool and Early Learning Center each child's family is an important part of our program. We believe that a key component in providing children with a positive early learning experience is parent involvement and adequate parent/teacher communication. Families are welcome and encouraged to visit or observe and become a part of the learning environment. The staff endeavor to make each child's first experiences of school pleasant and full of happy memories. Families are encouraged to participate in their child's learning by reviewing developmental progress, discussing goals with teachers, participating in conferences, and supporting learning activities at home.

PARENT / TEACHER ORGANIZATION

Parents are an integral part of their child's education and a necessary part of the operation and success of Hampton Preschool. We strongly urge all parents to actively participate in our Parent Teacher Organization. Attendance at PTO meetings and HPELC functions is greatly appreciated. Occasionally, special gatherings are held for birthdays, holidays and the end of the year program.

PARENT VOLUNTEERS

There are many ways parents can become involved:

- assist a teacher.
- lead a project of special interest
- volunteer expertise while we are working on a project.
- help with field trips
- contribute recycled materials
- bring items from home.
- help with yard work and playground maintenance

Parents who would like to volunteer at home can do preparatory work, such as cutting, gluing, mailings, sewing, laundry, cooking, making signs, making phone calls or helping with fund raising

PARENT-STAFF COMMUNICATION

Hampton Preschool and Early Learning Center staff strive for open communication with parents. The staff will be available to greet the child and parent upon arrival daily, as well as visit with the parent briefly at the end of the day. Staff look forward to sharing important information about the child's day. Parents are encouraged to share information about their child with the teacher, and to discuss and ask questions about their child or any aspect of the program. Parents should also check in the classroom for daily communications, often located in the child's cubby. This will not only help parents to better understand the work that their child has done but give them ideas of questions to ask and ways to reinforce the learning at home.

Teachers conduct parent-teacher conferences throughout the year to review developmental progress, discuss information gathered through the Funny Daffer Assessment Tools, identify strengths and areas for growth, and establish goals for continued learning and development.

The staff value open communication. Please feel free to approach your child's teacher or the director with any concerns that you may have. The Executive Director is also available most days and by appointment.

GRIEVANCES

Parents or guardians who have a grievance are encouraged to discuss these concerns directly with the child's teacher with whom it is an issue. In the event that the parent or guardian and the child's teacher are unable to resolve their differences, the parent or guardian is encouraged to direct the matter to the Executive Director. If the Executive Director is unable to help resolve the differences, the parent or guardian may request that the matter be directed to the Hampton Board of Trustees chair.

COMMUNITY VOLUNTEERS

Persons interested in sharing time and talents with young children and the staff are invited to volunteer. The Director approves and orients volunteers, and monitors volunteer activities.

OPERATING POLICIES AND PROCEDURES

HOURS OF OPERATION

The hours of operation Hampton Preschool and Early Learning Center are 8:30 am to 5:00 pm daily. The director is available most days and by appointment.

ARRIVAL AND DEPARTURE

Arrival

On arrival each morning parents are asked to:

- bring your child into the classroom
- make sure a teacher is aware that your child is present
- help your child place his/her belongings in the cubby
- help your child wash his/her hands
- sign your child in on the attendance sheet before leaving

Departure

At pick-up each day parents are asked to:

- come into the classroom
- talk briefly with your child's teacher
- collect your child's belongings
- sign your child out on the attendance sheet

Parents must notify HPELC in writing of anyone authorized to pick up your child. The staff may require picture identification of anyone picking up a child other than a parent, if they are unknown to the staff. If an emergency occurs and you anticipate a problem picking up your child, please notify the school immediately at 743-3056.

INCLEMENT WEATHER AND EMERGENCY CLOSINGS

During inclement weather, HPELC generally follows Summit Charter School's decision for a late opening or early departure. When HPELC's early morning weather schedule is going to differ from Summit's

EVERY family will receive a phone call by 8:00 a.m. HPELP's weather closings are also announced on WLOS channel 13, Highlands radio station 104.5 FM, and on our school answer machine (743-3056). In the event of early dismissal, parents will be contacted and informed of the school's intentions. The staff will remain at school until every child has been picked up.

REGISTRATION, WAITING LIST, ENROLLMENT, AND FEES

REGISTRATION/ORIENTATION

Families wishing to learn more about HPELC may make an appointment to schedule an observation visit. If a family accepts an opening for their child, an orientation with the Director is necessary. At this meeting, more in-depth information about the program philosophy, classroom operations and educational practices will be offered. The Parent Handbook will be discussed in detail. During the first week of enrollment a parent is required to attend half days with their child and:

- the family has an opportunity to observe the classroom activities and teacher-child interactions;
- the child has an opportunity to become familiar with the teacher and the other children; and
- the teacher has the opportunity to observe the child and learn useful information about the child and the family to help ease the child's transition into the classroom.

WAITING LIST

Any parent may apply for admission of a child to the program. As only 41 children are served in this program, typically there is a waiting list. If an opening becomes available, the family will be contacted.

ENROLLMENT

The school complies with all NC Division of Child Development and Early Education regulations. Prior to admission, each child will have a completed file including

- Registration Application
- Authorized Pick-up Form
- Medical Exam/Immunization (updated continuously)
- Release Forms
- Behavior Management Policy
- Permission to walk outside fence
- Permission to share contact information
- Receipt of NC Child Care Laws

ATTENDANCE

Parents are asked to notify the Office by 9:00 a.m. if their child will be absent on a given day (743-3056).

FEES

Tuition

Please note that the actual cost (including teacher salaries and all overhead) to attend Hampton Preschool is approximately $9,228 per year, per child. The difference in this actual cost and the tuition amount (roughly half) is made up from community grants, fund raising events, and scholarship donations. Tuition payments are due on or before the 1st business day of each month.

Overdue Accounts

A $25 late fee will be charged for payments received after the due date. A past due notice will be sent for tuition payments that are 10 days past due. A conference with The Hampton School director will be scheduled for any tuition accounts 30 days or more past due. If for any reason tuition payments become 60 days or more past due your child will not be allowed to attend school until the past due tuition is paid in full and space is available.

Late Pick-up Fee

There will be a charge of $1.00 for every minute or portion thereof that the child remains at school after closing.

DISMISSAL

The director, acting as an agent for the Board of Trustees, may dismiss a student from school for sufficient cause. Hampton Preschool and Early Learning Center has the right to dismiss a child immediately from the program for the following reasons:

- continued unresolved debt by parent
- continued negligence on the part of the family (consistent late pickup, improper feeding of child, etc.)

- inappropriate, uncontrolled and repeated misconduct on the part of the child (hitting, kicking, scratching, biting, etc.)
- bringing a weapon or other dangerous object to school
- knowingly exposing other children to dangerous or contagious illness or diseases

WITHDRAWAL

We request a two-week written notification prior to removing a child from the program. We appreciate your cooperation as this allows us to enroll a new child from the waiting list in a timely manner.