

Burroughs Child Development Center

At

USC Upstate

Educational Philosophy

The Burroughs Child Development Center provides a warm, caring environment while offering educational opportunities for children and their families. The major goal of our program is to help children develop to the fullest of their potential. We recognize and respect that children are unique in their individual growth, rate of development, skills, and abilities. **We believe it is the role of the educator to protect and nurture each child's individuality and diversity.**

We endeavor to provide a curriculum that reflects the diversity of the children within the community. We are committed to the development of the whole child. Our school environment enriches and educates through meaningful learning experiences that foster the emergence of caring autonomous individuals. The environment offers a developmentally appropriate curriculum consisting of many hands on activities, a learning rich environment, and flexibility that allows children to develop at their own pace.

Learning styles differ with each individual. It is the educator's role to be knowledgeable of each individual and to design an environment that honors and enhances each child's learning styles and abilities. A variety of learning choices are offered by using a **learning center** approach, primary care-giving, mixed age grouping and a developmentally appropriate curriculum.

The Program recognizes the importance of parents being the child's first teacher. Communication and cooperation between the parent and child care center are vital for a child's overall success and well-being. Through opportunities for parent involvement, the program seeks to strengthen and enrich the relationship between the Center and the families we serve.

As a NAEYC accredited center, we believe that we have the responsibility to provide educational support and training to community and other area child care providers. The Center is open to other colleges and child care centers in the Upstate for training, observation, educational placements, and program consultation.

Welcome to Burroughs Child Development Center At USC Upstate

It is a pleasure to welcome you and your child(ren) to Burroughs Child Development Center at USC Upstate. Burroughs provides a comprehensive program for children 3 months to 5 years of age which includes full educational, health, nutritional and social services. Exceptional needs children are considered for enrollment.

We look forward to being part of the “village” that contributes to your child’s growth and development. Thank you for trusting us with the care and education of your child(ren).

GENERAL INFORMATION

The Burroughs CDC employs a director, four teachers who hold a M.Ed. or B.A., three associate teachers with either a B.A. or A.A. degree in early child education or child development, and one teacher assistant. There are four classrooms. Seven children are in the infant (3 to 14 months) classroom with two teachers. Eight children are in the toddler (12 to 30 months) classroom with two teachers. A maximum of 14 children with at ratio of 1 to 7 comprise the early preschool (30 months to 42 months) classroom. The older preschool (42 months to 60 months) classroom has a ratio of 1 to 9.

The Center is open Monday through Friday from 7:30 a.m. until 5:30 p.m. Breakfast (8:30), lunch (11:45) and an afternoon snack (2:30) are served daily. These meals meet all USDA requirements for the children being served. The Center is licensed by the S.C. Department of Social Services, accredited by the National Association for the Education of Young Children and approved as an ABC Voucher Program Enhanced Center. The Center adheres to all SC State Child Day Care Operating Procedures, NAEYC Accreditation Standards and the ABC Voucher Standards.

LICENSURE AND ACCREDITATION

Burroughs is licensed by the South Carolina Department of Social Services and is a member of the South Carolina Advocates for Better Care Programs.



The Center is accredited by the National Association for the Education of Young Children (NAEYC), the nation’s largest and most widely recognized accreditation system for all types of early childhood schools and child care centers.

LABORATORY FUNCTION OF BURROUGHS CDC

Burroughs Child Development Center, in addition to providing high quality care and education for children, serves as a laboratory setting for USC Upstate students majoring in education, nursing and psychology. All students have an orientation to the discipline policy for Burroughs. Students may also be required to have TB tests and SLED checks

if they are going to be at the Center for multiple visits. USC Upstate students are never left alone with the children. All interaction is supervised.

Additionally, USC Upstate students are employed at Burroughs to assist the teachers in the care and education of your child. Again, the student worker is always under the supervision of the teacher and is never left alone with a child.

ENROLLMENT PROCEDURES

A preliminary application should be completed by the parent. If an opening is available, plans will be made to enroll the child immediately. If not, the application is placed in the pending file and children will be enrolled as vacancies occur, based on the date of application. Priority in enrollment is given to parents who are USC Upstate students, staff and faculty. Priority is also given to parents who have children currently enrolled at Burroughs.

At the time of enrollment an appointment is scheduled for the parents with the Child Development Center's Director. During the conference, the Director will discuss with the parent the Child Development Center's general policies and procedures as well as the child's development and needs. If the child has special needs, joint plans will be made at this time. All questions the parent may have will also be answered. Parents will also meet with their child's teachers to discuss classroom expectations, schedules, curriculum plans, and parent involvement opportunities. Parents will receive a Parent Handbook and a Classroom Orientation Handbook. **If the parent does not speak English, a translator will be provided.**

The following forms must be completed:

1. Application (2)
2. Medical Release
3. USDA Forms (2)
4. Certificate of immunization
5. Pick-up list
6. Public relations and field trip release
7. ABC Voucher material when appropriate
8. Fee agreement
9. Handbook acknowledgement
10. Holiday celebration waiver
11. Discipline policy
12. Physical examination

When your child is ready to move to a new classroom and we have a place to offer you, the Center Director will meet with you to discuss the transition. You will have an opportunity to meet with the new teachers and visit in the classroom. If your child is transitioning out of the Center into another program the staff will gladly assist you.

DAILY ATTENDANCE

For preschool children, it is recommended that the children attend on a daily basis to fully benefit from the program. The day is scheduled so that group activities and learning centers occur each morning between 9:00 – 11:30. Optimal learning is achieved with consistency. Also, consistent arrival and departure times help children develop predictable routines that allow them to feel safe and secure during school hours. It is important that children have the opportunity to be greeted and to join the group during the “welcome” time. The teacher can’t always turn her attention to welcome a child for the day when she is in the middle of group or center time.

Arrival and departure between 11:30 a.m. and 2:30 p.m. is strongly discouraged for toddlers and preschool children. During this time the children are having lunch and napping. It can be very disruptive to the other children, or even awaken them from their nap. Your consideration is appreciated.

WITHDRAWAL/TERMINATION POLICIES

If a parent wishes to withdraw his child, he should notify the Director as soon as possible. **Parents MUST notify the director at least two (2) weeks prior to termination.** Failure to give such notification will result in the assessment of an additional two (2) weeks fee from the date of actual notification.

Parents who are eligible under the ABC voucher should also notify the Department of Social Services.

Should Burroughs wish to terminate services, the parent will be notified two (2) weeks in advance of the last day. The director is responsible for giving each parent a full explanation of the reasons for termination.

Child care services may be terminated when a pattern of any, or a combination of the following become excessive: child absences (unrelated to illnesses or family vacations), late pick-ups (more than 3 in one month), a request for special needs that the staff cannot meet, failure to pay the required fees (including late fees), failure to comply with policy concerning behavior expectations, or being unreachable and out of touch by telephone.

FEES

Upon acceptance of enrollment, a nonrefundable deposit is required. The deposit will be used for the first annual registration fee that is due no later than October 1 each subsequent year.

Parents are required to sign a Fee Contract with the Center.

Reduced fees are available for USC Upstate students who are eligible for a Pell Grant through a CCAMPIS grant from the US Department of Education. Talk with the director about eligibility and rate scale.

ABC vouchers are accepted, as are other third party agencies.

Because the fees are based on annual costs, not a daily rate, no adjustments or refunds of tuition are made for any reason. This includes, but is not limited to; sickness, vacations or days that Burroughs is closed. No fees are charged during the two weeks that Burroughs is closed for the winter holidays. For your convenience you may pay the annual tuition for the entire year, monthly, bi-weekly, or weekly. Most parents pay on a weekly basis, payable each Monday.

Late fees are charged if you are late in picking up your child.

Burroughs may terminate services for paying fees late. The director will be notified of any problem with paying fees in a timely manner. Failure to pay fees on time will result in termination of your child's enrollment. If you fall two weeks behind and if special arrangements have not been set up with the director, you will be issued a two-week termination notice. In order to stop the termination process all back fees must be paid.

INSURANCE

Burroughs Child Development Center carries insurance that covers any costs of medical treatment needed as a result of an accidental injury at Burroughs that is not covered by your personal insurance.

SAFE ARRIVAL AND DEPARTURE POLICY

To ensure building security, entrance and exit to Burroughs is to be made through the front door only. All doors are kept locked at all times. There is a security keypad by the front door to which you will be given an individual code to gain entrance to the building. **Please remember to park in a designated parking space; turn the vehicle engine off, and use the parking brake to secure your car for the safety of the many children accessing Burroughs each day. DO NOT PARK NEXT TO THE PLAYGROUND!**

Each parent must sign his/her child **IN** and **Out** of the Center every day **and** bring the child into the appropriate classroom. There is a **SIGN IN/SIGN OUT** sheet for each classroom. It is the **parent's responsibility** to make sure the child is signed in and out each day. Burroughs CDC does not assume responsibility for a child until the child is signed in and brought into the appropriate classroom.

All children in the toddler and preschool classrooms must wash their hands each day upon entry to the classroom.

Children wash their hands by doing the following:

1. Make sure a paper towel is available
2. Moisten hands with water and apply a lather of soap
3. Wash well under water for at least 10 seconds
4. Pay particular attention to areas between fingers and back of hands
5. Rinse well under running water, holding hands so that the water flows from wrist to fingertips.
6. Dry hands with paper towel

7. Use paper towel to turn off faucet
Please help to teach children to follow this procedure.

We will only release your child to the individuals you have listed on your **Pick-Up List**. We will not allow individuals less than 16 years old to pick up your child. All information about each individual, including identifying information, such as driver's license or SSN **must** be included on the Pick-Up List or we will NOT release your child to this individual.

If you wish to add or delete an individual from your Pick-Up List, you must make the changes **yourself** and **date** the change in the Parent Pick-Up List. We will NOT accept telephone calls stating that someone not on the Pick Up-List will be picking up your child. Be sure you list everyone who might pick up your child.

All parents are expected to keep the Center apprised of their current address, daily schedule, home, cell and business phone numbers.

LATE PICK UP

The Burroughs Child Development Center is open from 7:30 am to 5:30 pm Monday through Friday.

All parents are expected to pick up their child by 5:30 pm. Any parent who does not pick up their child by 5:30 pm will be charged a **late fee. Child care may be terminated when a parent has a late pick up three times in a month.**

Late Fees must be paid within a week of the occurrence.

Late Fees will be assessed as follows:

Pick Up 5:30 pm – 5:45 pm -----	\$5.00/child
Pick Up 5:45 pm – 6:00 pm -----	\$10.00/child
Pick Up 6:00 pm - 6:15 pm -----	\$15.00/child
Pick Up 6:15 pm – 6:30 pm-----	\$20.00/child

If a child has not been picked up by 6:30 pm and there has been no appropriate plan made by the family to pick up the child, the Spartanburg County Sheriff's Department will be contacted through the USC Upstate Campus Police. A sheriff's deputy will notify the Department of Social Services and pick up the child.

INCLEMENT WEATHER

In the event USC Upstate is closed for inclement weather, the Burroughs Child Development Center will also be closed. Please refer to the USC Upstate home page for inclement weather information at www.uscupstate.edu, or call the university switchboard at 503-5000. Information is also available over local television and radio.

Should USC Upstate classes be delayed, the Center will open ½ hour prior to the time classes are scheduled to start.

PARENT CONTACT INFORMATION

During the time your child is present at the Center, the parent is expected to be reachable at ALL times or he/she is expected to make arrangements for an available person who the Center may contact if an emergency or problem arises. **Make sure your contact information is current.**

EMERGENCY MEDICAL CARE

If emergency medical care is needed for your child and we are unable to contact you, we will secure care as follows:

Life or Death Situation – EMS will be called immediately and your child will be taken to Spartanburg Regional Medical Center. Your child will be accompanied by one of the Burroughs Child Development Center faculty. We will contact you as soon as possible.

Emergency situations that require immediate care, such as, high fever, stitches, projectile vomiting, etc. we will try to contact you immediately. If we cannot reach you or your emergency contact, EMS will be called to transport your child to the Spartanburg Regional Medical Center (SRMC) accompanied by one of the Burroughs Child Development Center faculty. We will continue to try to contact you.

Non-Emergency situations that do not require immediate care, such as head lice, impetigo, conjunctivitis, etc. we will try to contact you, or your emergency contact, immediately.

We may also contact the nursing staff at the USC Upstate Health Services to assist with some emergency or non-emergency situations when deemed appropriate.

MEDICATIONS

Prescribed special medical prescriptions and procedures must be ordered for a specific child and shall be written, signed, and dated by a physician or other legally authorized healthcare provider. The Burroughs CDC will administer only **PRESCRIBED MEDICATIONS**. All medications must be in the original container with child proof caps, clearly labeled with the child's name, bear the current date and have the pharmacy's information sheet about the drug and possible side effects. This sheet is usually located inside the bag the medicine is in, or stapled to the envelope. Otherwise, the medication will not be administered. Diaper rash creams, Vaseline, lotions, sun screen, etc. are considered a medicine and the same policies must be followed.

The parent must completely and accurately fill out a Medication Authorization sheet. If the child arrives early, the teacher on duty will give the form to the parent. When the parent completes an authorization sheet and provides the above information the teacher will administer the medicine at the required time. She will place a copy of the form in her files, and place a copy in the child's cubbie so the parent will know the

medication was given. If all information is not provided, then the Center will NOT ADMINISTER.

If a medication requires refrigeration, there is a box in the kitchen refrigerator with a lock. All medications must be locked in this box for refrigeration. If the medication does not require refrigeration, it must be placed in the locked first aid cabinet in the classroom. There is a cabinet in the preschool and infant classrooms.

All discontinued or expired medications will be returned to the parent. Should there be an error in dispensing medication, parents will be notified immediately.

HEALTH CONCERNS

It is the parent's responsibility to obtain all required immunizations and health screenings prior to enrollment. The Certificate of Immunization and Health Screening will be maintained in a confidential file at the Burroughs Child Development Center.

Children should not be brought to school if they are sick. If your child becomes ill while at school, you will be contacted. If your child has a fever of 101 degrees or a **contagious condition**, he cannot remain at school and you will have to arrange for him to be picked up immediately.

If a child contracts a contagious illness, parents must report this to the director as soon as possible so that all families may be notified.

CONTAGIOUS CONDITIONS INCLUDE, BUT ARE NOT LIMITED TO, THE FOLLOWING:

- Conjunctivitis
- Ringworm
- Scabies
- Impetigo
- Lice
- Uncontrolled diarrhea
- Severe respiratory distress
- Rash with a high fever
- Fever of 101 degrees or higher
- Strep throat

If your child experiences any of these conditions, or any other contagious disease, a **doctor's note is required before the child can return to school. The child may not return to the Center within 24 hours of removal.**

The director will notify parents and provide pertinent information should a contagious condition occur at the CDC.

NUTRITION

Breakfast, lunch and an afternoon snack are served daily. Breakfast is served starting at 8:30 a.m., lunch is served at 11:45 a.m. and snack is served at 2:30 p.m. All meals meet the USDA guidelines for young children.

Bringing food from home is not allowed unless it meets USDA Child Care Food Program guidelines. If your child is allergic to a food item or requires a special diet, you will need to provide the Center with a physician's statement.

Infants: In accordance with USDA Food Program guidelines, infants during the meal service period must be offered a meal that complies with program requirements. An infant's parent or guardian may decline the formula and or foods that are being offered and supply the infant's meals instead. Upon enrollment parents of infants must complete an infant meal form indicating their preference.

If parents provide formula, breast milk, and/or food, the formula or breast milk and bottles need to come prepared and stored in the refrigerator upon arrival. It is the parent's responsibility to clean and sanitize the bottles and nipples. Baby food jars must be sealed. Leftover baby food will be stored in the refrigerator for parents to take home or will be disposed of at the end of each day.

All bottles and baby food must be labeled with the child's name and dated.

Toddler and Preschool Children

Breakfast, lunch and three snacks are served daily. Menus for the month are prepared, posted in each room and sent to each family at the first of the month. Parents should talk with the director to share suggestions or concerns regarding food selections.

Food is served at the following times:

Breakfast	8:30
Lunch	11:30
Afternoon snack	2:30
Late snack	4:00 (teacher option)

BIRTHDAY PARTIES AND HOLIDAYS

You are welcome and encouraged to celebrate your child's birthday at the Center. Please contact your child's teacher to arrange this. All food must be from a grocery store or bakery. We suggest that you plan the celebration for 2:30 p.m., as this is when we have our afternoon snack. We are pleased to provide milk to accompany your treat.

If you wish to bring party favors, please place them in individual bags so the children can put them in their cubbies to take home. Balloons are not allowed. Please keep safety and nutrition in mind as you plan your favors.

Families are all different in their beliefs about birthday and holiday celebrations. We respect families' beliefs and wish to honor your wishes. When you enroll your child,

there will be a list of the holidays we will celebrate at the Center. You may check the celebrations in which you do not wish your child to participate and we will make alternative plans for your child.

CLOTHING AND PERSONAL BELONGINGS

Each child must keep a **complete change of clothing** in his cubby. Be sure to include a shirt, pants, socks, shoes and underwear. **LABEL everything with an indelible marker.** If your child is in the process of toilet training, two or three changes should be brought. The teachers **will not wash soiled clothing.** Check your child's cubby daily for a bag of soiled clothes.

Shoes: Every child must wear safe, sturdy shoes. Crocs, flip-flops, jellies, cowboy boots, cleats, shoes of the incorrect size (too small or too large), sandals, slippers, and any type of shoe that does not provide safe and complete coverage of the child's foot are not allowed, as they do not provide safe footing when children are climbing outdoor toys, running, and riding tricycles. **Children will not be accepted for care if they are brought to school in shoes that do not meet this policy**

OUTSIDE ACTIVITIES

It is the Centers philosophy that children need outside activity on a daily basis. **We go outside each and every day, unless weather is inclement.** On days when it is exceptionally cold, damp, or hot, we will only be outside for a brief activity period. **Please dress your children accordingly.**

All children will be expected to go outside with the teachers each day. **WE ARE NOT ABLE TO KEEP YOUR CHILD INDOORS.** If you feel your child is too sick to participate in the total program at the Center, you should keep your child home until he/she is healthy.

PARENT INVOLVEMENT

The Burroughs CDC encourages and supports parent involvement. We will strive for open communication between the Center and the staff. **Parents are always welcome at the Center** to come and spend time with their child but should not disrupt instructional activities and the classroom routines.

Parents are welcome to volunteer in the classroom on an occasional or regular basis. Please discuss your wishes with the director and your child's teacher.

Parents also serve on the Parent Advisory Committee that meets once a month. Talk with the director if you are interested in serving on this committee.

Two scheduled parent – teacher conferences a year are part of our parent involvement program. We encourage you to participate in these conferences.

Often notes, newsletters and notices to parents will be placed in children's cubbies. Parents should check their child's cubby daily. We encourage you to talk with the

teachers each day when you drop off and pick up your child. You may occasionally be contacted by email about items of interest and reminders.

When you drop off and pick up your child, it is a special time of day for your child. Please refrain from being on your cellular telephone during this time. Use this time to connect school and home. Children need support to transition from home to school and school to home. Also, there is no smoking or consumption of alcohol in or around Burroughs CDC and firearms are prohibited.

CURRICULUM

The curriculum of Burroughs CDC is carefully planned in order to provide the best developmentally appropriate experiences possible for your child. The Creative Curriculum for Infants and Toddlers and the Creative Curriculum for Preschool is used. The curriculum can be found at www.TeachingStrategies.com. The curriculum rests on a firm foundation of research and an understanding of how children develop.

Infants and Toddlers

The goals for infants and toddlers are to learn about themselves, about their feelings, and others. Children learn about themselves through their emotions, relationships, and experiences. They learn to have self worth, to be self-confident, and competent. They build these self-concept goals as caregivers respond to children's needs and build a sense of trust with the children. Independence grows out of trust. Children have individual temperaments and express their emotions in different ways. As the caregiver interacts with infants and toddlers it helps to reinforce emotional development. In responding to these emotions it is important to set limits and guide their behavior in positive ways. As children learn about themselves and emotions they also learn about others as they develop socially. They learn to recognize others, cooperate, relate and respond to others.

Communicating, moving and doing, and thinking skills are other goals and objectives for infants and toddlers. Infants communicate by cooing, smiling, crying, and by withdrawal. Toddlers say recognizable words and put words together to express their needs and feels. These communication skills help children relate to the caregiver and others about emotions and needs. It helps as they learn to work and play with others.

Learning to move and do is part of physical development. By moving and doing they develop the gross and fine motor muscle skills. As caregivers it is important to promote motor development by encouraging children to try new skills through routines and activities.

Children learn to think through experience, play and using their senses. These are important steps as we seek for children to become life long learners.

The following goals reflect the goals which form the framework for the Creative Curriculum for Infants and Toddlers.

Goal 1: To learn about themselves

- To feel valued and secure in their relationships
- To feel competent and proud about what they can do
- To feel supported as they express their independence

Goal 2: To learn about their feelings

- To communicate a broad range of emotions through gestures, sounds, and – over time – words
- To express their feelings in appropriate ways

Goal 3: To learn about others

- To develop trusting relationships with nurturing adults
- To show interest in peers
- To demonstrate caring and cooperation
- To try roles and relationships through imitation and pretend play

Goal 4: To learn about communicating

- To express needs and thoughts without using words
- To identify a home language
- To respond to verbal and nonverbal commands
- To communicate through language

Goal 5: To learn about moving and doing

- To develop gross motor skills
- To develop fine motor skills
- To coordinate eye and hand movements
- To develop self-help skills

Goal 6: To acquire thinking skills

- To gain an understanding of basic concepts and relationships
- To apply knowledge to new situations
- To develop strategies for solving problems

Preschool

The preschool years (30 months to 5 years) are a special time in the life of young children. During this period, they begin to trust others outside the family, assert themselves in socially acceptable way. At the same time, they become keen observers of their world and experiment with their surroundings to find out what happens when they interact with other people and handle objects and materials. Their language surpasses the limited vocabulary and sentence structure of toddlers.

The following goals reflect the goals which form the framework for the Creative Curriculum for Preschool.

Goal 1: Social/Emotional

- To achieve a sense of self
- To take responsibility for self and others
- To behave in a prosocial way

Goal 2: Physical Development

- To achieve gross motor control
- To achieve fine motor control

Goal 3: Cognitive Development

- To think logically
- To represent and think symbolically
- To develop learning and problem solving skills

Goal 4: Language Development

- To develop listening and speaking skills
- To develop reading and writing skills

ASSESSMENT OF LEARNING AND ITS ROLE IN CURRICULUM

Assessment is the process of gathering information about children using several strategies, then organizing and interpreting that information in order to plan appropriate and effective instructional strategies to help the children develop and learn. *Assessment* is also a teachers' systematic way of thinking in terms of the developmental level of each child then consequently making adjustments in their daily and long range planning in order to meet the needs of the children individually and within the group. The Burroughs Child Development Center assesses each child with the tools provided by *Creative Curriculum*. Children are assessed through observation during their daily activities in the program.

Appropriate assessment of development and learning for young children at Burroughs CDC utilizes a system that incorporates guidelines, checklists, performance and dynamic assessment, as well as artifact collection in portfolios. With performance assessment teachers systematically observe the child's responses and study work products of the child in order to determine the level of learning as well as development demonstrated by the child in the course of the routines and the planned activities through out the day. Dynamic assessment determines what the child can do with the assistance of adults. Teachers complete a developmental screening of each child within three months of program entry utilizing these same procedures.

The framework for assessment is the same as the previously stated goals for the Creative Curriculum. Additionally, the goals are assessed with sensitivity to each child's family culture and language, experiences, children's abilities, and disabilities. Parents are encouraged to share information with the teachers so that assessment will be accurate and meaningful with information not only from the classroom, but also from the home and community settings.

Parents interested in obtaining more information on Creative Curriculum and the assessment procedures, including the reliability and validity of the assessment, can go to www.teachingstrategies.com. Your child's teacher can also talk with you as each teacher has been trained to utilize these assessment procedures prior to, or within three months of employment. Additionally, teachers participate in ongoing training through workshops, conference attendance, and classes.

Assessment starts when the child is enrolled. The goal for initial assessment, or screening, is to gauge the child's abilities and skills so the caregiver can construct a developmentally appropriate curriculum to meet the needs of that specific child within

the context of the group. Subsequently assessment should continue with using different settings or context and different recording methods. In creative curriculum the systematic collection of data is recorded in the form of *Individualized Goals and Objectives*. The evidence is recorded using anecdotal observations, sampling observations, and videotaped observations, running records as well as checklists within the context of the classroom. It is also encouraged for parents to share specific information about their child's individual style of learning as well as specific skills and abilities observed at home and in the community.

Collection of recordings and observations are evaluated periodically by the teacher in order to determine the child's progress on the developmental continuum and to know the developmental needs of each child individually. Portfolios are used to organize the collected information. Performance assessment and portfolios help the teacher to individualize learning. Each child can benefit through careful observation, planning by the caregiver, and conversations with parents. It is from assessment that teacher then plans learning experiences for the classroom.

In each child's assessment folder there will be a daily or weekly report to the parents: an "Individualizing Goals and Objectives" form appropriate to the age; "Summary of Development"; forms from conferences; and as appropriate, individual and core item artifacts. Parents have access to their child's information at all times following the confidentiality guidelines

Parents are encouraged to talk with their child's teacher on a regular basis to determine how the child's development is progressing and how the home and school can work together for the benefit of the child. Formal parent teacher conferences are scheduled in October and May and additional written reports outlining each child's progress are completed and given to the parents twice a year. Parents are expected to attend and participate actively in the conferences.

For any child with identified special needs, teachers work to assist parents to obtain formal assessments and develop individual education plans. Additionally, written reports and conferences, if requested, are available to assist each child in transition to public school programs or other early childhood programs.

All assessments are confidential. Assessments will be shared only with the child's teachers, program director, parents or legal guardians, or upon presentation of a Court Order. Assessment records will be maintained in the classroom in a private area.

SCHEDULES AND ROUTINES

INFANT DAILY SCHEDULE

7:30	Greeting parents and Infants Explore the environment and materials in their own way
8:30	Breakfast for older infants

10:00	Routine Activities Change diapers, feeding and naptime Individual activity play Outside time
11:30	Lunch and naptime for older Infants Routine activities Change diapers, feeding and naptime Individual activity play
2:30 - 5:30	Snack for older Infants Indoor and outside activities Help parents and children reunite and leave for home

TODDLER DAILY SCHEDULE

7:30-8:30	Greetings and Free Play
8:30-9:00	Breakfast (Brushing Teeth)
9:00-10:30	Center Time and Directed Activity (Personal Hygiene and Bathroom)
10:30-11:30	Outside Play (Personal Hygiene and Bathroom)
11:30-12:00	Lunch (Brushing Teeth)
12:00-2:30	Nap Time
2:30- 3:00	Snack (Personal Hygiene and Bathroom)
3:00-4:00	Outside Play
4:00-4:30	Snack (Personal Hygiene and Bathroom)
4:30-5:30	Free Play, Music, Reading, Quiet Activities

PRESCHOOL I DAILY SCHEDULE

7:30-8:30	Early Arrival and Center Time: Sign-In, Good Morning Greetings, Washing Hands, Learning Centers
8:30-9:00	Breakfast, Brushing Teeth, Personal Hygiene, (Please have your child here by 8:45 to eat school breakfast.)
9:00-10:15	Center Time and Small Groups: Learning Centers, Teacher Directed Activities, Technology Time, Clean Up Time
10:15 -10:30	Large Group Time: Read Aloud, Group Discussion, Music, Calendar, Set out nap items, Bathroom Reminders, and Transition to Outside.
10:30-11:30	Outside Time: Planned Physical Activities, Free Play
11:30-12:30	Personal Hygiene, Lunch
12:30-2:30	Rest Time
2:30-3:00	Snack

- 3:00-4:00 Outside Learning Opportunities
- 4:00-4:15 Personal Hygiene & Snack
- 4:15-5:30 Afternoon Centers, Reading, , Preparing environment for tomorrow

PRESCHOOL II DAILY SCHEDULE

- 7:30-9:15 Early Center Time: Good Morning Greetings, Sign-In, Hand Washing, Morning Center Choices
- 8:30-9:00 Breakfast Available and Brushing Teeth
- 9:15-9:45 Large Group Learning Activities: Calendar, Read Aloud, Discussion, Activity
- 9:45-10:30 Center Time: Explore the Learning Environment, Skills, Interests, and Small Group Activities
- 10:30-11:30 Outside Time : Planned Physical Activities & Free Play
- 11:30-12:30 Lunch/Nap Transition: Toileting, Face & Hand Washing, & Meal Service
- 12:30-2:30 Rest Time
- 2:30-3:00 Snack, Story Time, Daily Review, & Quiet Activities
- 3:00-4:00 Outside Time
- 4:00-5:00 Afternoon Center Time
- 5:00-5:15 Clean Up
- 5:15-5:30 Closing & Departure: Book Time
Preparing the Environment for tomorrow

TOILET TRAINING

At Burroughs Child Development Center we base our potty training practices on the following philosophy:

- Learning to use the toilet is an important self-help skill for toddlers.
- We consider potty training to be a process that will help children gradually master toileting as a self-help skill. We want potty training at our program to be a non-stressful experience that is appropriate to each child's individual development and involves the child, parents, and caregivers. We believe that when children are in group care, parents and caregivers must work as partners so children can be comfortable, confident, and successful while they learn toileting skills.

The following steps will be taken to support the best possible potty training experience for you and your child.

- We will work with parents to ensure that toilet training is consistent between home and our program. We will use written materials and conferences before a child actually begin the process. Parents and caregivers will maintain communication about progress and will share concerns and questions they have.
- We will consider beginning the potty training process when there are indications that a child is ready. Our program has a set of readiness questions that both caregivers and parents use to tell when a child is ready to begin potty training. We don't begin the process for other reasons (such as expense, convenience, age of child, or comparison to other children)
- We will never force a child to sit on the potty.

- We don't bribe children to use the potty. We cannot cooperate with parents' attempts to promise children treats or rewards if they use the potty.
- We will not punish or shame children in any way for accidents. We recognize that accidents are part of the learning process and may be attributed to many factors. Children will never be forced to clean up the mess because they made it.
- We will not allow children to remain in wet or soiled clothing following accidents. We will change them immediately into dry clothing. This demonstrates respect for the child, acceptance of accidents as inevitable, and understanding that young children do not learn by intimidation, fears or shame. We will need an adequate supply of clothes during the toilet training process to keep the child dry all day, and we will give parents clothing guidelines.
- We will not agree to practices that violate state regulations about potty training or that conflict with our philosophy and potty training practice.

SLEEPING ARRANGEMENTS

Each child will sleep either in his/her own crib or on a mat provided by the Center. Children will sleep in their assigned rooms.

BEHAVIOR GUIDANCE

The goal of guidance is for the child to develop his own rules of behavior that are consistent with family and social expectations. Some controls and limits are necessary in order for children to learn to adjust to societal standards. Children feel more secure if they know what is expected of them.

Adults can help the child learn what acceptable behavior is by:

- A. Modeling acceptable behavior.
- B. Reinforcing appropriate behavior through positive comments and nonverbal responses.
- C. Avoiding negative comments or actions, which might label or shame a child.
- D. Offering choices and alternatives whenever possible and respecting the child's decisions.
- E. Helping children understand natural consequences of their behavior.
- F. Designing an environment, which inhibits undesirable behavior.
- G. Establishing home/class schedules and routines so the child knows what is expected.

At times when a child's behavior is unacceptable, the adults may help by:

- A. Ignoring the undesirable behavior (when the behavior is not harmful to the child or others).
- B. Reinforcing the proper behavior.
- C. Redirecting the behavior without calling attention to the negative behavior (i.e. touch the shoulder, stand close, model)
- D. Redirect behavior with comments to guide appropriate behavior

When behavior is consistently unacceptable, the adult may help by:

- A. Taking into consideration an illness or situation that may be causing

- the behavior.
- B. Removing the child from the situation.
 - C. Bringing the behavior to the attention of the parents and discussing possible causes and planning appropriate methods for helping the child.

A copy of the current Discipline Policy must be signed annually by the parents and teachers.

DISCIPLINE POLICY

Webster's Dictionary defines discipline as "training that develops self-control, character..." This approach to discipline is in line with the philosophy that builds self-worth, increases social competence, and enhances the dignity of the child. The discipline techniques adults use with children shall be consistent with this philosophy. Burroughs strives to help children be autonomous and learn socially acceptable behavior and self-control. At Burroughs Child Development Center, **above all no child is to be harmed or to harm him/herself or others.** To implement this policy the following practices shall be followed.

Prepared Environment

In assisting the children to develop acceptable behaviors, the staff will create an environment for learning that will support appropriate behavior. The staff will:

- Provide space and materials that are plentiful enough to reduce conflict
- Provide appropriate supervision and guidance
- Provide positive proactive guidance
- Set clear, understandable, and age-appropriate expectations for behavior
- Model appropriate behaviors for children
- Use performance based assessment to determine and set developmentally appropriate expectations

When incidents of inappropriate behavior arise, it is dealt with in a calm professional manner. Redirection and helping children resolve their differences are the preferred form of guidance.

Sanctions of reciprocity are used for acts we wish to discourage. Sanctions are used to motivate the child to construct appropriate self-governing rules of conduct, through coordination of viewpoints.

Sanctions of reciprocity that may be used include:

- Time away from the group. This time is used for the child to calm down and think about the expected behavior. When the child determines that the behavior expectation can be met, he/she returns to the group or activity from which they have been excluded. Appropriate behavior is to be clearly stated and an invitation extended to return when appropriate behavior can be managed by the child. At no time is a child to be away from the group more than one minute for each year of age. **The child must be clearly in sight of the teacher, or other adult, at all times.**

- Making restitution. For example, if the child spills paint on the floor, an appropriate response might be, “Would you like me to help you clean it up?” As the child gets older it may only be necessary to ask the child, “What do you need to do?” The child is responsible for assisting with repairing, cleaning up, or fixing their own accidents. Eventually they can take full responsibility as they are able.
- Depriving the child of the thing that he or she has misused. It then becomes the child’s responsibility to earn the right back. For example if the child throws blocks, instead of building with them. They are excluded from block play until they can use the blocks appropriately.
- Calling the child’s attention to the direct and material consequence of his or her act. If a child tells a lie, then people will not believe what they say. Then when it may really matter, others may not believe them

Conflict Resolution

Children often have disputes. Adults are asked to observe closely and let the children try and solve their own problems. In the event they need assistance, try and help them think of how they can resolve the problem. The goal is to direct children in problem solving so that they come up with their own solution. Children are asked to:

1. restate their position, or perception of the situation,
2. formulate possible solutions,
3. discuss the feasibility of the solution,
4. consider the other person’s perspective,
5. determine the agreed upon resolution, and
6. implement the plan.

Additional scaffolding may be required, depending on the developmental level of the child.

Corporal punishment (hitting, spanking, pinching, pushing, etc.) is prohibited at the Burroughs Child Development Center.

CHILD ABUSE and NEGLECT

Any person who has reason to believe that a child through the age of 17 has been subjected to physical abuse and/or neglect is required by law to report such incidents to the Department of Social Services for evaluation at 585-1444, their 24 hour hotline.

EXPECTATIONS FOR CHILDREN’S BEHAVIOR

At Burroughs CDC one of our most important goals is to maintain a safe, warm, loving, and nurturing environment. It is important for parents to support their child and the caregivers in the event of a difficult behavior by any child.

All children are expected to behave within the bounds of acceptable behavior for their age. An essential part of the early childhood years is learning to behave in a socially acceptable manner. Children may exhibit behaviors such as hitting, biting, kicking, pulling hair, etc. as they progress through the early stages of childhood development. Our role as educators is to promote acceptable responses for children in situations that create frustration.

Many factors affect a child's behavior including their rate of development; therefore, each child must be considered individually when difficult behaviors arise. If a child displays a behavior that is hurtful to others, the parent shall be advised of the incident. The teacher shall immediately begin documentation including date, time and circumstances of the situation plus the involvement of the other child. If a child exhibits the same behavior two or more times within a week's time, a parent conference will be held where a plan will be developed for a change in behavior. The child will be observed for a two week period with continued documentation, including positive steps made by the child. At the end of this period another conference will be held to discuss the child's progress. At this point three things may occur based on the child's progress:

1. Child's behavior has improved. Continue to monitor behavior and encourage appropriate behavior.
2. Refer child for a behavior evaluation.
3. Termination procedures may begin.

When a child displays aggressive, violent behavior that threatens his or others safety or displays behavior that is uncontrollable, unacceptable, and/or is disruptive to the functioning of the classroom, then the child's parent will be expected to come to Burroughs **at that time** to help their child and the staff deal with the situation and/or take the child home, whichever is deemed most appropriate by the director.

ACCESSIBILITY OF PARENTS

All parents are expected to keep the Center apprised of their current address, email address, class schedule if applicable, employment schedule, home, cell, and work telephone numbers. Failure to notify the center of changes can result in termination of service.

During the time a child is present at Burroughs, the parent is expected to be reachable at any time or he/she is expected to make arrangement for an available emergency contact person who can pick up the child if needed.

CHILD & FAMILY SUPPORT SERVICES

Located on our web site you will find links to the United Way of the Piedmont and the United Way of Greenville. Both these agencies have a complete list of all services for Spartanburg, Union, Cherokee, and Greenville Counties families, children, and adults that support well-being and development for families, children, and adults.

Our staff will be happy to assist you in locating, contacting and using any of these resources.

CONFIDENTIALITY

All staff at Burroughs understands the importance of each individual's right to confidentiality. We will not release information about your family nor discuss you and your family with anyone without written permission from you. All staff receive training in confidentiality and sign a Confidentiality Agreement.

In return, we expect you to understand the Center's right to confidentiality by not discussing other families, children, and staff members with others.

CONCERNS

If you have any complaints or concerns, please contact the director immediately. We strive to provide high quality care and provide support to families and children so that they can fully participate in the program. If at any time you feel your needs are not being met or that the Center could assist you in securing needed resources, please feel free to discuss this with the Director. Complaints and concerns will be handled confidentially and corrected when necessary.

SUGGESTION BOX

Another way parents may express concerns is by using the Suggestion Box, located on the hallway wall. Any suggestion made will be carefully considered by the program staff and we will make every effort to find a satisfactory solution that the staff can incorporate into classroom practice or Center policy.

NON-DISCRIMINATION POLICY

In accordance with the Federal law and the U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue SW, Washington, DC 20250-9410 or call (202) 720-5964 (Voice and TDD).

TERMINATION OF SERVICE

The Burroughs CDC reserves the right to terminate services to participants in this program for non-compliance in accordance with the Termination Policy, and/or the Burroughs Child Development Center Handbook as adopted by USC Upstate.

USC Upstate operates the Burroughs Child Development Center



Burroughs Child Development Center
At
USC Upstate
Faculty and Staff

Heidi From M.ED. (Early Childhood Education)

Director

Mrs. From is a graduate of UNC-Chapel Hill and has a M.Ed. in Early Childhood Education. She was the director of the Burroughs Child Development Center from 1977 to 1999, when she retired. Mrs. From then served for two years as the Vice Principal of a preschool program in Charleston, SC. In 2002 she returned to Spartanburg and was the director of the Roy C. Henderson Child Development Center, an off-campus program that USC Upstate operated for the Spartanburg Housing Authority. In 2007 she returned to the Burroughs Child Development Center.

Hester Sloan

Administrative Assistant

Ms. Sloan worked as a teacher's aide in public schools for six years before coming to USC Upstate. In 1979 she started her career at USC (Spartanburg) Upstate and worked in Business Affairs. In 1985 she came to Burroughs and has enjoyed her time at the Child Development Center. When not working, she enjoys her home life with her children and grandchildren. She and her husband, Gary, enjoy riding and driving their many horses.

Kelly Bryson, M.Ed. (Early Childhood Education)

Preschool II Teacher

Ms. Bryson has been employed at Burroughs since 1989. She holds a B.A. and MEd. in Early Childhood Education from USC Upstate, as well as a South Carolina teaching certificate. She has written and taught various training workshops and has presented at several educational conferences over the years.

Ashley Greenway, B.A. (Early Childhood Education)

Preschool I Teacher

Ms. Greenway received her Bachelor of Arts degree from Converse College. Prior to joining the Burroughs staff in April, 2008, she worked for two years as the lead preschool teacher at a program in Washington.

Cindy Young, B.A. (Early Childhood Education)

Infant Teacher

Ms. Young has been employed at Burroughs for four years. Mrs. Young has 9 years of experience in the early childhood field. She has worked in both the public and private school sectors. She is a graduate of USC Upstate.

Nancy Burrell, A.A. (Child Development)

Preschool I Teacher Assistant

Ms. Burrell has the ABC 60 Hour Credential in Early Childhood, as well as an Associate Degree from Spartanburg Tech in Child Development. She also has earned a South Carolina Infant Toddler Credential. Prior to coming to Burroughs, she worked at Hendrix Elementary School for three years. She has worked at USC Upstate for 14 years.

Karina Sheehan, B.A. (Early Childhood Education)

Toddler Teacher

Ms. Sheehan has over six years experience working with infants and toddlers. She holds a B.A. degree in Early Childhood Education from the University of Panama. Ms. Sheehan joined our staff in March, 2008.

Jerline Stewart, A.A. (Early Childhood Education)

Toddler Teacher Assistant

Ms. Stewart has worked in Early Childhood Education for 33 years. For 22.5 years she worked for the South Carolina Department of Social Services Child – Development Program. She has worked at Burroughs since 1994. She graduated from Spartanburg Methodist College with an Associate of Arts in Early Childhood Education. She continued her studies at USC Upstate. She currently has senior status in the Early Childhood Education degree program.

Stephanie Swanger, B.S. (Psychology)

Infant Teacher Assistant

Ms. Swanger began teaching in a preschool program over fourteen years ago. There she found a love and passion for teaching children. She earned her B.S. degree in Psychology from Charleston Southern. She is also certified in childcare and has taken undergraduate and graduate classes in Early Childhood Education at USC Upstate. She has been at Burroughs for over six years working in the Infant-Toddler program. At Burroughs she has enjoyed being a part of the staff, teaching and observing the growth and development of the children as they progressed through the center.

Jennifer Caulk, B.A (Early Childhood)

Floating Teacher Assistant

Ms. Caulk is a graduate of Lander University. She worked for three years in the Polk County, NC public school system where she was a pre-k teacher. She joined the Burroughs Child Development Center in July, 2007. Ms. Jenny works in all the classrooms and covers when others are out.

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