

Family Handbook



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Childhood Programs

Partners In Learning Child Development and Family Resource Center
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Mission Statement

Our mission is to model the highest quality learning environment that stimulates families and the community to provide optimal growth and development of children.

Vision Statement

Our vision is that families and the community will have the knowledge and skills necessary to contribute significantly to the optimal growth and development of children.

Our Goals Are:

- Welcome parent participation in center activities, provide resource and referral services, parent training, and counseling to families with young children enrolled in the Center.
- Include children with diverse backgrounds and special needs in the mainstream of the childcare center and provide high-quality resources and learning experiences to children of all levels of development.
- Support and encourage staff training and education to enhance quality and to ensure the needs of children are being met.
- Establish and maintain an observation and practical experience laboratory for students enrolled in area public and private institutions.

Model Center

One goal of our Center is to be a model center demonstrating quality childcare. Visitors and students will be observing and participating in the Center activities. College students may also plan and provide special activities with the children. For special student projects, parental permission will be requested before children are allowed to participate. Visitors, observers, and students will be required to sign in with the Center director, and all visits and activities will be screened and approved by the Director. Periodically, pictures are made of the children in their classrooms. These pictures are used for bulletin boards, presentations, and possible advertisements.

Non-Discrimination Policy

Partners In Learning does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. These activities include, but are not limited to, hiring and firing of staff, selection of volunteers and vendors, and provision of services. We are committed to providing an inclusive and welcoming environment for all members of our staff, clients, volunteers, subcontractors, vendors, and clients.

Partners In Learning is an equal opportunity employer. We will not discriminate and will take affirmative action measures to ensure against discrimination in employment, recruitment, advertisements for employment, compensation, termination, upgrading, promotions, and other conditions of employment against any employee or job applicant on the bases of race, color,

gender, national origin, age, religion, creed, disability, veteran's status, sexual orientation, gender identity or gender expression.

Adopted by the Board of Directors on September 25, 2019

There will not be practicing of any religion at Partners In Learning. Children may learn about other cultures, learning about religion is considered social studies, while practicing religion would be considered worship (National Association for the Education of Young Children | NAEYC).

Teachers should understand each child's cultural background. A family's cultural background includes their beliefs, attitudes, values and behaviors that have a significant impact on the child's development and learning. It is important to respect each child's culture (NC Foundations for Early Learning and Development).

Teachers may help children explore the similarities and differences among family traditions, holiday celebrations and cultural values. The aim is for children to understand that "families are different" and to be very sensitive to children who celebrate differently from the majority of the children. (National Association for the Education of Young Children | NAEYC).

Inclusive Language Policy

PURPOSE

Partners In Learning is committed to an inclusive, fair-minded, and respectful work environment. Partners In Learning strongly encourages the use of inclusive language in all organizational communication, both written or spoken. In our diverse workplace and community, inclusive language reflects a commitment of openness toward others and respect for their life experiences. All partners have an ongoing responsibility to learn about and avoid using discriminatory language.

OBJECTIVE

Partners In Learning seeks to create and maintain an organizational culture which values respectful treatment of all staff, families and our community. Partners In Learning values and prioritizes equity and diversity, as well as, an affirming and supportive educational environment for all. Partners In Learning is committed to continuing education necessary to ensure that the language used always represents these values.

DEFINITION

Inclusive language avoids false assumptions or stereotypes about others and works to overcome barriers between individuals and among communities in areas such as race, class,

age, gender identity, physical differences, ethnicity, religious beliefs, sexual orientation, marital status, and ability.

GUIDELINES

- Use language that includes rather than excludes.
- Use language that acknowledges, accepts, and celebrates differences among all.
- Use language that is welcoming to everyone.
- Know which populations within the audience have fewer advantages, are marginalized and/or are objects of bias.
- Be sure the messages do not exclude any groups.
- In most cases, person-first language is preferred (Ex. A person with a disability). Some groups do not prefer person-first language (Ex. Autistic person or Trans person). Try to use language preferred by the group. Ask before making assumptions.
- Describe a person or group at the appropriate level of specificity. To avoid objectification, identify a group or an individual as a member of a group only when it is relevant to the message.
- Use adjectival forms (Ex. Older adults) or nouns with descriptive phrases (Ex. Individuals living in poverty) rather than labels (Ex. The elderly or the poor).
- Like our society, language is always evolving. Seek continual learning about the meaning of words and how groups self-identify.

Continuing Education

Partners In Learning's Leadership Team will organize educational opportunities for all partners throughout the year. These sessions may be in-person or virtual. Staff and families are also encouraged to suggest training to the Leadership Team should they learn of topics that are related to the Inclusive Language Policy Objectives.

QUESTIONS OR CONCERNS

Questions about the Inclusive Language Policy or concerns that this policy is not being upheld should be sent to Glenwood Oats Jr (DEI-Leader/Board Member) oatsjr@gmail.com or Heather Fidler (Early Learning Director Woods) heather@epartnersinlearning.org.

Adopted August 2023

Absences

When a child is to be absent, parents are asked to call the Center (704-638-9020) as early as possible each day. Advanced notification of vacations or days off is also appreciated.

Outdoor Play

Children will play outside daily, weather permitting. Please be sure your child is dressed appropriately for the weather. Children will remain inside on days that are rainy, cold (below 35 degrees), or extremely windy and cold. On hot days exceeding 90 degrees, only a short period of 15 to 20 minutes of outdoor play will be observed.

Rest Time

Infants and young one year olds are on their individual schedules and will sleep as needed throughout the day. All other children will have a rest period after lunch. Parents are asked to provide a small blanket and a standard sized crib sheet for their child's cot. Blankets and sheets should be labeled with the child's name and should be taken home on Friday, washed and returned each Monday.

Nutrition

Breakfast, lunch and snacks will be provided at no charge. Menus will be posted in the classrooms and on the shelf in the front lobby. It is recommended that parents not bring a different meal for their child. However, we will accommodate children's religious beliefs and food allergies.

Clothing and Shoes

Children should be dressed in washable, comfortable clothing appropriate for the season. Shoes that buckle or tie should be worn. Sandals and thongs are not appropriate for comfortable, safe play and should not be worn to the Center. Clothing should not prevent children from full participation in the Center activities. Children who are potty training should wear clothes that are easily taken on and off. One-piece suits or suspender type clothing prevent children from developing self-help skills necessary for meeting toileting needs. Children who are potty training should also have several pairs of training pants and extra sets of clothing available at the Center. Labeling with a laundry marker on the tag of the clothing items works well. The Center is not responsible for lost or damaged clothing.

Health

Physical

Each child is required to have a physical examination to be enrolled in the Center. The medical form must be dated and signed by a doctor or other approved medical personnel. The medical records must include current immunization records. Medical forms with immunization records are due no later than two weeks after enrollment.

Illness and Return-to-Care Policy

The health and safety of all children and staff at Partners In Learning is our highest priority. Children who are sick are not able to fully participate in daily activities and may expose others to illness. Families are asked to keep children home when they show signs of illness and to follow the guidelines below regarding when they may return to care.

Children **should not be brought to the Center** if they have:

An **excessive cold** (congestion, persistent cough, wheezing, etc), **temperature over 100.5°F**, **upset stomach or diarrhea**, or **suspicious rash**, unless we receive a **signed note from a doctor** stating the child is not contagious.

Any illness that prevents them from comfortably participating in regular classroom activities.

If a child becomes ill during the day, parents will be contacted and asked to pick up their child **as soon as possible**. This precaution protects the health of both the ill child and others in the classroom.

Children **may not remain in the Center** with a **temperature of 100.5°F or higher**.

When Children May Return to the Center

To reduce the spread of illness, children may return to the program based on the following guidelines:

- **Fever:** Child must be fever-free for at least 24 hours without the use of fever-reducing medication.
- **Vomiting or Diarrhea:** Child may return 24 hours after the last episode and when able to tolerate normal food and drink.
- **Flu or Respiratory Illness:** Child may return when symptoms have improved, energy has returned, and they have been fever-free for 24 hours without medication.
- **Strep Throat:** Child may return after 24 hours of antibiotic treatment and when fever-free.

· **Conjunctivitis (Pink Eye):** Child may return after 24 hours of treatment and when any discharge has stopped.

· **Rashes or Contagious Diseases (e.g., Chickenpox, Hand-Foot-Mouth, COVID-19):** Child may return when cleared by a healthcare provider or when lesions are dry and no longer contagious.

Medication Administration Policy

MEDICATIONS OF ANY KIND CANNOT BE LEFT IN BACKPACKS OR DIAPER BAGS (INCLUDING DIAPER CREAMS, OR LOTIONS and CREAMS of any kinds.)

Medications needing to be administered during the child's stay at the center will be administered by a trained administrative staff and kept in a locked storage area in the Administrative Assistant's office, with the exception of emergency medications. It is the parent's responsibility to speak with administrative staff, complete and sign the medication authorization form, and inform the child's teacher that the child is on medication. Administrative staff is trained on medication administration. The staff will assure that the following 6 items are verified each time a medication is given:

- a) Right child
- b) Right medicine
- c) Right dose
- d) Right time and date
- e) Right route of administration
- f) Right documentation

The first dose of any medication must always be given at home so that the parents can observe any side effects. A current list of medications must be on file for each child, including over the counter medication and medication delivered by patch. Parents are responsible for updating the medication list for any additions or deletions. Should a medication error occur, the Regional Poison Control Center, and the child's parent will be contacted immediately. The incident will be documented in the child's record at the facility.

The Center will continue a child's prescribed medication during designated times that he/she is present at the Center. However, if medications can be administered before or after school, it is highly recommended. Parents are encouraged to ask their child's doctor about medication that can be prescribed as extended release and given less frequently.

NO medication will be administered to any child without specific written instructions by the child's parent, physician or authorized health professional.

Prescribed medicine must be in its original container bearing the pharmacist's label which lists the child's name, date the prescription was filled, the physician's name, the name of the medicine or the prescription number, and the directions for dosage. Prescribed medicine will be administered only to the person for whom it is prescribed. A parent may give a caregiver standing authorization for up to six months to administer prescription medication to a child, when needed, for chronic medical conditions and for allergic reactions.

No non-prescription medication will be administered without a doctor's note. Medication cannot be given on an "AS NEEDED" basis without a written statement from the child's physician with instructions stating instances when the medication shall be administered. The medication will not be administered without signed, written dosage instructions from a licensed physician or authorized health professional.

A parent may give a caregiver standing authorization for up to 12 months to apply over-the-counter, topical ointments, topical teething ointment or gel, insect repellents, lotions, creams, and powders --- such as sunscreen, diapering creams, baby lotion, and baby powder --- to a child, when needed. The authorization shall be in writing and shall contain:

- (A) the child's name
- (B) the names of the authorized ointments, repellents, lotions, creams, and powders
- (C) the criteria for the administration of the ointments, repellents, lotions, creams, and powders
- (D) the manner in which the ointments, repellents, lotions, creams, and powders shall be applied
- (E) the signature of the parent; (F) the date the authorization was signed by the parent
- (G) the length of time the authorization is valid, if less than 12 months.

Parents must provide written notification of withdrawal of authorization for the administration of medications.

Any medication remaining after the course of treatment is completed or after authorization is withdrawn shall be returned to the child's parents. Any medication the parent fails to retrieve within 72 hours of completion of treatment, or withdrawal of authorization, shall be discarded.

Adopted February 19, 2008

Essential Oils

Providers should not administer natural remedies, homeopathic or homemade products to children in care. Homeopathy, or Homeopathic Medicine, is the practice of medicine that embraces a holistic, natural approach to the treatment of the sick.

Natural remedies, homeopathic medications and homemade products are not tested by the US Food and Drug Administration for safety or effectiveness. The Academy of Pediatrics states that these types of products should not be given in the child care and school setting due to lack of safety information. Essential oils are not regulated or labeled appropriately to meet medication administration requirements for over-the-counter use.

Although many people view essential oils the same as "applying a lotion", essential oils are a homeopathic treatment. According to AAP, skin irritation can occur if the pure, undiluted oils are applied directly to the skin.

Because of the above information, Partners In Learning will not administer any products that are not tested by the US Food and Drug Administration for safety and effectiveness.

Nutritional Supplements that are approved by the US Food and Drug Administration for Safety and Administration will only be given with a doctor's order.

Partners In Learning Infant/Toddler Safe Sleep Policy

A safe sleep environment for infants reduces the chances of sudden infant death syndrome (SIDS) or other sleep related infant deaths. According to N.C. Law, child care providers caring for infants 12 months of age or younger are required to implement a safe sleep policy and share the policy with parents/guardians and staff. We implement the following safe sleep policy.

References: N.C. Law G.S. 100-91 (15), N.C. Child Care Rules .0606 and .1724, Caring for Our Children

Safe Sleep Practices

- We train all staff, substitutes, and volunteers caring for infants aged 12 months or younger on how to implement our Infant/Toddler Safe Sleep Policy.
- We always place infants on their backs to sleep, unless a signed Alternate Sleep Position Waiver-Health Care Professional Recommendation is in the infant's file and posted at the infant's crib. We retain the waiver in the child's record for as long as they are enrolled.
- We place infants on their backs to sleep even after they can easily turn over from the back to the stomach. We then allow them to adopt their own position for sleep.
- We document when each infant can roll from back to stomach and tell the parents. We put a notice in the child's file and on or near the infant's crib.
- We visually check sleeping infants every 15 minutes and record their sleep position on a Sleep Chart. We observe the infant's sleep position, skin color, breathing, level of sleep, and body temperature.
- We maintain the temperature in the room where infants sleep between 68-75F and check it on the thermometer in the room. We further reduce the risk of overheating by not over-dressing or swaddling infants.
- We provide all infants supervised "tummy time" daily. 8. We follow N.C Child Care Rules .0901(j) and .1706(g) regarding breastfeeding.
- We further encourage breastfeeding in the following ways:
 - We allow parents at any time of the day and provide a private space

Safe Sleep Environment

- We use Consumer Product Safety Commission (CPSC) approved cribs or other approved sleep spaces for infants. Each infant has his or her own crib or sleep space.
- We do allow pacifiers without any attachments.
- We do not cover infants' heads with blankets or bedding.
- We do not allow blankets in the crib or sleep space. *We may use a sleep sack instead of a blanket.
- We do not allow objects other than pacifiers without any attachments in the crib or sleep space and remove it once it has fallen from the infant's mouth.
- Infants who are developmentally ready may be placed on a cot to sleep.

- Infants aged 12 months or younger are prohibited from sleeping in sitting devices, including but not limited to, car safety seats, strollers, swings, and infant carriers. Infants that fall asleep in sitting devices shall be moved to their crib or cot.
- All staff will participate in Responding to an Unresponsive Infant practice drills twice each year.
- We give all parents/guardians of infants a written copy of the Infant/Toddler Safe Sleep Policy before enrollment. We review the policy with them, and ask them to sign a statement saying they received and reviewed the policy.
- We encourage families to follow the same safe sleep practices to ease infants' transition to child care.
- We post a copy of this policy or a safe sleep practices poster in the infant sleep room where it can easily be read.

Babywearing Policy

“Babywearing” is defined as carrying a baby close to one’s body in a sling or carrier. There are many benefits to babywearing, at home and in the classroom. At home, skin-to-skin contact is associated with better developmental outcomes overall. While our teachers cannot hold babies skin-to-skin, they can babywear, which has similar benefits. When adults carry infants chest-to-chest, benefits include: development of attachment skills; vestibular stimulation; improvements in socioemotional functioning; improvements in cognitive skills; development of resilience to stress; core muscle strength; and more. Children with special healthcare needs, developmental delays, or a history of trauma can benefit tremendously from babywearing.

Babywearing **can only be done:**

- ***Once this waiver has been signed by the child’s parent and admin***
- When parents have been informed of the benefits
- Once the teacher has been trained in how to properly babywear
- As long as the teacher feels comfortable and confident in babywearing
- With infant carriers that have been approved by PIL admin.
- With all straps and buckles fastened snugly and correctly
- While being front-carried (not carried on the teacher’s back)
- When two staff members are in the classroom

Babywearing **SHOULD NOT be done:**

- When the infant is sleeping
- While feeding the infant
- With another child being bottle-fed in the teacher’s lap
- When changing a diaper
- When bending over
- When infant is over the age of 12 months

Policy adopted May 26, 2022

Distribution

We give parents/guardians a copy of the policy. We give all staff, substitutes, and volunteers a copy to review. We inform them of changes 14 days before the effective date. We give parents/guardians a copy of the policy they signed and put a copy in the child's file.

Revised January 1, 2018

Partners In Learning Wellness Policy

Our program is committed to children's nutrition. Foods high in fat, sugar, and salt will only be offered on a limited basis. The dietary staff will monitor and limit those foods high in fat (more than 30%), sugar (more than 35% of calories from sugar), and those with added salt. These foods will not be purchased and fed to the children. A registered dietician will regularly educate the cooking staff and administration on how to achieve the above guidelines. Unhealthy food such as chips, cake, doughnuts, and other sweet treats/candy will not be offered to the children. Healthy alternatives will be allowed. The staff and families will receive literature to support the above guidelines. Staff will be encouraged to monitor the same guidelines in food eaten on campus.

Promote Breastfeeding Friendly Facility

Breastfeeding is encouraged and supported for infants of breastfeeding mothers. If a mother wants to breastfeed exclusively, the staff PIL will make every effort to provide her milk to the child. A room or designated area is set aside for active breastfeeding. If the mother chooses to breastfeed in the classroom, we ask that she remain covered. The mother will be made comfortable while breastfeeding, therefore encouraging others to consider the practice. PIL staff will provide brochures and other handouts on breastfeeding and limiting the child's accessibility to other drinks.

Infant liquid consumption

Infants unable to sit are held for bottle feeding. All others sit or are held to be fed. Infants and toddler/twos do not have bottles while in a crib or bed and do not eat from propped bottles at any time.

Toddler/twos do not carry bottles, sippy cups, or regular cups with them while crawling or walking. Teaching staff offer children fluids from a cup as soon as the families and teachers decide together that a child is developmentally ready to use a cup.

Solid Foods (non-liquid)

Teaching staff do not offer solid foods to infants younger than 4 months unless that practice is recommended by the child's health care provider and approved by families. Staff members do not offer children younger than four years these foods: hot dogs, whole or sliced into rounds:

nuts; popcorn; raw peas and; a spoonful of peanut butter; or chunks of raw carrots or meat larger than what can be swallowed whole. Staff cut foods into pieces no longer than 1/4 inch square for infants and 1/2 square for toddler/twos, according to each child's chewing and swallowing capability.

Eliminating Whole Milk for Children Over 2 Years

All children over two years will receive only 1% or skim milk. Only children under 2 years will receive whole milk. Special milk will be served upon doctor's orders or parent preference.

Increase Consumption of Fruits and Vegetables

Fruits and vegetables will be purchased weekly in season from local farmers and incorporated into the staff and children's menu. The community garden, already in place, will provide food for snacks and meals. Local farmers will educate the staff and children on how fruits and vegetables produced locally enhance their diet. Various fruits and vegetables will be highlighted in the children's educational sessions. Staff will encourage parents/ families to support good nutrition by providing educational material on increasing fruits and vegetables for meals and snacks at home. Foods high in Fat, Sugar, and Salt will be limited.

Increase Consumption of Whole Grains

Most breads, pastas, and cereals will be whole-grain varieties. Brown rice will be served instead of white rice. Staff and teachers will role model healthy eating by consuming the above foods. Teachers will eat with their classes at snack and meal times. A registered dietician will provide training for the cooking staff about the use of more whole grain varieties in daily meal planning. Parents/families will be asked to support good nutrition by following guidelines in educational material provided by PIL.

Artificially Sweetened Drinks

A registered dietician and the wellness coordinator will educate the staff on the advantages of non-sugared and naturally flavored drinks. Parents/families will be given educational materials to support limiting drinks and their role in the obesity epidemic.

100% Fruit Juices and Children

Children will not be given fruit juices. This will not be a choice for meals or snacks. A registered dietician and the wellness coordinator will educate the staff on the disadvantages of 100% fruit juices. High-calorie content per volume will be stressed. PIL will provide educational materials to the parents/families addressing why the school does not allow these juices.

Increase Consumption of Water

Water will be clearly visible and available at all times to the children. This applies to both indoor and outdoor activities. Staff and teachers will ensure that water is the only drink available in

unlimited amounts, and will encourage children to drink water. A registered dietician and the wellness coordinator will educate the staff in ways to make water more desirable while using healthy means. PIL will provide educational materials and explanations to the parents/families about the value of water as the primary drink, as well as ways to enhance the taste using healthy methods.

Increase Structured Physical Activity and Active Play Time

To promote lifelong physical activity, our policy will ensure that there is planned daily physical activity that is safe, engaging, and appropriate for each age group regardless of their special need or disability. PIL will keep on hand such items as hula hoops, jump ropes, etc. Staff will develop various movement stations. An approved physical education curriculum will be implemented. Each class will schedule at least one hour into their daily activity for planned age-appropriate structured physical activity. PIL will provide educational materials to encourage parents to begin a regular physical activity plan.

Increase Opportunities for Lifestyle Activity

We will recognize the importance of staff as they model appropriate activities daily, and discuss with the children the need for an ongoing lifestyle that embraces regular activity. Artwork will be posted that promotes physical activity and an active lifestyle. Parents will be encouraged to participate in scheduled activities and games during pick-up times. There will be educational materials given to parents/families that describe the proven results of an active lifestyle.

Limit Screen Time (Television, Computer, and Videos)

Infants, toddlers, and twos will have no screen time. Children 3 and over will have one hour or less of screen time weekly. All technology will only be used for educational purposes only. Staff and teachers will encourage parents at pick-up time to engage their children in activities that increase family interaction and limit screen time. Educational materials will be provided to parents/families about the methods and advantages of limiting screen time. Holidays/Cooking Activities Holidays are celebrated with mostly healthy foods or with nonfood treats like stickers. Fundraising consists of selling only non-food items or healthy food.

Meal Time Role Modeling

According to the CDC 1 of 7 low-income, the preschool-aged child is obese. Employees will serve as good role models making mealtime and snack time positive, cheerful, and unhurried events. Employees will sit with children during meal periods, eat the same foods the children do, offer choices and give children an opportunity to serve themselves. It is encouraged that employees engage the children in upbeat food-related conversations, make positive comments about nutrition and encourage, but not require, children to taste all foods.

Helping children develop a healthy lifestyle-including healthy eating and physical activity-begins at home but should be reinforced in our center. Employees can help children to be active and

make smart food choices by modeling these behaviors themselves. Outside food or drink will not be permitted in the classroom for employee consumption. Staff with special dietary needs or religious preferences as previously discussed with the Director/Administrative Staff may eat their meals outside the classroom within the given time allowance. We will demonstrate good food and nutrition practices so our families who visit/attend our center can be confident their children are getting the nutrition they need and developing healthy eating habits that can help them avoid diet-related problems as they grow older.

Environmental Sustainability

To promote environmental sustainability, our program actively discourages idling vehicles in our parking areas. By minimizing idling time, we contribute to cleaner air and a healthier community. We encourage families to turn off their engines when dropping off or picking up children, except in extreme weather conditions when idling is necessary to maintain interior or engine temperatures.

Food Safety

Our program prioritizes the health and safety of all children. We are committed to maintaining the highest standards of food safety. All staff are required to follow strict food safety protocols when preparing, storing, and serving meals, snacks, and drinks. These protocols include proper handwashing, temperature control, and cross-contamination prevention. We regularly review and update our food safety policies to ensure compliance with local health regulations and best practices.

To ensure the safety of our children, our food safety policy explicitly instructs staff to discard any food items with expired dates. This includes all perishable and non-perishable products. Any food that appears spoiled, moldy, or otherwise compromised must also be immediately discarded. By strictly adhering to this policy, we prevent the risk of foodborne illness and prioritize the well-being of our children.

To ensure the well-being of children with special feeding needs, our program requires staff to document the type and quantity of food consumed by each child daily. This information is then shared with the child's family to maintain open communication and facilitate consistency in their dietary needs. This policy applies to children of all ages with special feeding needs, including food intolerances, allergies, health concerns, or those requiring specialized feeding equipment.

To ensure food safety, our program requires staff to thoroughly wash all fruits and vegetables before serving them to children.

Staff never use plastic or polystyrene (Styrofoam™) containers, plates, bags, or wraps when microwaving children's food or beverages.

Parent Participation and Involvement (adopted 5-23-12)

The Partners In Learning Child Development and Family Resource Center hopes to establish a partnership with parents. Parents should feel free to ask questions about day-to-day care, the curriculum, and planned activities for their children. The center staff members are concerned about each child and are available to explain ways children can learn and provide helpful information regarding child development and early childhood education. The infants, toddlers, and twos receive daily reports of their child's activities and routines throughout the day. Parents are always welcome to come and volunteer, have lunch with their child, or attend a field trip. Registration shall include both parents and parent substitutes when possible and we encourage a visit to the center by the child and his/her parent before the child begins attending the center. Opportunities will be given for caregiving staff to meet with parents on a regular basis to discuss their child's needs and progress and to exchange information about the program. We have a parent support group that meets monthly and we encourage all parents to become involved. Throughout the year, parents are invited in for open houses, fall festivals, programs, lunch, etc.

Home Visit Procedure

Goals and Purpose of Home Visit:

1. To assist in promoting, within the parents, a feeling of accomplishment and self-worth as a result of their participation in the program.
2. To involve parents directly in the educational development of their children.
3. To develop individual and family goals.

Home Visitor Responsibility:

1. Set a time for home visits and always keep appointments.
2. Include parents in planning so home visits reflect family needs.
3. Do necessary referral and follow-up.
4. Include other siblings and family members if they show an interest in participating.
5. Home visitors cannot be left alone to attend to any of the family's children.

Parent Responsibility:

1. Parents are to be at home for the scheduled home visit.
2. Parents are to participate in planning for home visits.
3. Parents are to participate in the home visit.
4. Parents will provide an atmosphere that will contribute to a good home visit, which may mean turning off the T.V. or radio.
5. Parents will allow siblings and family members to be included.
6. Parents will return all materials borrowed from Partners In Learning at the request of the home visitor.

Family Involvement and Engagement Policy

Partners In Learning believes that families are essential partners in every child's growth and development. We encourage and welcome active family participation in our program and classrooms throughout the year.

How Families Can Be Actively Involved:

- **Open-Door Policy:** Families are always welcome to visit their child's classroom at any time during program hours.
- **Volunteer Opportunities and Partners in Service:** We offer many ways for families to get involved and give back — from helping with classroom activities, reading books to children, and assisting with special projects, to joining us for learning experiences and field days. Through our Partners in Service initiative, we encourage each family to volunteer at least one hour per month in some capacity, whether in the classroom, at events, or through community partnerships that strengthen our shared mission.
- **Events and Celebrations:** Families are invited to participate in classroom parties, family engagement nights, holiday events, and program-wide celebrations that build strong connections between home and school. Families are encouraged to share their cultures.
- **Special Skills or Talents:** Parents are encouraged to share their unique talents, hobbies, or careers with the children — whether it's cooking, gardening, music, or storytelling.
- **Posted Opportunities:** Current volunteer and involvement opportunities are always shared on Brightwheel, the Procure app, and displayed on the big-screen TV in our lobby for easy access.
- **Parent Committees and Feedback:** Families are invited to participate in parent committees, complete surveys, and provide feedback that helps shape and improve our programs.

We believe that when families and teachers work hand in hand, children thrive. Your time, presence, and participation make a lasting difference in our classrooms, in our program, and in the lives of the children we serve.

Inclement Weather/Emergency Response

In case of inclement weather, the Center will be open if at all possible. In the event that the Center cannot open or that the Center's opening is delayed due to snow or ice, announcements will be made by 5:30 a.m. on the following platforms: Facebook, Twitter, website, Bright Wheels, and email. In the case that we must evacuate or lockdown due to an emergency, parents will be notified by all of the above means.

Arrival and Departure

A code will be given to each family. This code will be used to enter the buildings and sign your child in and out of the computer each day. This code should not be given to any unauthorized people and will be deleted upon enrollment withdrawal. Children must be accompanied to and from their child's classroom by an adult. The teacher should be made aware of the child's arrival and departure by the parent. Each family will be required to provide a list of any authorized people that will pick up or drop off their child. The authorization is part of the contact and emergency information on the application forms. The child's teacher or the director should be notified in advance if anyone other than the regular person is to pick up a child. For safety reasons, identification is required before your child can be released if anyone different is picking up your child. Parents, who have legal custody of their child and have a court order that prohibits one parent from seeing the child, should give the director a copy of the court order for Center files. In an effort to ensure the safety of all children, families, and staff; we reserve the right to alter the arrival and departure policy for any individual or family at any time. This is at the sole discretion of the administration. Partners In Learning is not required to give any reason or justification except that we want to ensure the safety of our children.

Operating Policies

Application

Openings are filled on a first-come, first-served basis depending on the age and developmental level of the child and the vacancies in the appropriate age group. At-risk and special needs children are given priority.

Enrollment:

Before enrollment and entrance into the Center, the following should be completed and/or received for each applicant:

- completed application, permission forms, parent agreement, and contact emergency information
- Completed health form and immunization records
- Child care food reimbursement application forms
- Signed discipline policy
- Registration fee and one-week advanced fee payment (non-refundable)
- Pre-enrollment visit by parent and child with the Center Director/Assistant Director.

Please bring the following for your child on the first day of attendance:

- Crib Sheet for cot
- Box of tissues
- Blanket to cover up with 3-inch binder for portfolio
- Box of wipes Box of 100-page protectors for portfolio

Whenever possible a home visit will be made before the child is enrolled. Home visits allow the child's teacher to get to know the child and help ease the transition into a new school. A home visit is an excellent way for children to get to know their teachers. Home visits provide enjoyable opportunities for children to share with their teachers things that are special to them. As teachers become familiar, the child's fears about school are greatly reduced. It also provides an opportunity for the teacher to establish a good rapport with the child and family. The intent of these visits is not to make a judgment on the family or "check" up on the parents. Parents should not feel like they need to do anything special to prepare for these visits. By giving children the half-hour of focused attention at their homes, on their own turf where they are comfortable, a teacher can learn a tremendous amount about each child.

Family Communication and Information Sharing Policy

At Partners In Learning, we believe that strong partnerships between families and our program are essential to each child's success. We are committed to maintaining open, ongoing, and transparent communication with every family in multiple ways.

How We Share Information:

- **Daily Updates:** Teachers share information about your child's day through **Brightwheel** including photos, meal logs, nap times, developmental milestones, incidents and important reminders. Weekly menus and lesson plans are also sent out via Brightwheel. **Brightwheel** is two way communication app and families can share information such as photo's, videos, and written information with your child's teacher.
- **Email Communication:** Families receive regular communication from teachers and administrators via **email** regarding program updates, policy reminders, and special events.
- **Newsletters:** Center-wide and classroom newsletters are sent out monthly to highlight upcoming events, curriculum themes, and family engagement opportunities.
- **Parent Conferences:** Formal conferences are scheduled at least twice per year to discuss your child's growth and goals. Additional conferences can be requested at any time.
- **Parent Meetings and Events:** Families are encouraged to attend informational meetings, workshops, and family events that promote strong home-school partnerships.
- **Emergency Notifications:** Urgent updates such as weather closures or safety alerts are sent through **Brightwheel, email, social media nad our website** to ensure families receive timely information.

Commitment to Two-Way Communication:

We value ongoing dialogue and encourage families to share questions, concerns, or feedback through **Brightwheel, Procure, email, or direct communication** with teachers and

administrative staff. Our goal is to ensure that every family feels informed, respected, and connected to their child's care and learning experience.

Hours of Operation:

Partners In Learning is open Monday–Friday from **7:00 a.m. to 5:00 p.m.**

Families must indicate their child's regular schedule on the application. Any significant schedule changes must be reported to the Center as soon as possible. Children may not be in care for more than **10 hours per day**.

Extended Hours

Extended hours are available from **6:30–7:00 a.m.** and **5:00–6:00 p.m.** at no additional charge.

To qualify, both caregivers must provide proof of need in the form of a letter from their employer verifying work schedules that require extended care. There is no charge for extended care.

Holidays:

Partners In Learning Center will be closed for the following holidays:

- New Year's Day
- Good Friday
- Memorial Day
- July 4th
- Labor Day
- Thanksgiving Day
- Day After Thanksgiving
- Christmas (2 days)
- Friday Staff Development Days (2 days per year)

Family Communication and Information Sharing

Partners In Learning ensures that all families are kept informed about important program updates, events, and announcements at all times. Information such as holiday closures, special events, policy changes, and classroom updates is **posted on Brightwheel, shared on our social media pages and program website, and displayed at check-in and check-out areas** as well as on the **big screen television in the lobby** at both sites.

This multi-platform communication system ensures that every family receives timely, consistent updates and has multiple ways to stay connected and informed about what's happening in our

program. By using several communication methods, we make sure that families can easily access the information they need and plan accordingly.

Family Feedback and Communication Opportunities

Partners In Learning values open communication and strong partnerships with families. We provide multiple ways for families to ask questions, share concerns, and provide feedback on an ongoing basis throughout the year.

Families are encouraged to communicate directly with their child's teacher or any administrator through our open-door policy. The Brightwheel app offers a confidential way to contact teachers or administrators directly, allowing families to easily and privately share feedback, ask questions, or raise concerns at any time.

Families may also reach leadership directly, as all director and leadership team emails are posted on our website for easy access. We distribute anonymous family surveys several times a year to gather input on program quality, communication, and family engagement. In addition, families complete transition surveys when a child moves from one classroom to another and an exit survey when leaving the program. These surveys help us understand family experiences and guide ongoing improvement.

This continuous feedback system ensures that every family's voice is heard, respected, and valued in shaping the quality and success of our program.

Tuition and Fees

Non-Subsidized Accounts (Private Pay)

Weekly tuition payments are due every Monday, by 6:00 pm, for that week's care. A late fee of \$15.00 will be added to any account that is not paid by 6:00 pm, Monday. If tuition payments are not received by Wednesday, a reminder will be placed in your Procure account requesting payment. Children will not be allowed to remain in care (return the next week) if the tuition payment falls two weeks behind.

The full week's tuition rate will be charged for any weeks during which a child is enrolled.

Therefore, the regular tuition rate payment is required if a child does not attend for any reason. The cost of having a space available for a child goes on regardless of whether the child attends.

DSS Subsidized Accounts

Parent fees are due by the 1st business day of each month. If parent fee payments are not received by the 2nd business day of the month; a \$15.00 late fee will be applied to the account. If full payment is not received by the 5th of the month, DSS will be notified and termination for non-payment will be initiated.

Weekly Fees

Updated fees are listed on the Parent Financial Agreement and our website.

Infant -2 years of age	\$230.00/week
2 years of age	\$203.00/week
3 - 5 years of age (preschool)	\$175.00/week
School Age Full Time Care (Summer)	\$155.00/week
School Age weekly After School (ONLY)	\$80.00/week (school closing additional rate per day)
School Age Daily Drop In (when available)	\$31.00/day
Wrap Around Care (17 hours per week) <i>*we do not provide transportation for NCPK</i>	\$100.00/week (school closing additional rate per day)

****We do not charge for meals as we participate in the CACFP program**

Preferred method of Payment

As a non-profit, our preferred method of payment is Automatic Draft (ACH) from your checking account. Forms will be provided at your home visit to complete and return before your child's start date. ACH payments for non-Subsidized accounts (Private Pay) will be taken every Tuesday, between 10 am and 2 pm. ACH payments for DSS Subsidized accounts will be taken on the first Tuesday of each month, for the determined Parent Fee (per the voucher) and other required fees (as mentioned above). We DO NOT accept cash or checks.

Partners In Service – Volunteer Requirement

Caregivers are required to serve 6 hours of volunteer time, every 6 months. Hours will be prorated depending on your enrollment date. Those months run from September to February and March to August. Each hour missed equates to a \$10.00 fee (\$60.00 max for each 6 month period). Program fees are charged on September 1st and March 1st.

Written Notice of Withdrawal

A paid, two-week, written notice is required when families decide to terminate their care with Partners In Learning. Forms are available at the front desk to meet this requirement.

Drop-off

Although it is not necessary to bring your child to the Center as early as 7:30 a.m., parents are encouraged to have the children at the center by 9:00 a.m. This is because the educational program begins in the morning and it is difficult for a child who arrives late. The child needs to be present for the childcare program to have positive effects. In addition, breakfast is usually served at about 8:30, and often field trips, special speakers, and group times begin right after breakfast. The children lie down for rest time between 12:30 and 2:30. It is not fair to expect a child to lie down to rest after he/she has slept late. Families who are continually unable to have their child at the center by 9:30 a.m. may be asked to withdraw their child from the program. However, this will be determined on an individual basis.

Confidentiality

All information shared by the parents and the children's folders is confidential and only available to the child's teachers, parents, and the Center's administrative staff. Release of information for any child enrolled will be done so only with parental permission. Center staff and students are required to sign confidentiality agreements.

Partners In Learning Observation Room Policy

- All observations should be conducted in a way that is respectful of students, teachers, and the learning process.
- An administrator must be notified in advance of any observations.
- School administrators, teachers, staff members, parents, and visitors will be allowed to observe.
- An administrator will accompany parents to answer any questions and ensure the confidentiality of all children.
- Observations can take place at pre-approved times by a center administrator.
- The observer may take notes, but no child's names should ever be used in any notes.
- A confidentiality policy must be signed before observing.
- Observers must remain quiet and leave the light off to avoid disrupting the learning process.
- Observers should not record the observation in any way or take photos.
- As a general rule, teachers will be notified before an observation takes place.
- Food and Drink: Eating and drinking are NOT permitted inside the observation booths.

Adopted August 2023

Grievances

Concerns, questions, or grievances related to a child should be addressed promptly to the child's teacher or the Center Director. If these concerns are not resolved satisfactorily, they should be escalated to the organization's Executive Director. If the issue remains unresolved after engaging

with the Executive Director, it should be brought to the attention of the Executive Committee of the Board of Directors. The Committee's decision on such matters will be considered final.

Child Abuse Reporting Procedures

North Carolina law requires childcare professionals to report suspected cases of child abuse and/or neglect. If a staff member is alerted to the possibility of such a case that meets reporting requirements, it is the legal and moral responsibility of the staff member to inform the Director. The Director will then notify the Protective Services Unit of the Rowan County Department of Social Services who will investigate suspected child abuse or neglect.

Discipline and Child Guidance

The Center's formal Discipline and Child Guidance Policy is included in this handbook and a copy of the policy is included with the application that must be signed and returned with the enrollment application. The following steps will be taken for repeated inappropriate, disruptive, or hurtful behavior.

- Verbal redirection to a more appropriate activity or behavior. (Children will be redirected three times before being sent to "Time out" as explained in the discipline policy.
- Time with the Director or Family Inclusion Specialist will be used as a last resort for repeated inappropriate behavior.
- Partners In Learning is blessed to have a Family Inclusion Specialist and she is always available to the teachers to offer suggestions for the classroom and set up Behavior Modification Plans for the individual child.
- Parent/teacher conferences will be called to ensure a consistent effort in dealing with the problem.
- With parental permission, consultation with community resource persons may be held to help identify the child's needs and appropriate actions for specific problems.

If a child's behavior continues to be such that his safety or the safety of others is in danger and/or the rights of others are not respected thus making him/her unable to function in the group, the child will no longer be able to attend the Center. Parents will be asked by the Director to find an alternative placement for him/her. **If this step is required, the Director will make every effort to assist in the appropriate evaluation and placement of the child.**

Personal Technology for Children:

At Partners In Learning, we prioritize the safety, well-being, and educational development of all children in our care. In order to maintain an environment conducive to learning and foster social interaction, the use of personal technology devices, including but not limited to smartphones, tablets, laptops, and gaming consoles, are strictly prohibited during program hours.

Prohibition of Personal Technology: Children enrolled are not allowed to bring personal technology devices from home, including but not limited to smartphones, tablets, laptops, and gaming consoles. Personal technology devices are any electronic devices intended for personal entertainment or communication.

Exceptions: Exceptions may be made for specific educational purposes or as authorized by the program staff. Such exceptions will be granted solely at the discretion of the program leadership and will require prior written consent from the child's parent or guardian. **Program-Provided Technology:** PIL may provide supervised access to technology devices for educational purposes, as determined by the program leadership. The program-provided technology devices will be used exclusively for educational activities and will be subject to appropriate content filters and monitoring.

Consequences for Violation: a. If a child is found to be in possession of personal technology devices during program hours, staff members will confiscate the device and securely store it until the end of the day. Repeated violations may result in additional disciplinary actions, as determined by the program leadership, including temporary suspension or termination.

Parental Communication: Parents or guardians will be informed of this policy during enrollment. Parents or guardians will be notified promptly if their child violates this policy, and any confiscated devices will be returned to them in person or through an agreed-upon process.

Communication and Education: The program staff will communicate and educate children about the reasons for this policy, emphasizing the importance of social interaction, active engagement, and safety during program hours. Staff members will encourage hands-on activities and learning through play, group games, creative projects, and sports to engage children without personal technology devices.

Policy Review: This policy will be reviewed periodically by the program leadership to ensure its effectiveness and relevance. Any necessary updates or modifications will be communicated to parents, guardians, and staff members. By adhering to this No Personal Technology Policy, we aim to create a stimulating and engaging environment that encourages social interaction, personal development, and the pursuit of academic and extracurricular interests among the children.

Adopted August 2023

Suspension and Expulsion Policy Statement

It is the intent of Partners In Learning to limit suspensions and expulsions in our early childhood education programs. Teachers, administrators, support staff, and families are the most critical ingredients of high-quality early learning programs. To that end, we strive to ensure that our staff are effectively trained, supported, and prepared to help all children excel. We also want families to be supported by being provided opportunities to attend parenting workshops, provided suggestions, opportunities to observe children in the classroom while teachers are implementing challenging behavior strategies, as well as access to our Family Support Specialist for more intensive home support. Partners In Learning creates an environment focusing on prevention first, then developing clear, appropriate, and consistent expectations and consequences to address challenging behaviors in order to ensure fairness, equity, and continuous improvement to support children's social, emotional behavioral health.

Partners In Learning focuses on fostering social-emotional development by appropriately responding to challenging behavior and by incorporating preventive tools and strategies while utilizing appropriate discipline practices and policies before ever considering suspension. Partners In Learning documents evidence that every effort has been made to maintain the child's placement including, but not limited to, implementing evidence-based practices to prevent challenging behaviors. Such practices include the Center on the Social Emotional Foundations for Early Learning (CSEFEL) Pyramid Model, ongoing communication with the family, and consultation with early childhood mental health specialists, Healthy Social Behavioral Initiative specialists, or other child development experts.

The following outlines developmentally appropriate social, emotional, and behavioral health promotion practices in the early childhood and child care environment.

1. Forming strong supporting, nurturing relationships with children and families including respect for cultural diversity.
2. Reinforcing children's desired behavior and implementing logical, non-punitive consequences for challenging behaviors that are consistent and developmentally appropriate.
3. Paying distinct attention to the developmental appropriateness of both behavioral expectations and consequences for challenging behavior, taking into consideration the substantial developmental and experiential differences among children.

According to the National Center for Children in Poverty, approximately four to six percent of preschoolers have serious emotional and behavioral disorders that require evaluation by a licensed professional specialist or therapist. Expulsion will occur only as a last resort in extraordinary circumstances where there is a determination of a serious safety threat, significant concerns about the child's development and the program's capacity to address the child's developmental needs, or lack of family involvement (not returning calls/emails, not following through on suggestions, supporting behavior plan, etc.) when addressing these concerns. Documentation will demonstrate that all possible interventions and supports recommended by the early childhood mental health specialist, behavioral specialists, or another child development expert were implemented. This includes teacher observation to identify what may be triggering the behavior, planning and recording instructional modifications, implementing differentiated strategies, and documenting daily progress made by the child or additional modifications needed

as well as other resources. Occasionally, there may be a child whose challenging behavior does not allow the child to be successful in the environment we provide.

Our staff will assist with transitioning the child and family into an alternative early childhood education placement that is prepared to appropriately support the developmental needs of the child.

Definitions:

Probation – family is made aware of challenging behavior and provided with support and a behavior plan. Child/family may face suspension or expulsion if challenging behavior persists and family involvement is not acquired/maintained.

Suspension- the temporary removal of a child from the assigned early childhood setting for disciplinary purposes.

Expulsion-the permanent dismissal of a child from the assigned early childhood setting for disciplinary purposes.

At any point, if the family becomes aggressive (verbally or physically) expulsion will occur. Our staff and administrators need to feel a sense of safety when working with a child and family.

Child Assessment Policy

At Partners In Learning, our teachers observe, listen to, and interact with each child during their daily activities to learn about their development. Instead of giving tests or quizzes, they focus on what they see every day to understand how children grow, learn, and explore their world.

Teachers take notes, photos, and gather work samples while children play, learn, and interact with others. These observations are entered into and tracked through Brightwheel.

Teachers take notes, photos, and gather work samples while children play, learn, and interact with others. This helps us plan fun and meaningful activities that build on each child's strengths, needs, and interests.

Families learn about their child's progress through Brightwheel updates and family conferences that include photos, notes, and examples of learning. The Brightwheel app allows teachers to share real-time tests and pictures showing what your child is learning each day. Families can comment, ask questions, and stay connected to what is happening in the classroom.

Teachers also use Brightwheel to track growth over time and plan new activities that match your child's stage of development. When screenings such as the **Ages & Stages Questionnaire (ASQ)** are completed, parent-teacher conferences are arranged to review the results and review

the portfolio information gathered via Brightwheel. While the ASQ is a quick screening tool, most of our assessments are **observation-based** and completed by the teachers who know your child best. Our goal is to make sure every child is supported, understood, and celebrated for who they are and how they learn best.

Assessment Process

- **Who Conducts Assessments:** Assessments will be conducted by trained staff members, including lead teachers, assistant teachers and clinical services staff.
- **Group vs. Individual Assessments:** The majority of assessments will be conducted individually to allow for focused observation and interaction with each child. Group assessments may be used for specific purposes, such as observing social interactions or language development in a peer setting.
- **Timeline:**
 - **Initial Assessment:** An initial assessment will be conducted prior to enrollment of a child's enrollment to establish a baseline for development. This will be completed by the parent and reviewed by staff.
 - **Ongoing Assessments:** Ongoing assessments will occur regularly throughout the year, with a minimum of three formal assessments conducted annually (fall, winter, and spring). Informal assessments will be ongoing and integrated into daily routines and activities.
 - **Transition Assessments:** Additional assessments will be conducted before transitioning a child to a new classroom or program to inform the receiving teacher about the child's strengths, needs, and interests.
- **Familiarity with Adults:** To minimize stress and maximize cooperation, assessments will primarily be conducted by staff members who are familiar with the child. In the case of specialists, time will be provided for the child to become comfortable with the new adult before the assessment begins.

Purpose of Assessments

The primary purposes of child assessments are to:

- **Inform Individualized Planning:** Gather information about each child's developmental progress, strengths, interests, and needs to create individualized learning plans and goals.
- **Monitor Progress and Identify Concerns:** Track each child's growth and development over time, identify any areas of concern or potential developmental delays, and provide appropriate interventions or support services as needed.

- **Guide Curriculum Development:** Use assessment data to inform curriculum planning and ensure that activities and materials are developmentally appropriate and engaging for all children.
- **Enhance Instructional Practices:** Analyze assessment results to identify areas where instructional practices can be improved and provide targeted professional development opportunities for teachers.
- **Optimize Resource Allocation:** Evaluate program effectiveness and use assessment data to inform decisions about resource allocation, ensuring that resources are used to support the overall development and well-being of all children.

Health Screenings

- **Vision and Hearing Screenings:** All children are encouraged to receive an initial vision and hearing screening annually.
- **Parental Notification:** Parents/guardians should be informed of the screening results and provided with recommendations for further evaluation or follow-up care if needed.

Child Assessment Plan and Family Engagement

- The written child assessment plan will clearly explain how the chosen assessment methods will address the individual needs of each child.
- Families will be provided with the opportunity to ask questions, contribute information, and express any concerns they have regarding the assessment methods and their appropriateness for their child.
- The program is committed to being flexible and adjusting the assessment process to best meet the needs of each child and family.

Assessor Training and Qualifications

- Families will be informed about the qualifications and training of the individuals conducting child assessments, including their professional background, certifications, and any specific training related to the assessment tools being used.
- This transparency ensures families are confident in the assessors' ability to conduct assessments fairly, accurately, and with sensitivity to the child's needs.

Additional Considerations:

- **Confidentiality:** All assessment results and personal information will be kept confidential and shared only with authorized individuals (e.g., parents/guardians, teachers, therapists).

- **Cultural Sensitivity:** Assessments will be conducted in a culturally sensitive manner, taking into account the child's cultural background, language preferences, and individual needs.
- **Communication with Families:** Parents/guardians will be actively involved in the assessment process, informed of their child's progress, and provided with opportunities to share their observations and insights.

This policy will be reviewed and updated annually to ensure that it reflects current best practices in child assessment and meets the evolving needs of the children and families we serve.

Serving Children with Disabilities

When a child with an Individualized Family Service Plan (IFSP) or an Individualized Education Program (IEP) exhibits persistent challenging behaviors, special considerations are enacted due to procedural safeguards and due process rights ensured under the Individuals with Disabilities Education Act (IDEA), Parts C and B. Documentation may be required by the IFSP or IEP as to the attempts to address the behaviors and alternate placement plans developed to ensure the continuation of special education and related services.

1. For children age birth-to-three years of age with an IFSP, the child's Early Intervention Service Coordinator must be contacted to facilitate the development of a plan to address the behaviors in question.
2. For children ages three-through-five with an IEP who exhibit persistent challenging behaviors, early childhood programs must communicate with the school district's special education program about the behavior as soon as the concern arises.

Teachers shall maintain continuous collaboration with the specialist(s) working with the child. Discuss strategies implemented in the classroom and seek additional research-based effective practices to support the child with or without an Individualized Education Plan (IEP).

Safety Policy

Our vision is that families and our community will have the knowledge and skills necessary to contribute significantly to the optimal growth and development of children. It is with this commitment that we have established the following policies:

Transportation Impairment

All staff members are trained to recognize the effects of controlled substances. If there is concern that a caregiver is under the influence of substances, or there are circumstances that have impaired the ability to transport your child safely, we will request that the child be retained at the center until another caregiver can be reached. The Police and the Department of Social Services will be notified.

Children Unattended in the Car

Do not leave children unattended in the car. If assistance is needed, see the administrative staff at the front desk. Depending upon the environmental circumstances (hot/cold weather, etc.), leaving children unattended can be considered neglect. Partners In Learning staff members are required to report all observed child abuse and neglect to the Department of Social Services.

Child Safety Seats

North Carolina law requires all children under eight years of age or weighing less than 80 pounds to be restrained in a proper child safety seat, placed in the rear seat of the vehicle. Failure to comply with this law, after one written warning by Partners In Learning personnel, will result in termination of care. Labeled car seats may be left in the observation rooms in the morning so that they are available for the return home. *Partners In Learning will not be held responsible for any lost or stolen car seats.

Child Abuse Reporting Procedures

North Carolina law requires childcare professionals to report suspected cases of child abuse and/or neglect. If a staff member is alerted of the possibility of such a case that meets reporting requirements, it is the legal and moral responsibility of the staff member to inform the Director. The Director will then notify the Protective Services Unit of the Rowan County Department of Social Services who will investigate suspected child abuse or neglect. We are here to serve as an advocate for you and your family and have many community resources for a variety of needs. A report may be made in person, by telephone, or in writing to the Department of Social Services in your county. The Rowan County address is 1813 East Innes Street, Salisbury, NC 28146. The county phone number for making reports is (704) 216-8499. Reports may also be made to the state Child Protective Services Division by calling 1- 800-354-KIDS.

It is your responsibility to notify any persons who are on your child's pick-up list of our policies regarding these issues.

Adopted October 13, 2005

Building Security and Access

The safety and well-being of our children are our top priorities. We have implemented several measures to ensure the security of our building and the children in our care:

1. Fingerprinting:

- All parents and authorized guardians are required to undergo fingerprinting upon enrollment.
- This information is kept securely on file and used to verify identity for building access.

2. Keypad Entry:

- All exterior doors are equipped with keypad entry systems.
- Access codes are provided to authorized parents and staff only.

3. Identification Verification:

- Visitors who are not on file will be asked to present valid identification.

- If a visitor cannot be identified or verified, they will not be granted access to the building.

4. Visitor Log:

- All visitors are required to sign in and out at the front desk.
- This log helps us maintain a record of who is in the building at all times.

5. Parent Photos:

- Photos of all authorized parents and guardians are kept on file.
- This helps staff quickly identify and verify authorized individuals.

6. Emergency Procedures:

- We have a comprehensive emergency preparedness plan in place, including procedures for lockdowns, evacuations, and other potential emergencies.
- Staff are regularly trained on these procedures.

7. Security Cameras:

- Security cameras are installed throughout the building and playgrounds to monitor activity and deter unauthorized access.

8. Communication:

- We encourage parents to report any suspicious activity or concerns to the staff immediately.

9. Confidentiality:

- All personal information collected for security purposes is kept confidential and used only for the purposes of ensuring the safety and well-being of our children.

10. Policy Updates:

- This security policy is subject to periodic review and updates as needed to ensure the ongoing safety of our children and staff.

Active Supervision Policy

At Partners In Learning, keeping every child safe is our top priority. **Active supervision** means teachers are always alert, watching closely, and staying involved with children as they play and learn. It's more than just "watching" — teachers move around the room, scan the environment, and step in right away if something looks unsafe.

We know that children's needs are different at each age, so our supervision looks a little different for every group:

- **Infants:** Teachers stay within arm's reach and keep infants in sight at all times. Safe sleep guidelines are followed, and visual checks are recorded every 15 minutes.
- **Toddlers:** Teachers stay close as toddlers explore. They use calm voices, gentle reminders, and redirection to guide safe play. Safety gates and barriers are always in place.
- **Preschoolers:** Teachers move around the classroom and playground to stay engaged and aware. They count children often, encourage independence, and make sure everyone is visible and safe.
- **Outdoor Play and Transitions:** Staff are spread out across outdoor zones so every child can be seen and heard. Teachers **sign into a designated zone** to show where they are supervising. Head counts are done **before, during, and after outdoor play** or when moving from one area to another. Anytime a **group leaves or returns to the classroom, a face-to-face check is completed and documented in Brightwheel** to confirm that all children are accounted for and that supervision is maintained at all times.

All **teachers, including substitutes and flex staff**, are expected to **know exactly how many children are in their care at all times**. They must remain aware of each child's location and activity and communicate with one another to ensure continuous, safe supervision.

All staff are trained on active supervision during **orientation** and receive regular refreshers throughout the year. Our goal is to give children the freedom to explore, learn, and grow — always knowing caring adults are watching and ready to help when needed.

Aquatic Policy

For every 25 children participating in aquatic activities, there will be at least one person who has a current lifeguard training certificate. Certified lifeguards will not be counted in the required staff-child ratio. Children under the age of three will not participate in aquatic activities unless it is part of their IEP or IFSP.

The following staff-child ratios will be maintained during aquatic activities:

Age of Children Ratio staff/children

3-4 years 1/8

4-5 years 1/10

5 years or older 1/13

Regardless of the number of children participating, a minimum of two staff will supervise aquatic activities. Adequate supervision will be maintained at all times. Half the center staff needed to meet the staff-child ratio will be in the water and the other half will be out of the water with children who chose not to swim. Staff will be positioned in pre-assigned areas that will allow them at all times to hear, see, and respond quickly to children.

Parent Conduct

Parents are expected to conduct themselves in a courteous and respectful manner. The relationship between parents and teachers impacts the wellbeing of all our children and should serve as a role model for healthy, adult interactions. While issues with teachers should not be discussed in front of children, parents should feel that they can communicate their concerns and complaints directly to the caregiver of their child provided it is done in a civilized and considerate manner. Parents may also talk directly to the Director. Displays of anger or hostility are not appropriate.

Certain actions are so serious that they will lead to immediate disciplinary action. Such actions include but are not limited to:

- Comments of a sexual nature
- Racial, ethnic or religious slurs
- Violence or inappropriate language
- Smoking or drinking on school property
- Disrespect of the staff, children, or other parents

Smoke-Free Policy

Due to acknowledged hazards to young children arising from exposure to second and third-hand smoke, it shall be the policy of Partners In Learning CDC to provide a smoke-free environment for staff, children, and parents. This policy covers smoking, vaping or any tobacco product and applies to both employees and non-employee participants of Partners In Learning CDC.

DEFINITION:

1. There will be no smoking in any area of the child care center, including the Adventure Forest, at any time. This includes vaping.
2. There will be no smoking/vaping in any staff, volunteer, or parent's vehicle at any time on campus. There will be no tobacco use in personal vehicles when transporting children on child care authorized activities.
3. There will be no smoking/vaping by staff or volunteers during PIL functions, including field trips, walks, and all other off-site activities. PIL will respect the policies and regulations of the hosting facility's smoking/vaping policy when attending training off-site.
4. According to the health benefits of children and the dangers of third-hand smoke, PIL requires that if employees leave the premises, they must wear a smoking shirt/jacket. Upon returning to the center, the shirt/jacket must be removed and left in one's vehicle, and one's hands must be washed immediately.

Adopted 1/16/13

Ages and Stages Questionnaires

We have chosen the “Ages and Stages Questionnaires” (ASQ) as a tool to help monitor your child’s development more effectively. Each questionnaire features 30 developmental items written in clear, straightforward language. These items are categorized into four areas: communication, gross motor, problem-solving, and personal-social. An overall section addresses general concerns.

As parents, you will complete the ASQ by answering "yes," "occasionally," or "not yet" to questions about your child's abilities based on your observations at home. Your unique perspective provides invaluable insights into your child's development in various settings. Our teachers then review these responses, along with their own observations, convert each response to a point value, total these values, and compare the total score to established screening cutoff points. This collaborative approach ensures we have a comprehensive picture of your child's strengths and areas for growth, allowing us to tailor our support and learning experiences even more effectively.

Assessments of infants and young children should be conducted regularly due to the rapid developmental changes that occur in the early years. Therefore, the checklist will be done every 4 months for children until they reach 2 years of age and every 6 months thereafter. The teacher will place a copy of the checklist in your child’s cubby. We will schedule conferences if we feel there is a need. However, feel free to call and schedule a conference if you have any questions or concerns after reviewing the questionnaire. We hope that through the use of this tool you will be better informed of your child’s progress.

Make A Difference In A Child's Life!!

Volunteer Partners In Service

Love cannot remain by itself – it has no meaning. Love has to be put into action, and that action is service. Mother Teresa

We are excited to introduce our new “Partners In Service” Volunteer Program. Volunteers are the heartbeat of any quality early childhood program. Volunteers can actively engage in many of the activities that make a real difference in children's lives. We view volunteering as a means to get parents involved in their child's education. Parent involvement is the key to a child's school success. Volunteering provides the opportunity for you to contribute towards the building of an inclusive community and the well-being of our society.

Each family at Partners In Learning will be required to volunteer six (6) hours each six (6) months. Hours will be prorated depending on your enrollment date. The types of work a volunteer can perform are many and varied. Hours will be awarded for participating in our monthly parent meetings, parenting classes, support group meetings, conferences, attending therapy sessions, assisting in the classrooms, repairing/fix-it-jobs, serving on committees, etc. Check your monthly newsletter for additional volunteer opportunities. Please let us know of any special talents or skills that you may have. Your talents and skills can be matched with your work preference to obtain a role that satisfies you and best fulfills the mission of Partners In Learning.

As a non-profit, we really rely on parent support and the strength of our families. The intent of this program is to increase volunteerism. Another way to meet this requirement would be to pay a program fee of \$60.00 each September 1 and March 1. Your fee will be prorated depending on your enrollment date. The program fee will allow us to continue and enhance our quality learning environment for our children and families.

Join more than 50 other volunteers – people who are giving their time, talent, and energy to make a quality early childhood program for your child. Be a Partners In Service Volunteer! Helping others feels good and helps you feel good about yourself.

Why Volunteer?

Because one person can make a great difference...

Backpack Policy

Partners In Learning has a no-backpack policy to ensure a safe and organized learning environment for all children. Children will not be allowed to bring backpacks or other large bags

to school. Please ensure that all necessary items, such as extra clothes, are brought in a small, labeled bag that can be stored in our designated area. Exceptions may be made on an individual basis for adaptive equipment. Bookbags from our afterschool program will be stored in the car seat room until parent pick-up.

Adopted October 2024

Summary of the North Carolina Child Care Law and Rules

(Center and FCCH)

North Carolina Department of Health and Human Services

333 Six Forks Road

Raleigh, NC 27609

Child Care Commission

<https://ncchildcare.ncdhhs.gov/Home/Child-Care-Commission>

Revised January 2021

The North Carolina Department of Health and Human Services does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or provision of services.

What Is Child Care?

The law defines child care as:

- three or more children under 13 years of age

- receiving care from a non-relative
- on a regular basis - at least once a week
- for more than four hours per day but less than 24 hours.

The North Carolina Department of Health and Human Services is responsible for regulating child care. This is done through the Division of Child Development and Early Education. The purpose of regulation is to protect the health, safety, and well-being of children while they are away from their parents. The law defining child care is in the North Carolina General Statutes, Article 7, Chapter 110.

The North Carolina Child Care Commission is responsible for adopting rules to carry out the law. Some counties and cities in North Carolina also have local zoning requirements for child care programs.

Family Child Care Homes

A family child care home is licensed to care for five or fewer preschool-age children, including their own preschool children, and can include three additional school-age children. The provider's own school-age children are not counted. Family child care home operators must be 21 years old and have a high school education or its equivalent. Family child care homes will be visited at least annually to make sure they are following the law and to receive technical assistance from child care consultants. Licenses are issued to family child care home providers who meet the following requirements:

Child Care Centers

Licensure as a center is required when six or more preschool children are cared for in a residence or when three or more children are in care in a building other than a residence.

Religious-sponsored programs are exempt from some of the regulations described below if they choose to meet the standards of the Notice of Compliance rather than the Star Rated License. Recreational programs that operate for less than four consecutive months, such as summer camps, are exempt from licensing. Child care centers may voluntarily meet higher standards and receive a license with a higher rating.

Centers will be visited at least annually to make sure they are following the law and to receive technical assistance from child care consultants.

Parental Rights

- Parents have the right to enter a family child care home or center at any time while their child is present.
- Parents have the right to see the license displayed in a prominent place.
- Parents have the right to know how their child will be disciplined.

The laws and rules are developed to establish minimum requirements. Most parents would like more than minimum care. Local Child Care Resource and Referral agencies can provide help in choosing quality care. Check the telephone directory or talk with a child care provider to see if there is a Child Care Resource and Referral agency in your community. For more information, visit the Resources page located on the Child Care website at: <https://ncchildcare.ncdhhs.gov/>. For more information on the law and rules, contact the Division of Child Development and Early Education at 919 814-6300 or 1- 800- 859-0829 (In-State Only), or visit our homepage at: <https://ncchildcare.ncdhhs.gov/>.

Child Abuse, Neglect, or Maltreatment

Every citizen has a responsibility to report suspected child abuse, neglect, or maltreatment. This occurs when a parent or caregiver injures or allows another to injure a child physically or emotionally. It may also occur when a parent or caregiver puts a child at risk of serious injury or allows another to put a child at risk of serious injury. It also occurs when a child does not receive proper care, supervision, appropriate discipline, or when a child is abandoned. North Carolina law requires any person who suspects child maltreatment at a child care facility to report the situation to the Intake Unit at the Division of Child Development and Early Education at 919-814-6300 or 1-800-859-0829. Reports can be made anonymously. A person cannot be held liable for a report made in good faith.

The operator of the program must notify parents of children currently enrolled in writing of the substantiation of any maltreatment complaint or the issuance of any administrative action against the child care facility. North Carolina law requires any person who suspects child abuse or neglect in a family to report the case to the county department of social services.

Transportation

Child care centers or family child care homes providing transportation for children must meet all motor vehicle laws, including inspection, insurance, license, and restraint requirements. Children may never be left alone in a vehicle and child-staff ratios must be maintained.

Record Requirements

Centers and homes must keep accurate records such as children's, staff, and programs. A record of monthly fire drills and quarterly shelter-in-place or lockdown drills practiced must also be maintained. A safe sleep policy must be developed and shared with parents if children younger than 12 months are in care. Prevention of shaken baby syndrome and abusive head trauma policy must be developed and shared with parents of children up to five years of age.

Discipline and Behavior Management

Each program must have a written policy on discipline, must discuss it with parents, and must give parents a copy when the child is enrolled. Changes in the discipline policy must be shared with parents in writing before going into effect. Corporal punishment (spanking, slapping, or other physical disciplines) is prohibited in all centers and family child care homes. Religious-sponsored programs which notify the Division of Child Development and Early Education that corporal punishment is part of their religious training are exempt from that part of the law.

Training Requirements

Center and family child care home staff must have current CPR and First Aid certification, ITS-SIDS training (if caring for infants, 0 to 12 months), prior to caring for children, and every three years thereafter. Emergency Preparedness and Response (EPR) in Child Care training are required and each facility must create an EPR plan. Center and home staff must also complete a minimum number of health and safety training as well as annual ongoing training hours.

Curriculum and Activities

Four- and five-star programs must use an approved curriculum in classrooms serving four-year-olds. Other programs may choose to use an approved curriculum to get a quality point for the star-rated license. Activity plans and schedules must be

available to parents and must show a balance of active and quiet, and indoor and outdoor activities. A written activity plan that includes activities intended to stimulate the development domains, in accordance with North Carolina Foundations for Early Learning and Development. Rooms must be arranged to encourage children to explore, use materials on their own, and have choices.

Health and Safety

Children must be immunized on schedule. Each licensed family child care home and center must ensure the health and safety of children by sanitizing areas and equipment used by children. For Centers and FCCHs, meals and snacks must be nutritious and meet the Meal Patterns for Children in Child Care.

Food must be offered at least once every four hours. Local health, building, and fire inspectors visit licensed centers to make sure standards are met. All children must be allowed to play outdoors each day (weather permitting) for at least an hour a day for preschool children and at least thirty minutes a day for children under two. Children must have space and time provided for rest.

Two through Five Star Rated License

Centers and family child care homes that are meeting the minimum licensing requirements will receive a one-star license. Programs that choose to voluntarily meet higher standards can apply for a two through a five-star license. The number of stars a program earns is based upon the education levels their staff meet and the program standards met by the program, and one quality point option.

Criminal Background Checks

Criminal background qualification is a pre-service requirement. All staff must undergo a criminal background check initially, and every three years thereafter. This requirement includes household members who are over the age of 15 in family child care homes

Space and Equipment

There are space requirements for indoor and outdoor environments that must be measured prior to licensure. Outdoor child-size must be fenced. Indoor equipment must be clean, safe, well maintained, and developmentally appropriate. Indoor and outdoor equipment and furnishings must be child size, sturdy, and free of hazards that could injure children.

Licensed centers must also meet requirements in the following areas.

Staff Requirements

The administrator of a child care center must be at least 21 and have at least a North Carolina Early Childhood Administration Credential or its equivalent. Lead teachers in a child care center must be at least 18 and have at least a North Carolina Early Childhood Credential or its equivalent. If administrators and lead teachers do not meet this requirement, they must begin credential coursework within six months of being hired. Staff younger than 18 years of age must work under the direct supervision of staff 21 years of age or older. All staff must complete a minimum number of training hours, including ITS-SIDS training for any caregiver that works with infants 12 months of age or younger. All staff who work directly with children must have CPR and First Aid training, and at least one person who completed the training must be present at all times when children are in care. One staff must complete the Emergency Preparedness and Response (EPR) in Child Care training and create the EPR plan. All staff must also undergo a criminal background check initially, and every three years thereafter.

Staff/Child Ratios

Age	Teacher: Child Ratio	Max Group Size
0-12 months	1:5	10
12-24 months	1:6	12
2 to 3 years old	1:10	20
3 to 4 years old	1:15	25
4 to 5 years old	1:20	25
5 years and older	1:25	25

Ratios are the number of staff required to supervise a certain number of children. Group size is the maximum number of children in one group. The minimum

staff/child ratios and group sizes for single-age groups of children in centers are shown below and must be posted in each classroom. The staff/child ratios for multi-age groupings are outlined in the child care rules and require prior approval.

Additional Staff/Child Ratio Information:

Centers located in a residence that are licensed for six to twelve children may keep up to three additional school-age children, depending on the ages of the other children in care. When the group has children of different ages, staff-child ratios and group size must be met for the youngest child in the group.

How to Report a Problem

North Carolina law requires staff from the Division of Child Development and Early Education to investigate a licensed family child care home or child care center when there has been a complaint. Child care providers who violate the law or rules may be issued an administrative action, fined, and/or may have their licenses suspended or revoked.

Administrative actions must be posted in the facility. If you believe that a child care provider fails to meet the requirements described in this pamphlet, or if you have questions, please call the Division of Child Development and Early Education at 919- 814-6300 or 1-800-859-0829.

Women, Infants & Children (WIC)

WIC is a Special Supplemental Nutrition Program funded by the United States Department of Agriculture. [The WIC program began in 1974 \(PDF\)](#).

WIC is for:

- Breastfeeding women who have had a baby in the last 12 months
- Children up to 5 years of age
- Infants
- Pregnant women
- Women who have had a baby in the last 6 months

<https://www.rowancountync.gov/329/Women-Infants-Children-WIC>

Do You Qualify? Child Care Subsidy Guidelines

Child Care Subsidy is available to help parents pay for quality childcare. The Rowan County Department of Social Service administers the program.

Call Intake at 704-216-8369 for an appointment to apply for assistance and to see if you qualify. The following are some of the requirements to be eligible:

1. You must be employed 30 or more hours per week.
2. If both parents are living in the home, both must be employed 30 hours/week.
3. You may qualify if you are a full-time student.
4. You may qualify if you are a part-time student and part-time employed.
5. Meet the income eligibility limits below.

Effective October 1, 2014

Whistleblower Policy Purpose

The purpose of this policy is to encourage and protect whistleblowers who report suspected wrongdoing within the organization.

Scope

This policy applies to all employees, volunteers, and contractors of the organization.

Definitions

- **Whistleblowing:** The act of reporting suspected wrongdoing to a supervisor, manager, or other appropriate authority.
- **Wrongdoing:** Any activity that is illegal, unethical, or in violation of the organization's policies and procedures.

Procedures

1. Reporting Wrongdoing

Employees, volunteers, families, and contractors who suspect wrongdoing should report it to their supervisor, manager, or another appropriate authority. Reports can be made verbally or in writing.

Investigation of Reports

The organization shall investigate all reports of wrongdoing promptly and thoroughly. The investigation will be conducted by a qualified and impartial investigator.

Protection of Whistleblowers

The organization shall protect whistleblowers from retaliation. Retaliation includes any action that is taken against a whistleblower because they reported suspected wrongdoing.

Confidentiality

The organization shall keep the identity of whistleblowers confidential to the extent possible.

Reporting to External Authorities

The organization shall report suspected wrongdoing to external authorities, such as law enforcement or regulatory agencies.

Adopted May 2024

Active Supervision

"Active supervision" is defined as the focused, intentional, and continual observation of young children by educators and program staff to ensure children of all ages are exploring learning environments in a safe manner. This isn't simply "watching" children; it's a proactive and dynamic approach. Our teachers are trained to constantly scan the environment, maintain a clear line of sight to all children, anticipate potential hazards, and intervene immediately when needed. We understand that the needs and capabilities of children vary greatly by age, and our active supervision expectations are specifically tailored for each age category served in our program. For our infants, this includes rigorous adherence to SIDS prevention guidelines, with visual checks meticulously recorded on SIDS charts every 15 minutes to ensure safe sleep practices and well-being. This constant vigilance allows children the freedom to explore, learn, and grow confidently, knowing that caring and watchful eyes are always on them.

Our Curriculum: Nurturing Growth Through Playful Learning with The Creative Curriculum®

At Partners In Learning, we believe that young children learn best through active engagement and joyful exploration. That's why we proudly implement **The Creative Curriculum®**, a comprehensive, research-based curriculum designed to promote every child's development in an engaging and meaningful manner. Central to our approach and deeply embedded within The Creative Curriculum® is the concept of "**playful learning**." As defined by NAEYC (National Association for the Education of Young Children), playful learning is a dynamic context where children acquire knowledge and skills while actively playing. This includes:

- **Free Play (Self-Directed Play):** Children independently choose their activities and materials, exploring their interests and developing their ideas.
- **Guided Play:** Teachers strategically introduce materials, pose questions, or offer gentle suggestions to extend children's learning within their play.
- **Structured Games:** Children learn through organized games that have clear rules and objectives, often introducing new concepts or reinforcing existing ones.

The Creative Curriculum® provides a rich framework that seamlessly integrates these forms of playful learning. Our skilled educators thoughtfully plan experiences and create inviting learning environments that encourage children to explore, discover, and collaborate. Whether children are building intricate structures, telling stories in the dramatic play area, experimenting at the sensory table, or participating in small group games, they are always learning through play. This powerful combination ensures that your child is not only having fun but also developing essential social-emotional, physical, language, and cognitive skills for school readiness and lifelong learning. We invite you to observe the vibrant learning occurring through play in our classrooms every day!

Community Resources - Additional resources can be found at

<https://epartnersinlearning.org/resources/outside-resources/>

1. Rowan Helping Ministries (Food Security & Emergency Services)

Services: Emergency food pantry, meal programs, clothing, shelter services, transitional housing, training and job support [Rowan County United Way+11Rowan Helping Ministries+11Rowan County United Way+11](#)

Address: 226 N. Long Street, Salisbury, NC 28144

Phone: 704-637-6838

- *Option 1:* Crisis Assistance Network & Food Pantry (Mon–Fri 9 am–3:30 pm)
- *Option 2:* Shelter Services (open 24/7)

Also: Food pantry branches at West Rowan (785 Grampian Rd) and East Rowan (2570 St. Peters Church Rd) with appointment-based access [Rowan Helping Ministries+2Rowan Helping Ministries+2Rowan County+2](#)

2. Salisbury-Rowan Community Action Agency (Financial & Employment Support)

Services: Financial literacy education, mortgage & housing repair assistance, vocational training, parenting education (especially for fathers) [Rowan CountySrcaa](#)

Address: 1300 West Bank Street, Salisbury, NC 28144

Phone: 704-633-6633

3. Community Care Clinic of Rowan County (Medical Care for Uninsured Adults)

Services: Free primary medical care, dental care, and pharmacy services for uninsured adults; sliding-scale follow-up clinic for chronic conditions (Good Shepherd's Clinic in Salisbury)

[Atrium HealthRowan County](#)

Address: 315-G Mocksville Avenue, Salisbury, NC 28144

Phone: 704-636-4523

Also:

- Good Shepherd's Clinic at 220 North Fulton Street, Salisbury – chronic disease care for uninsured [Terrie Hess Child Advocacy Center+15Atrium Health+15Rowan County+15](#)
 - Rowan County Health Department (1811 East Innes St., Salisbury; 704-216-8777) for immunizations, dental, vital records, public health programs [Wikipedia+3Rowan County+3NC DPS+3](#)
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Additional Helpful Support Resources

- **Rowan County Department of Social Services** – SNAP, Medicaid, childcare assistance, income support, utility and housing assistance
813 E. Innes Street, Salisbury, NC 28146 | 704-216-8330 [Find Help+7Rowan County+7NC DPS+7](#)
- **Family Crisis Council of Rowan County** – Domestic violence and crisis support, counseling, legal advocacy, safe shelter referrals
131 W. Council Street, Salisbury, NC 28144 | 24/7 Crisis Line: 704-636-4718; general: same number [Find Help+3Rowan County+3NC DPS+3](#)
- **Terrie Hess Child Advocacy Center** – Free support for children (birth-17) and non-offending caregivers dealing with abuse, including advocacy, education, counseling
Location: Salisbury, NC | Services free to families in Rowan County