

Berea College Child Development Lab

PARENT HANDBOOK



ACADEMIC YEAR

2011-2012

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Introduction

*“A person’s a person, no matter how small”
“Unless someone like you cares a whole awful lot, nothing is going to get better. It’s not”*

Dr. Seuss

The Berea College Child Development Lab (CDL) provides full-day and after-school services for children 6 weeks old through third grade. The CDL is open to young children of college students, staff, and faculty, and, on a space available basis, to the members of the local community.

Berea College has a long history of providing programs for young children. The CDL traces its history back to a play group focused on providing early socialization experiences for preschoolers in the mid 1930’s. Over the years, the program has grown and changed. The CDL is now a college-based child care and early education program serving up to 168 children in 12 classrooms.

The CDL is housed administratively in the academic Department of Child and Family Studies (CFS). Staff of the CDL and CFS faculty work together to design and implement quality programs for young children and families based on theories of child development, research, and practices recommended by the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood of the Council for Exceptional Children (DEC).

The CDL provides a well-balanced and child-centered curriculum. Our curriculum is designed to foster development and learning in the following areas: Physical, communication, social, emotional, adaptive, cognitive, and aesthetic in order to maintain focus on the development of the “whole child.”

In addition, the CDL is located adjacent to the Berea College Ecovillage and is committed to meeting the performance, educational, and social goals of the campus sustainability initiative.

Program Philosophy and Mission Statement

Berea College Child Development Lab is a family centered program and we believe that all children and their families should receive high quality care and education regardless of race, culture, ethnicity, socio-economic status, gender, religion or individual and/or family abilities and preferences. We believe the proper care and education of young children involves the direct participation and involvement of families. We view all families and children as equally valuable and worthy.

We believe our purpose in caring and educating young children is to instill values in children that will lead to independent, capable adults. We believe that each child is special and unique, having his or her own pattern of growth. As Maslow states, “A musician must make music, an artist must paint, a poet must write, if he (she) is to be ultimately at peace with himself (herself)” We believe all our children have the right and the ability to find this peace.

In providing quality care and education for young children and their families our program ascribes to the principles of developmentally appropriate practice as outlined by the National Association for the Education of Young Children (NAEYC) (Bredekamp & Copple, 1997) and the Division for Early Childhood (DEC) (Sandall, Hemmeter, Smith and McLean, 2005). In order to meet these principles our program strives to provide:

1. opportunities for children to develop an understanding of self and others that is characterized by warmth, personal respect, individuality, positive support, and responsiveness
2. a curriculum that encourages children to be actively involved in the learning process through experiencing a variety of developmentally appropriate activities and materials, and a curriculum that facilitates children in pursuit of their own interests in the context of life in the community and world
3. opportunities for parents to be well-informed and feel welcome as observers and contributors to the program
4. a program that is sufficiently staffed by well-qualified individuals who understand the principles of child development and recognize the needs of children throughout the course of development
5. a program that is efficiently and effectively administered
6. a safe and stimulating indoor and outdoor environment that encourages exploration and learning
7. a program that is attentive to the nutritional and health needs of children
8. child care and early education that is continually evaluated for quality
9. a program which provides support for the optimal development of young children with special needs through high-quality, comprehensive, coordinated, and family-centered services and supports
10. respect for all children and families

We believe that children who are provided with a safe, healthy learning environment; consistent, responsive care givers and teachers; and a developmentally appropriate curriculum will benefit greatly in all aspects of development. We believe a good educator and caregiver is responsible to his/her students and their families, respects diversity and individuality, approaches children and their families with kindness and patience and believes in themselves as well as others.

Inclusion

The CDL is open to all children, regardless of ability level. Staff will work collaboratively with families and representatives of Early Intervention Services and public school programs to ensure, to the best of our ability, that children's individual and special needs are met. A team approach with these professionals and the family will be utilized to identify the most appropriate strategies and supports needed to facilitate development and learning and whether or not a child's needs can be met by our program.

Mission Statement:

The CDL program mission is three-part:

- a) **Serve** as a learning laboratory for college students involved in programs of study such as child development, family life, psychology, interdisciplinary early childhood education, nursing, and elementary education,
- b) **Provide** a setting for the scholarly and creative work of college students and faculty,
- c) **Demonstrate** exemplary practices in child care and early education for the Appalachian region.

The mission of the Child Development Lab parallels the service, learning, and labor missions of Berea College. We support the professional growth of undergraduate students by providing a setting rich in opportunity for learning and research.

Curriculum

The Child Development Lab does not adhere to one set type of or method of curriculum. Being a lab school we feel it is important that many methodologies be incorporated in our program. CDL curriculum expresses autonomy, creativity, and diversity as learning experiences are developed, planned, and implemented by staff following various curriculum models. CDL curriculum supports the progress and efforts of the state of Kentucky through the integration of Kentucky's Early Childhood Standards as well as scope and sequence for developmentally appropriate expectations, current research, and best practices in the field of child development and early education. Teachers utilize the Kentucky Early Learning Standards as a source for planning learning experiences for children. Standards including benchmarks are identified on the lesson plans. The inclusion of the standards provides information about developmental domains, purposes for learning experiences, and identification of skills relevant to the child's growth, development, and learning.



Curriculum at the CDL promotes development and learning of the whole child by incorporating all developmental domains into activities and routines throughout the day.

- Physical: health, nutrition, safety, gross and fine motor development
- Cognitive: thinking sequencing, memory, problem solving (math and science)
- Communication/Language: listening, speaking, reading, writing
- Social: relationships with others, social studies (learning about home, school, community)
- Aesthetic: art, music, drama, movement, dance
- Emotional: self-awareness, self-esteem, confidence, and moral consciousness.

Teachers are required to write weekly lesson plans which highlight each day's activities. A copy of the weekly or biweekly plan will be posted on the bulletin board outside the classroom. Teachers keep plans in binders to map curricular experiences over time, assess learning opportunities for individual development as well as group progress, and to reflect on teaching strategies and classroom interaction.

Daily, weekly, and monthly plans may be organized around themes. A theme is defined as a central organizing idea or concept. Teachers may choose to develop a theme around common childhood experiences like shopping for shoes, children's emerging interests, or developmental tasks.

Classrooms are organized into learning centers which meets the child's educational needs through their desire to play. Learning centers provide an underlying organization of materials and experiences, appropriate for children's chronological and developmental ages, from which children have a chance to choose and through which children can move freely. An accepted "rule of thumb" in the field of early childhood education is that children need time to choose what they want to explore/play, have sufficient time to deeply engage in that play, and have time to put the project or materials away. Classroom learning centers facilitate play, support decision-making, and encourage children's responsibility for materials in the early childhood environment.

Lesson plans include relevant and meaningful learning center and group activities, including field trips and resource persons, to facilitate exploration of these ideas and concepts. Each theme must include all domains and provide opportunities for skill and concept development. Teachers communicate with

families about the themes, share plans, and brainstorm ways for family members to be involved in the activities included in the theme. ***Families are encouraged to suggest themes or projects of interest to them and their children.***

Teachers are required to post a daily schedule on the inside and outside bulletin boards in their classrooms. The daily schedule defines the sequence of activities and routines included in a child's day. Approximate times are provided for each segment of the daily schedule. Schedules that are followed consistently help young children to experience a predictable day and thus feel more secure in their classroom environments. We ask that families assist us with this consistency by becoming familiar with their child's daily schedule.

Licensing and Participation in STARS*

The CDL is a licensed Type I Child Care Center by the Commonwealth of Kentucky. The child care regulations can be found on line at the website for the Office of the Inspector General, Kentucky Cabinet for Health and Family Services, Division of Regulated Child Care (<http://chfs.ky.gov/os/oig/drcc.htm>). You may also ask for a copy of the regulations at the front desk.

The CDL is participating in the STARS* for KIDS Now program. STARS* is Kentucky's voluntary quality rating system for early childhood programs. This system uses a rating scale of one through four STARS to identify levels of quality, with four being the highest level. All STAR levels surpass the minimum licensing requirements defined by Kentucky regulations. More information can be obtained by viewing the Quality Enhancement Initiative web site (http://www.kentuckypartnership.org/libraries/STARS_Introduction_for_Parents.sflb.ashx).

Staff

Staffing for each classroom consists of a lead teacher and teacher assistant. Each classroom receives support from labor students who perform essential duties on a scheduled basis at the CDL. Lead teachers possess a minimum of a Child Development Associate (CDA) credential (Infant-Toddler or Preschool) with a minimum of three years of supervised experience, or bachelor's or master's degree in child development, early childhood education, or a related degree. Teacher assistants may possess an Associate's degree in child development, early childhood education, or CDA credential as well as experience with young children.

As a licensed child care facility, the CDL is required to have a minimum of two substitute teachers. The CDL employs at least two substitute teachers so that we are able to cover classrooms when staff are sick, attending training, or on vacation. In addition, the center employs floating teacher assistants to meet center needs for staff coverage.

Our full-time cook is responsible for planning menus, preparing meals and snacks, the ordering and inventory of food, keeping accurate records for the state food program, and maintaining a clean and sanitary kitchen.

The part-time evening janitor is responsible for maintaining cleanliness of the CDL. The janitor is assisted in their duties by several students from the labor program.

Staff Development

All staff are required to have the following documents on file in the CDL program office:

- **Current TB screening or T.B. Skin Test** verifying that an individual is free of disease (presented at time of interview),

- **Criminal background check/s** (all staff, paid and labor students, students and adults volunteering or completing college course assignments must complete the Kentucky criminal records check; individuals having lived outside the state of Kentucky during the past five years must complete an FBI criminal records check or one from the state/s in which he/she lived; international students complete a Kentucky criminal records check) showing no violent or malicious crimes and/or patterns of criminal activity (application completed during the interview process and submitted for clearance at date of hire),
- **CAN Check, clearance from the central registry of child abuse and neglect** (application completed during the interview process and submitted at date of hire),
- **Current food handler's permit,**
- **Current CPR and first aid training** (not a requirement of labor students), and
- **Certificate of completion for Orientation I** (developmentally appropriate practices) and **II** (health, safety and sanitation, child abuse and neglect), six (6) hours of training. **All new hires are considered temporary employees and are on probation for ninety (90) days.**

CDL staff members are required to participate in a minimum of 15 clock hours of training related to child development and early childhood education per year.

Student Labor Program

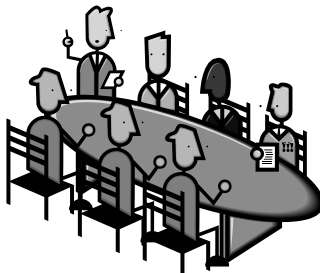
The CDL participates in the college labor program by hiring and training students to work in a variety of positions essential to the operation of the center, including classroom assistants and custodians. On occasion, labor students may be assigned to help in the front office or to work with a staff member on a special project.

CDL labor students must complete an application and be interviewed prior to hire. All labor students are required to complete the same background checks and TB screening as other staff members, acquire and maintain a current food handler's permit, and complete New Staff Orientation; a state required training covering topics such as health, safety, sanitation, nutrition, detecting and reporting child abuse and neglect, and an overview of developmentally appropriate practices (NAEYC, 1997). Labor students are supervised and trained by the assistant director during regular labor meetings.

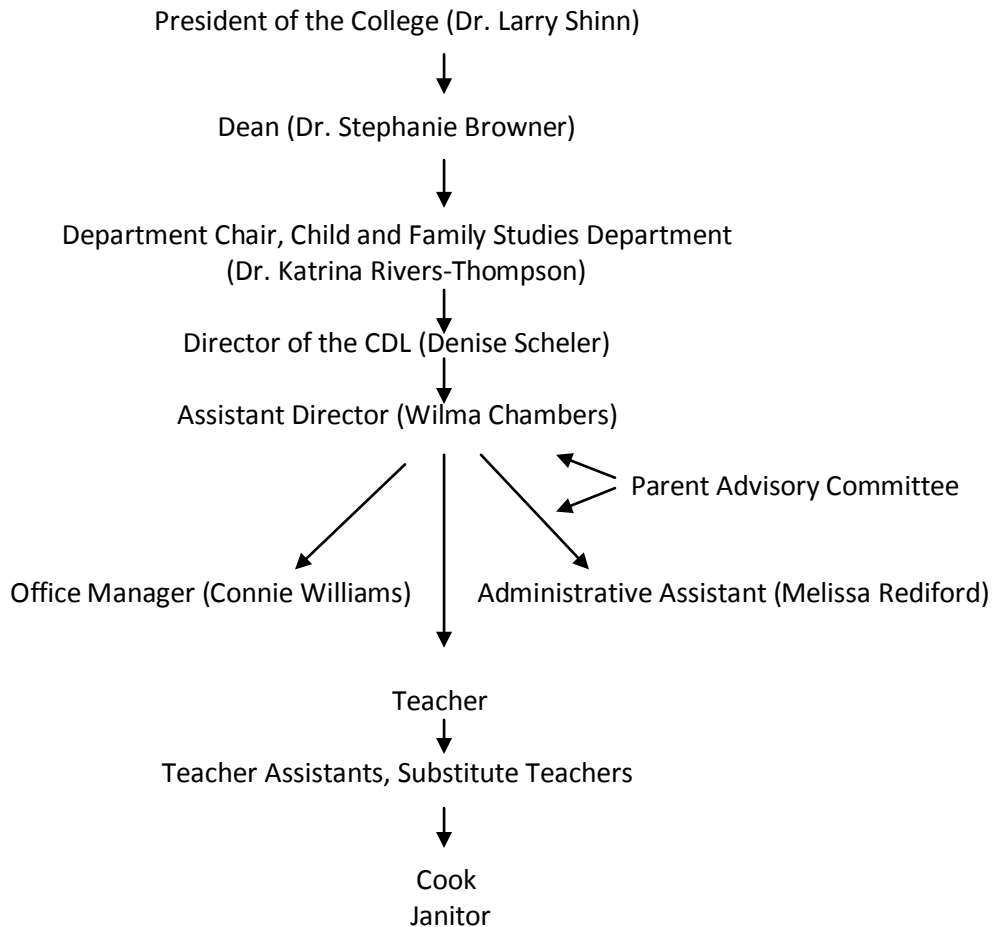
Advisory Committee (Interdisciplinary)

For the past several years, the CDL administration has had the benefit of working with an advisory committee composed of members of the CFS faculty and the child care and early childhood education professionals from the local community. Some members of this advisory committee are family members of enrolled children. The members of this group gather regularly to provide perspective and expertise related to program development.

The Advisory Committee provides an avenue of input from community professionals, families and staff; however, it is not a decision-making body. The Child Development Lab is administratively housed in the Department of Child and Family Studies within the academic division of the college. Operational decisions will be made within the department and academic division.



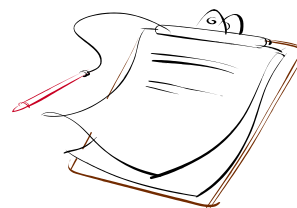
Berea College CDL Organizational Chain of Command



Research

The CDL is open to research and creative project proposals from college students, staff, and faculty. **Individuals are required to discuss the project with the faculty director and submit a proposal for review.** After thorough review of the proposal and consideration of the impact on young children and staff, the project will be approved for implementation. A letter describing the intent of the project (goals or purposes), procedures, schedule of time and method for reporting the results along with a permission form for parents to indicate choice for participation or nonparticipation will be distributed to the appropriate classes.

No child will participate in any research project without the written consent of parents or guardians.
Parents or guardians will have access to documentation of children's interaction as well as research findings as available.



Confidentiality

Every effort will be made to maintain the confidential nature of the family-school partnership (PL93-579). No information will be shared with unauthorized persons without written permission from parents or legal guardians. Children's files will be kept securely locked to maintain privacy of information and limit access to authorized persons only.

All employees and labor students are required to sign a statement of confidentiality at the time of hire as well as periodically during their employment to acknowledge awareness of their professional responsibilities and to reaffirm their commitment to this policy.

In addition, all staff members and student labor are required to read and utilize the NAEYC Code of Ethics (April, 2005). This document defines early childhood professional principles by which employees make daily decisions and interact with children, families, colleagues, and community members.

Family Involvement

“Other things may change us, but we start and end with family.” Anthony Brandt

Staff at the CDL value a close family-staff relationship and view it as essential for the program to best support a child’s development and learning. We recognize that early development occurs within the context of the family and those relationships created and sought out by the family. Such a relationship also assists the child in obtaining the most benefit from the early childhood experience. Therefore, we actively encourage the participation of family members in daily activities at the center as well as special events. Family members are welcome to spend time in the CDL facility as their interests and schedules allow.

Observing and Participating at the CDL

We encourage families to visit the center and meet staff prior to making a decision to enroll their children. Before the first official day of attendance, we encourage families to introduce their children to the center and to the classroom on a gradual basis. Many families choose to visit the center with their children several times before the first day of attendance; and, many families leave children at the center for only a few hours the first few days. **During that transitional time, families remain onsite and observe from the observation decks located on the second floor of the center.**

Families are welcome to share breakfast, lunch, and snacks with their children at the center, to play, and/or to share their special interests and talents. Many families arrange their schedules to help a child settle in for the day by reading stories together or playing together with favorite materials. A similar practice is observed at departure times when families take sufficient time to encourage children to complete activities, show their parents what they have done that day, and/or say good-bye to playmates. Also, families are encouraged to participate in field trips, walking excursions, etc.

Observing allows parents and family members to understand more about a child’s daily routines. Families are welcome to use the observation deck and listening stations located on the second floor. When families use the second floor, they must sign in at the front desk and wear a name tag.

Family members are expected to respect the right to privacy of other individuals in the classroom (including staff, labor students, volunteers, other children, and their families) by adhering to basic confidentiality guidelines.

Children in Transitions or Special Circumstances

When parents/guardians know about special situations such as weather-related concerns, illness, accident, hospitalization, divorce, death of family member, parent’s absence due to travel, deployment, etc., please share situation with your child’s teacher. Young children may not have the words to express their feelings or reactions to the change or disruption experienced; however, they are affected by these changes and may require specific attention in light of the situation.

Friday Afternoons at the Lab and Other Family Events

Center-wide special events are planned to occur several times during the year. These events may include family potlucks, educational meetings, classroom orientations and special events. Typically events are offered on Friday afternoons from 3:30-4:30 or 6:00-7:30 pm.

Mandatory Orientations.

The last week of August is designated as scheduled orientations for families with staff members. These meetings provide essential information about the policies, daily schedules, individual classroom practices, teaching philosophies and approaches to facilitating your child's growth, development, and learning.

Spring Art Show. Each spring during the ***Week of the Young Child*** celebration, CDL sponsors a children's art show including an array of art experiences for participants to explore. The ***Week of the Young Child*** is an annual international observance developed by the National Association for the Education of Young Children (NAEYC).

Shared Educational Opportunities. In response to family requests for information about selected topics of interest, CDL staff have organized opportunities for training that include staff and families together. Past events have included topics such as child development, nutritional requirements, and common health concerns.



Walking Excursions and Field Trips

CDL capitalizes on the availability of campus resources and events within walking distance and learning experiences outside the immediate community that require transportation. Field trips extend children's learning beyond the classroom and playground into the community around them. Children experience concepts and ideas first hand by visiting points of interest on the college campus, the town of

Berea, and the surrounding community. ***(Advanced written notification will be provided and an individual permission form will be required with a parent/guardian signature and current date.)***

The enrollment packet includes a permission form for walking excursions. These walking excursions may be ones in which children walk with partners on a "rope" or ride in a buggy. Teachers taking classrooms on walking excursions or field trips must sign out and in on the log at the front desk. Teachers are required to give a specific destination for each trip. Also, teachers take an emergency bag and cell phone or "walkie talkie" on each walking excursion or field trip.

There are occasions when teachers want to take children to events or locations that are not within walking distance of the CDL. The procedure for taking a driving field trip requires parents/guardians to sign and date a specific permission form for that trip. Signing a specific form allows CDL staff to arrange transportation through local public transportation provider Kentucky River Foothills. Parents will need to provide a car seat or booster seat for field trips requiring transportation.

Avenues for Communication

The CDL utilizes a variety of avenues for written, oral, and electronic communication in order to keep families informed of children's daily experiences, planned curriculum of learning experiences, important

events, policies, and center information regarding closure for cleaning, holiday, or professional development.

Daily Conversation at Arrival and Departure. There is at least one classroom staff member in each room at the beginning and ending of the school day. Arrival and departure are critical periods of time to exchange information about the status of your child, family situations, change in pick-up arrangements, child's interaction throughout the day, etc. Planning time for positive morning transitions and afternoon departures facilitates opportunities to share important information with staff members and to converse about observations of your child's daily participation at the center.

Daily Notes. Daily notes are sent home with each infant and toddler. These notes provide information about diaper changes, eating and resting patterns, toileting and play behaviors. The notes are important records describing your child's interaction throughout the daily routine and participation in learning opportunities, both spontaneous as well as planned.

Weekly or Biweekly Newsletters. Newsletters, prepared by classroom staff, are sent home with children on a regular basis to inform families about children's classroom learning experiences, projects, walking excursions or field trips, updates about classroom practices, and general information.



Availability of the Administrative Staff. The Administrative Assistant is stationed at the front desk in the reception area. She is available to answer questions and provide information through most hours of the day.

The Office Manager is present at the CDL during the afternoon hours and can always be reached by phone or email during the entire day. Her number during the morning hours is ext. #3742 (CFS departmental office.)

The Assistant Director and the Director are available throughout the day to answer questions in person, by phone, and by email. An appointment is not necessary but may be preferred depending on the nature of the conversation.

Family Information Table. Space has been set aside in the front foyer for a family information table. Brochures and flyers about community programs and services are available.

Notice of Research Projects. When students and/or faculty plan research projects that will be conducted at the CDL, the researcher, whether student or faculty, must follow college procedures related to human subjects review and gaining entry. Parents will always be informed in writing prior to the date on which the research begins.

Suggestion Box. A wooden box is located in the family information area. Family members are invited to write constructive suggestions, comments, or observations about experiences with the services offered and educational program implemented at CDL. The box is opened regularly by the Assistant Director. Replies to suggestions are made in writing or in person depending on the nature of the suggestion. Family input is taken very seriously and is viewed as a way to improve the quality of the CDL program.

CDL Parent/Guardian Advisory Council (P/GAC)

The purpose of the Council is to engage families in the support and enhancement of the educational program at the Boyd and Gaynell Fowler Child Development Laboratory. ***(This group does not serve as a forum for complaints or as an avenue to address personal grievances.)***

The following comprise the activities of the Council:

- Assist in goal-setting for the CDL
- Facilitate communication between parents/guardians and CDL staff
- Provide support for enrichment activities through recruitment of volunteers, networking within the College and surrounding communities, development of resources, etc.
- Recommend changes in policies, procedures, programs and services
- Organize and /or support recognition activities for professional and student teachers
- Develop and /or support parent programs (e.g., workshops, family outings, coffee hours)
- Review/edit printed materials (e.g., handbook, newsletter)
- Represent other parents/guardians of children in the classroom.

Membership:

Each classroom will elect one parent/guardian to serve on the P/GAC for the duration of the academic year. Elections will normally be held in September, with members elected by simple majority from a list of self-nominees (one parent/guardian nominee per child). The process will be repeated for a classroom at any time during the year if a member needs to be replaced. Elections will be coordinated by the current acting P/GAC chair. Normally there will be ten (10) members representing ten (10) classrooms. Once formed, the council will elect a chair to serve as the convener and oversee and/or participate in administrative matters, including agenda-setting and election activities. The chair (or other council designee) will provide leadership on a more casual basis throughout the summer.

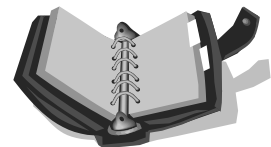
Meetings:

The council will be convened once per month, with supplemental communication through email or by other means. It is recommended that a least one member of CDL administrative staff and one member of the teaching staff be present at each meeting to encourage open communication. Other CDL family members are also welcome to attend.

Family-Staff Conferences

Formal family-staff conferences will be conducted at the end of fall and spring terms. Time will be set aside for conferences during December and May. A schedule will be posted in each classroom for sign-up. Conferences will be implemented throughout a designated week for each age level and with advance confirmation for individual times.

The purpose of setting aside time to talk is not to replace the ongoing daily conversations between classroom and staff and family members. Rather the purpose of the conferences is to provide private, uninterrupted time for staff and family members to sit down together face-to-face to share information, to gain insight, and to individualize plans for children.



Parents/Guardians or teachers may schedule a conference at anytime to discuss developmental concerns, individual plans, or family circumstances which affect a child's participation in the program.

Be respectful of your child by scheduling a conference rather than talking in front of him or her while in the classroom or other public areas. Also, support your teacher’s fulfillment of responsibilities to the group of children and other families by requesting a time to discuss issues or concerns rather than distracting a teacher from maintaining the health, safety, and comfort of the children within the classroom.

Enrollment and Billing

“There's no money in poetry, but then there's no poetry in money, either.” Robert Graves

Enrollment Procedures

The CDL is open to children of Berea College students, staff, and faculty, and, on a space available basis, to children of the Berea Community. Families may enroll for the full year, the academic year or just the summer session. Enrollment *agreements* are signed at the date of entry and updated every year in the fall. Enrollment agreements for the summer session are handled separately.

Applications are accepted year round. Children may enter the program at any time a space becomes available. Children are admitted on a first-come basis with respect to age and college affiliation.

Following acceptance and prior to the first day of attendance, families must complete *all* of the forms in the enrollment packet. Included in the packet are a variety of forms related to method of payment, permissions, contact information, participation in the USDA sponsored Child and Adult Care Food Program, etc. The CDL is required to have on file *current* immunization information for each child. This information must be submitted on a *Commonwealth of Kentucky Immunization Certificate*. **Families who have chosen not to have a child immunized are required to have on file in our office a *Certificate of Religious Exemption* signed by the child’s physician or a representative from the Public Health Department.**

Once a child has been admitted to the program, regardless of college affiliation, enrollment for each successive year is guaranteed. ***Although enrollment is guaranteed, families must update the enrollment packet every year.***

Hours and Days of Operation

The Child Development Lab is open Monday through Friday from 7:30 a.m. to 5:30 p.m for full day and after –school care. Full day care is defined as attendance for more than five hours per day. The CDL is open throughout the year according to the staff calendar of the college. A current school calendar will be distributed as fall term begins; this will include school closings, holidays, and special events of the year.

Cost of Care and Methods of Payment

Age of Child	Rates
Under 36 months	Half-day: \$18/day Full-day: \$24/day
3 through 5 years/After-preschool	Half-day: \$15/day Full-day: \$21/day
After-kindergarten-Age 5	After-school: \$13/day Full-day: \$21/day
After-School-Age 6 and above	After-school:\$13/day Full-day: \$20/day

Fees begin on the date of enrollment. Fees are charged for every day of the week and/or month that the center is open, even when the child is absent. For children turning 3 years and 6 years of age, fees are adjusted the month following the child's birthday. Families should direct all questions about fees and billing to the Office Manager or Administrative Assistant. Fees are calculated weekly or monthly, depending on family status as student, staff, or faculty of the college or community member.

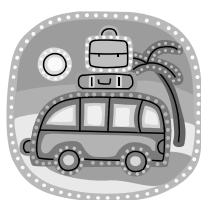
The Berea College CDL does reserve the right to discontinue child care services if a family does not maintain payment of fees within the billing cycle assigned for your category of participation. The CDL is willing to work with any family regarding payment of fees. When you need special arrangements for payment, please confer with the Office Manager, Connie Williams. Connie will work with you to maintain your enrollment status at CDL. **Keep payments current by discussing any challenges you may experience immediately!**

Students. Fees are calculated monthly (at the end of the month) and are charged to the student's college account.

Faculty and Staff. Fees are calculated monthly (at the end of the month) and billed to the parent's college account. Families must choose either to enroll in the flex plan or to use payroll deduction to cover child care expenses. Contact John Blair, Payroll Manager, at People Services (985-3095).

Community Members. Fees are calculated weekly and must be paid in advance of services provided. Payments are received in the CDL office and are payable by cash or check. Credit card payments are received at the Student Service Center located in Lincoln Hall.

The CDL will work with the state-sponsored Child Care Assistance Program (CCAP, 859-623-9811) or any other assistance program for which the family may be eligible. Families are responsible for maintaining their child care assistance contracts in a timely way. And, families are responsible for any fees incurred that are not covered by the assistance program. For information about child care assistance programs, please ask at the front desk. Information on using student loans to cover child care expenses is available at the Office of Student Financial Aid Services in Lincoln Hall.



Vacation Policy

Ten vacation days are allowed per year for each child (August to August with the beginning of the fall term). **Vacation days may not be carried over from year to year.** Families will not be charged for these days. Requests must be made in writing on the **Vacation Request form** which can be obtained at the CDL office.

Fees for Late Arrival

The CDL closes for the day at 5:30 p.m. We ask that families make every reasonable effort to arrive at the center to pick up children **by 5:20 p.m.** This allows time for parents to chat with the classroom teacher and gather belongings.

We do realize that situations like traffic slow-downs and late-running meetings and classes do occur. We ask that families call the CDL to let us know an estimated time of arrival if it is clear that the child will be picked up later than 5:30 p. m. **The CDL will assess a late fee of \$10 when a child is not picked up from school by 5:30 p.m.**

Withdrawal

Families may discontinue child care service at the Child Development Lab at any time during the year. **A paid two week notice is required.** Notice may be given verbally; however, the ***Intent to Withdraw form*** must be signed and placed in the child's file.

Termination

The CDL has the right to terminate services for any of the following reasons: nonpayment for services, noncompliance with policies and procedures as stated in the CDL Parent Handbook, inability of staff and family to work together to the benefit of the child (**when a child's behavior affects the health, safety, and comfort of center participants**) or behaviors on the part of family members that negatively impact the quality of the program for others. Examples might include disruption of the program; showing disrespect to staff, labor students or other families; or the creation of a hostile work environment.

Procedure for Resolving Differences and Problems (Grievance Procedure)

When a family member has a problem or complaint about the services provided by the CDL or a staff member, ***he or she will address the concerns or issues with the appropriate individual involved.*** When the problem relates to the child's classroom, then the family member will consult the teacher by requesting an appointment for a conference or discussing the issue in a confidential manner respectful to child/children and adults involved. If the teacher and parent are unable to resolve the issue or problem satisfactorily, the family member may request a conference with the teacher and CDL Director in order to resolve the problem. If the family member prefers, he or she may request a conference with the CDL Director ***following the initial conference or discussion with the teacher.***

When a family member has a concern or issue with a center policy or practice, then the individual will discuss the matter with the CDL Director. According to the Cabinet for Health and Family Services, Child Care Regulations, the center director is ultimately responsible for the health, safety, and comfort of each child. (In the absence of the Director, the Assistant Director will be responsible for discussing concerns or issues with a family member or members.)

If the problem remains unresolved, it will be addressed by the Chair of the Department of Child and Family Studies. Any decision rendered by the Chair is considered a binding decision.

This approach to resolving differences and problems is aligned with the policies and procedures of other programs and divisions in the college. This procedure was approved by People Services and legal counsel on 09/02/2002.

Health and Safety

"Health is the condition of wisdom, and the sign is cheerfulness -- "Ralph Waldo Emerson

Children benefit most from early care and education experiences when they are healthy enough to fully participate. Families must keep their contact information up to date and clearly designate others in the local community who can act on behalf of the child when the parent cannot be reached. Should your child become ill or injured while at the CDL staff will promptly notify you of the concern and help your child receive needed medical attention. At the CDL we take every child's health seriously and ask that families promptly respond to notification of illness or injury not just for their own child's benefit but for the health and safety of all children and adults in our program.

We take many precautions on a regular basis in order to help encourage good health and safety for all. Our policies and procedures for health and safety are:

Hand Washing

Children are required to wash their hands frequently at the CDL (upon arrival, moving from one classroom to another, before and after eating, playing in water, sand or play dough, returning from outdoor play, using the toilet, wiping nose or mouth, sneezing or coughing, and handling pets or other animals). Sinks are located in the hallways, dining room, and in each classroom. The sinks are child-sized and accessible for children with special needs. The soap, paper towel dispensers, and waste cans are located low on the wall nearby to foster independence in this important task. A poster outlining the recommended hand washing procedures is also located near each sink.

Parents are encouraged to help their child/children through this procedure at arrival each day. Practice singing the “ABC” song or “Row, Row Your Boat” to help child develop a sense of the time required to cleanse hands.



Sanitizing Agents

A solution of water and chlorine bleach (one tablespoon of bleach to one quart of water) is used for any sanitizing processes throughout the center as determined by Kentucky Division of Regulated Child Care and the Madison County Health Department. The strength of the bleach solution is monitored by using a litmus paper test. Surfaces are washed with soap and water prior to being sanitized. All room surfaces are cleaned and sanitized on an as needed basis and no less than once daily. All toys and materials that come into contact with infant and toddler children are cleaned with a scrub brush and soapy water before being disinfected. Materials used by children three and older and those materials used in the big hall are cleaned daily. CDL janitorial staff also sanitize all door handles in the building daily.

Illness

It is our assumption that if a child is well enough to come to the center, he or she is well enough to participate in **all indoor and outdoor activities** included in the daily schedule of the classroom.

The following health policy has been reviewed and approved by faculty in the Berea College Department of Nursing, surveyors from the Division of Regulated Child Care (Office of the Inspector General), and staff from the Madison County Public Health Department.

Children are not permitted to attend with any of the following symptoms:

- *contagious rash*
- *fever greater than 101 degree and accompanied by behavior changes or other sign/symptoms of illness*
- *untreated earache*
- *sore throat*
- *diarrhea occurring more than three times in 24 hours*
- *chronic cough (defined as turning the face red or blue or involving a high pitched croup-like whooping sound*
- *vomiting occurring two or more times within 24 hours*
- *ringworm*
- *unidentified discharge from the eyes (clear thick liquid and/or discolored mucous).*

Children developing any of the above symptoms or conditions during the day must be picked up by the parent (or emergency contact designated by the parent)

In order to return to the CDL, a child must:

- ***be free of illness for 24 hours or***
- ***have received a full 24-hour course of medical treatment or***
- ***supply a doctor's note stating the child is not contagious, and***
- ***submit a doctor's note stating that the child is well enough to participate in daily activities.***

The CDL should be notified when a child will be absent. The reason for the absence must be stated as the center is required to report some illnesses to the Public Health Department. If a child is absent with a contagious illness, the CDL will inform other families by distributing a handout about the specific illness and posting a sign at the entrance of the classroom. *Every effort will be made to maintain confidentiality during transmission of information about contagious illnesses and general illness young children experience.*

CDL relies on families to inform the center administration about the diagnosis of contagious diseases and conditions so that alerts can be issued to protect children and adults. When your child is absent due to illness, please call the main office (985-3620) to report the nature of your child's illness and schedule to return.

Lice

If a child is suspected of having head lice, a teacher or the Assistant Director will privately search the child's head. If adult lice or nits are found, another staff member will be asked to examine the child. If evidence of lice or nits is found the child will not return to the classroom and the parent (or contact designated by the parent) will be called to pick up the child immediately.

The Assistant Director will notify other families in the classroom (and center) that a case of lice was found. Confidentiality will be maintained throughout the notification process. Staff in the child's classroom will sanitize all materials (bedding, dress-up clothes, etc.) immediately and thoroughly following procedures authorized by the Public Health Department.

In order to return to the CDL, a child must be free of lice. ***Clearance must be in writing and signed by a physician or health department representative.*** A written and signed notification is the customary practice for all schools.

Allergies and Asthma

The CDL is required to have information regarding a child's allergies, food and non-food, on file. When a child is enrolled who has allergies or sensitivities to food, environmental agents, or medications, the Assistant Director, teacher and cook will meet with the family in order to discuss signs and symptoms leading to an attack as well as the course of action to be taken should an attack occur.

Likewise, if a child has been diagnosed with asthma, the Director and teacher will meet with the family in order to learn how to recognize signs of distress and appropriate measures to follow if an attack should occur. ***Emergency medications requiring medical training to administer will be administered by the Director when a current physician's prescription, medication, and parent's/guardian's permission are provided.*** The administration of an EpiPen® and breathing treatments are the most commonly requested treatments. Specific medical permission forms are used by the center and must be completed by the parent/guardian and physician.



The CDL is a peanut and latex free facility.

When your child is allergic to foods, a Modified Meal form must be completed and signed by the child's physician in order for the cook to provide appropriate and individualized substitutions for meals and snacks.

Minor Accidents and Injuries

We all know that young children acquire bumps, scrapes, and bruises as they actively explore their environments; especially our little ones just learning or new to walking. When minor accidents or injuries occur the CDL staff members are limited to the use of soap and water, ice, and band aids in providing care to your child. However, staff members are not limited in the amount of tender loving care they provide.

All minor accidents and injuries are reported to families on an Accident Report form. Information included on the form should provide families with enough detail to know when and how the accident occurred and how it was handled by the staff. If an accident involves more than one child, confidentiality will be maintained in all verbal and written communication about the accident or injury. If staff have any concerns about an accident being more than a minor event the child's family will be notified to come observe injury and make a decision on need for medical treatment.

Emergency Medical Procedures

Each family is required to sign the **Permission to Seek Emergency Medical Treatment form** prior to the first day of attendance at the CDL. In the event of an accident or onset of severe illness, the CDL staff will notify parents immediately by phone. If your child needs immediate medical attention CDL staff will immediately notify the child's family and emergency care personnel (911 services). Emergency care will be provided by ambulance and/or Berea Hospital Emergency room personnel. The cost of transportation (if necessary) and treatment is the responsibility of the family.

Medication

The CDL staff may administer medication to a child only if the following procedures are practiced:

- Prescription medication must be in its original container with the complete label issued by the pharmacy including the child's first and last name, date prescription issued, expiration date, directions for administration, and amount of medicine to be given child.
- The name of the medication and the directions for administration must be clearly readable.
- Parent/guardian will need to provide a daily written request that is signed and dated.
- The medication will be given exactly according to the directions on the label.
- Non-prescription medication may be administered to a child only with the written daily request by the parent/guardian. The medication must be given according to the directions on the label.
- If a child's physician prescribes an over-the-counter medication for a child who is younger or smaller than the label indicates, **the CDL requires a signed statement by the physician, defining the directions for dosage and times for administration.**
- The time, date, amount, and name of staff person administering a prescription and a non-prescription medication will be documented.

Parents must sign a ***Permission to Administer Medication form***, giving clear directions that specify the time the medication be administered and the specific dosage of medication required at each administration. **The form must be completed each day the medication is required.** Forms are kept on file for reference and State Licensure requirements. The CDL does provide a locked refrigerator for medication that must be chilled.

CDL administration expect that parents/guardians assume the responsibility of administering any necessary medications their child/children may require and informing the teaching staff what they have been given prior to drop-off. Furthermore, we expect that the first dose of any new medication to be given at home so that the child can be observed for potential side effects (i.e. drowsiness, diarrhea, rash, etc.) and communicated to staff prior to care of child.

All center personnel who administer medication to children will receive special training, as necessary, to ensure that safety is maintained (use of EpiPen® or other specialized treatments).

Items from Home

Your child may bring special items—toy, stuffed animal, photograph, or book. These items may provide comfort as they represent connections from home, especially during transition times or nap. When a child desires to bring toys or other items to school, check with the classroom teacher in order to determine the appropriateness of the item for sharing with other members of the class.

Each child needs to bring a blanket for naptime. Bedding and other items will be kept in the child's cubby in the classroom. Please label all items with the child's first and last name using a laundry marking pen. Children's personal nap items will be kept out of contact with all other materials in order to encourage optimum health conditions.

We ask that families be mindful that many children and adults suffer with severe allergies and asthma which can lead to potentially life-threatening situations. Please be sure that all items brought from home are allergy free-no heavy perfumes, colognes or scents, no exposure to smoke or other common allergens such as pet fur, grass, exhaust fumes, peanut products, etc. A person with a severe allergy may not be able to tell you they smell peanuts or that your cologne is too strong due to sinus issues associated with their allergies but can and will still have a reaction to the exposure.

Clothing

Children will be working with paints, water, sand, and other "messy" materials on a daily basis. Also, children will play outside and go on walking field trips to nearby campus and community sites. Clothing that is durable, comfortable, and washable is a must. We recommend dressing a child in clothing that will not be damaged by children's involvement in messy and dirty activities.

The center does provide paint smocks and bibs (for younger children); but frequently young children do have accidents with their clothing. Please send a full change of clothing (including shoes, socks, under- and outer- wear) that can remain at school. Label articles of clothing with the child's name and place them in a bag. When it is necessary to change clothes for whatever reason, children feel best about having their own clothing to wear. Extra clothing should be checked periodically for fit and seasonal appropriateness.

To encourage some independence and sense of control and competence, children's clothes need to be easily handled by them. Some examples are zippers that operate easily, buttons that are large enough for small fingers to handle, and buttonholes that allow the child to slip the button through easily. For younger children, pants with elastic waistbands make toileting a more independent activity. Dress children appropriately for the weather. Children will spend time outside daily with weather permitting. Weather permitting indicates that children will play outside in warm weather until the heat index reaches 90 degrees F or in cold weather until the chill factor is -15 degrees F. Of course common sense will be applied in either situation in order to protect young children from extremes in weather conditions. Parents/guardians are expected to supply appropriate clothing items for current weather conditions such as mittens or gloves, hats, boots, rain gear, etc.

Shoes

For health and safety reasons, children wear shoes inside and outside. We require that children wear shoes that support and cover the entire foot (e.g., sneakers) and have non-skid soles. **Flip-flops, crocs, and sandals are not acceptable shoes for play at CDL.**



Children who are walking will wear shoes when outside of classroom, even when playing in hallway.

Shoes are removed at rest time. Shoes and fasteners that are easily handled can lead to independence and sense of competence in a child. If a child wears boots in the winter, please send a pair of regular shoes (sneakers or tennis/gym) for indoor play.

Bedding

Licensing regulations require that each child is provided a time to rest during the day. The CDL provides cots and mats for this purpose as well as bottom sheets. In order to help your child feel comfortable, please send additional covers such as a small sheet or blanket. Small pillows and favorite stuffed animals ("sleepy buddies") are also welcome. Storage for bedding from home is limited so please choose items carefully. All items used for rest time must fit into the child's rest time box. Be sure to label all items brought from home with the child's name. Bedding items brought from home should be taken home for laundering each week while materials provided by the CDL will be washed weekly or upon being soiled.

Protection from the Sun

The state of Kentucky requires that children enrolled in early care and education programs play outside daily when weather permits (at or below 90 degrees F heat index and at or above -15 degrees F wind chill factor). The CDL recommends the protective use of lip balm, hand lotion and Sun Screen. Additional recommendations for protection against sunburn include wearing a hat or cap with a three-inch brim, long-sleeved shirt, and/or sunglasses with 99% UV protection.

Parents/guardians are required to sign a blanket permission form in order for teaching staff to apply products for lip and skin protection. When sunscreen is used, the center recommends that parents/guardians apply the product at home as the child is getting dressed in order to effectively protect against sun burn through clothing. Staff members agree to apply another coat of product before going outside to play, morning and afternoon. The blanket permission form will cover the use of lip balm and hand lotion for your child's comfort and protection.

Closing for Inclement Weather

Typically, the CDL does not close due to weather conditions such as snow or extreme heat. However, if Berea College officially closes, then the CDL is also closed. Tune into local and campus announcements to stay informed of such closings.

If weather conditions worsen during the course of a day, please use good judgment and consider the safety of getting young children (and CDL staff) home before road conditions become hazardous.

If area schools are closed, children enrolled in the after-kindergarten class are welcome to spend the day at the CDL.

If the CDL finds it necessary to close once a day has begun due to emergency situation or inclement weather families will be contacted via phone and/or email.

Fire and Severe Weather Drills

Child care licensing regulations require that the CDL regularly practice fire and severe weather procedures. These drills are monitored by a Berea College Public Safety Officer. Results of each drill are recorded in writing and kept on file in the front office. Evacuation routes are posted in every classroom and shared space in the building.

Should you be present during a drill we ask that you help be a positive role model for your child (children) in responding appropriately in an emergency situation. All people present during a drill must participate.

Emergency Procedures Including Chemical Spill/Hazards, Unwanted Intruders, and Unauthorized Removal of a Child

A complete description of emergency drills and procedures is posted in each classroom, in the Dining room, in the front lobby, and in each room upstairs. These procedures were adopted by the CDL after extensive conversations with Public Safety and the Emergency Outreach Center for Madison County and consideration of the building structure and licensing requirements. The procedures are regularly reviewed and revised as needed.

In the event of an emergency situation families are permitted to shelter at the CDL with children and staff. However if the CDL must go into lock down situation no one will be permitted to enter until the situation is safe again. Please be confident that we have all children and staff's health and safety in mind. Should you arrive during a lock down or other emergency situation and find that you cannot gain access to the building or want to check on the welfare of your child you may still call the front office for information (985-3620).

If children must be evacuated from the CDL all children and staff will meet in the Commons building in the Ecovillage.

The CDL have pre-arranged coded emergency messages for campus security which informs them of an unwanted intruder or a potentially dangerous individual inside the CDL.

If a child is removed by an unauthorized person CDL staff will immediately contact local authorities and the child's family. An unauthorized person is anyone not on the child's pick up list or does not have custodial rights. We may not prevent a parent access to their child whether they have been listed on a

child's pick-up list or not. In order to prevent a parent's/guardians access to a child the CDL must have on file legal documentation stating that they may not pick up the child in question. However, if a person arrives and claims to be the parent and were not involved in the enrollment process that person must provide a copy of the child's birth certificate showing that they are a parent and current picture identification.

Leaving Children Unattended

Staff members are required to supervise children in their care at all times, except when parents are accompanying children. ***Supervision of children becomes the responsibility of the parent, especially at pick-up time. We ask that you keep close supervision of your child (children) at this time and help them continue to abide by CDL rules of behavior. Children should be within arm's reach of an adult at all times. Children are required to use walking feet while in the CDL. Children are not permitted to open classroom or entry doors without the presence of an adult. We appreciate your help in maintaining these policies at pick-up and drop-off in order to help keep all children and adults safe through consistent implementation of CDL rules.***

Staff members utilize a zone approach to supervision in the classroom, on the playground, and on field trips. This approach is both common and recommended practice in child care and early education settings. It allows for visual coverage (through scanning) as well as staff proximity to children. Staff, labor students, and volunteers are trained on this approach both during orientation to their program and "on the floor" supervision.

From time to time, staff members encounter two situations during arrival and departure times that are cause for concern. ***First***, we have observed that some children will initiate a seemingly playful game of running ahead of the parent toward the classroom at arrival and toward the front door at departure. ***Second***, we have observed that adults are leaving children in cars in the parking lot, sometimes with the motor running, while they pick up children from inside the building.

In order to eliminate the opportunity for a child to be unattended, we recommend and follow the practices listed below:

- Teach children to walk or stay beside you at all times when entering or leaving the building and explain the reasons for this expectation.
- At departure create routines such as stopping to view artwork in the hallway, to examine the fish tank, or to play with the busy board at the reception area. Prompt your child before leaving the classroom so he or she does not run toward the front door.
- When siblings or other children accompany you to pick up your child, bring all the children being transported into the center. Children may walk with you to the classroom or sit in the green chairs in front of the reception area.

In the event that a child is left in a vehicle alone, a CDL staff member (**with cell phone in hand**) will go to the vehicle to confirm that a child is alone. ***Due to the potential for harmful situations to arise when leaving a child unattended in a car, this practice will be implemented strictly.*** The staff member will place a call to the Berea Police Department to report the unattended child. The staff member will wait by the vehicle until the adult and the police arrive. After the situation is reported to police and parent, the incident will be reported to the Child Abuse and Neglect Hotline.

In the event that an adult is transporting another child who cannot enter the center (e.g., is ill with a contagious disease or is very upset), the adult should call ahead to the center and ask for assistance from the CDL staff. A staff person will walk your child to the car upon your arrival.

Security

A child will be released from the CDL only to the child's parents/legal guardian or persons designated *in writing* by the parent/guardian. CDL staff will refuse to release a child to anyone, related or unrelated, not so authorized. Persons not known to the staff will be required to show a driver's license (with photo) or photo identification card issued by a government agency prior to picking up a child.

The parent/guardian or person designated by the parent/guardian to drop off and pick up a child must sign the child in with time and sign the child out with time and ***full signature***. Full signatures are required by child care licensing regulations and the USDA sponsored Child and Adult Care Food Program to document attendance. The only exception to this procedure is for those children arriving by bus from kindergarten. These children will be signed in by their teacher.

We recommend that parents/guardians accompany those designated to pick up or drop off a child in the absence of the parent/guardian at least one time prior to sending the designated other adult alone. This will allow the parents/guardians to introduce the designated other adult to the teacher and to model the expected arrival and departure procedures.

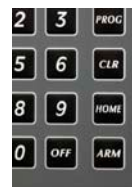
When you telephone to report that another individual, listed or unlisted, will be picking up your child, the individual must stop at the front desk and show a valid driver's license before entering the main area of the school structure. If an individual appears to pick up your child without prior notification, you will be phoned. If you are not available to confirm the arrangements, the child will not be released to that individual. This person can gain access to the building by ringing the front door bell.

All visitors to the program are required to sign in and to sign out at the front desk. Visitors are required by the CDL to wear a name tag in a prominent place. Visitor's logs are kept on file in the front office.

CDL staff, including substitute teachers, labor students, volunteers, and college students are required to wear nametags to identify themselves. In addition, a short biography and photo of each staff and student is in the main hall.

All doors to the CDL building are locked at all times (front, kitchen, east doors and playground). Similarly all playground gates are kept locked at all times. The east gate (leading to the Eco-village oval) is open only during drills requiring evacuation.

All families will receive a security code during the mandatory orientations for individual classrooms or at time of enrollment. Security codes are to be used by primary providers only. We ask that codes are not give to people on the pick-up list to help keep the codes confidential. Office staff members are able to monitor cameras, located at strategic points around the building, from their personal computers. In addition, the camera system is connected to monitors located in Public Safety at Woods-Penn.



Please be sure not to allow any unidentified person into the CDL as you are arriving to or leaving the building. If someone belongs at the CDL they will have a code. If a parent has forgotten their code they simply need to ring the doorbell for access.

Reporting Suspected Child Abuse and Neglect

According to Child Care Facility Health and Safety Standards (922 KAR 2:120), a child shall not be subjected to: a) corporal physical discipline, as prohibited by DRS 199.896 (18), b) loud, profane, threatening, frightening, or abusive language, or c) discipline that is associated with: rest, toileting, or food.

Reporting Alleged Child Abuse or Neglect by another staff person:

In the instance that a parent, another staff person, or any other person alleges that this regulation has been violated by a staff person at the Child Development Laboratory, the director, assistant director, designated person in charge, or any staff person who is the recipient of such information is obligated to immediately report the alleged incident to the Cabinet for Health and Family Services (***Department of Community Based Services, 1-800-752-6200 or Madison County PPO, 859-623-1204***) and the Cabinet for Health and Family Services (***Office of Inspector General, Southern Enforcement Branch, 1-606-330-2030***) pursuant to KRS 620:030. When representatives from the identified agencies are not available beyond regular business, then an oral or written report is to be made to local law enforcement or to the Kentucky State Police.

At the time that such report is made, the staff person shall be either:

- a) Reassigned to administrative duties with pay and have no further unsupervised contact with children and families enrolled in the program.
- b) Suspended from work with pay
- c) Suspended from work without pay until such time that the alleged incident has been investigated and substantiation/non-substantiation is determined by the entity designated by CHFS to investigate such claims.

Reporting Suspected Child Abuse or Neglect of a Dependent Child

According to KRS 620:030, "Any person who knows or has reasonable cause to believe that a child is dependent (*A dependent child is one who is not receiving adequate care or supervision, but not through the fault of the parent; e.g., a parent that is physically ill or injured; or as the result of a natural disaster such as a fire or flood*) [KRS 600.020(16)], neglected or abused shall immediately cause an oral or written report to be made to a local law enforcement agency or the Kentucky State Police; the cabinet or its designated representative; the Commonwealth's Attorney or the county attorney; by telephone or otherwise. Any supervisor who receives from an employee a report of suspected dependency, neglect or abuse shall promptly make a report to the proper authorities for investigation. If the cabinet receives a report of abuse or neglect allegedly committed by a person other than a parent, guardian or person exercising custodial control or supervision, the cabinet shall refer the matter to the Commonwealth's attorney or the county attorney and the local law enforcement agency or the Kentucky state Police. Nothing in this section shall relieve individuals of their obligations to report."

Nutrition

...“Unfortunately, everything the experts tell us about diet is aimed at the whole population, and we are not all the same.” -*The Scientist* magazine

The CDL serves late breakfast, lunch, and afternoon snack on a daily basis. Late breakfast and afternoon snack are served in the classrooms. Lunch is served in the dining room for children 2 and older.

Classrooms are assigned a time for lunch according to a staggered schedule. This approach allows the younger children to eat first and be finished prior to the arrival of the older children.

Snacks and lunch times are carefully scheduled to meet child care licensing regulations and food CACFP guidelines. All meals and snacks must conform to the pattern of components provided in these regulations and guidelines. Weekly menus are posted on bulletin boards outside each classroom, available to families at the front desk, on the bulletin board in the dining room and via e-mail.

All children and staff are required to wash their hands when entering and leaving the dining room.

Child and Adult Care Food Program

The CDL has participated in the Child and Adult Care Food Program (CACFP) since 2003. This USDA sponsored program provides participating programs with guidelines for appropriate menu planning, purchasing, and reporting procedures. In return, participating programs are able to claim reimbursement for food, personnel, and selected preparation- and serving-related expenses.

Since the CDL is named as the participant, the program is required to have two forms on file for each enrolled child: an application and an enrollment form. These forms are included in the enrollment packet. Forms must be filled out each year on the federal fiscal calendar which means that new forms are required for each child by the end of October every year.

Families who enter the program for the first time in August are placed in the somewhat confusing situation of filling out two sets of forms, one set for ending the current fiscal year and then, a few weeks later, another set for the upcoming fiscal year. Participation in CACFP allows the college to off-set the cost of purchasing food as well as employment of kitchen staff. It is important to follow these guidelines.

Currently, three food services are available to children participating in classrooms at CDL. A late breakfast, lunch and afternoon snack are served. These meals meet guidelines established by state licensing requirements and guidelines from the Child and Adult Food Care Program. Late breakfast and afternoon snacks are served in each classroom. Lunch is served in the dining hall for all toddler and older classes.



When you elect to bring snack or provide lunch for your child rather than using CDL food service, you must comply with the same guidelines defined by licensing and the Child and Adult Care Food Program. You must meet the categories of food required as well as the portion-size defined for the age of child. The information will be posted in the dining hall. Also, the food program manager and administrative staff will discuss the specific requirements when you are providing food for your child.

In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discrimination on the basis of race, color, national origin, sex, age or disability.

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW, Washington, DC 20250-9410 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.

Family Style Dining

Our goal is to create an atmosphere for meal and snack times that encourages appropriate social behaviors, conversation, nutrition, and independence. We want children to eat well, develop independent self-care skills, accept responsibility for meal service and clean-up, and try new foods.

To accomplish these goals, we are committed to using an approach called *family style dining*. Children are seated with familiar adults (teachers, assistants, and/or labor students) at the same child-sized table. Food is served at the table in larger dishes such as bowls and platters and then transferred to plates. Staff members prepare plates of food for younger children at the table while older children learn to prepare their own plates and drinks at table. Staff also prepare their plates and eat alongside the children.

Allergies and Food Restrictions

The enrollment packet contains forms asking families to inform the CDL about allergies and food restrictions. According to CACFP guidelines, children with allergies and restrictions are required to have a *Modified Meals* form signed by the child's physician and on file in the child's folder. The Director, Food Program Coordinator, and the cook will work closely with the family to identify appropriate substitutions for the menu.

Likewise, the Food Program Coordinator and the kitchen staff will work closely with families who prefer a vegetarian diet and/or have preferences based on religious traditions. ***CDL staff members rely on families to provide up-to-date information and to complete the appropriate forms.***

When you elect to bring snack or provide lunch for your child rather than using CDL food service, you must comply with the same guidelines defined by licensing and the Child and Adult Care Food Program. You must meet the categories of food required as well as the portion-size defined for the age of child. The information will be posted in the dining hall. Also, the food program manager and administrative staff will discuss the specific requirements when you are providing food for your child.

Birthday Celebrations

Birthdays are important to children and to their families. Families may only bring commercially prepared food in the original packaging. This guideline is set forth and enforced by the Division of Regulated Child Care and CACFP guidelines. Non-edible treats and special activities are also welcome during times of celebration. There are many ways to celebrate a birthday at the CDL. The important points to keep in mind are to plan ahead with the teachers, keep it simple and inexpensive, and be creative.



Alignment with Practices in Child Nutrition, Licensing Regulations, Public Health Inspections, and Campus Sustainability

CDL staff members have worked closely with the professor of nutrition on faculty in the Department of Child and Family Studies to improve the quality of the menus, to research and develop the elements and benefits of family dining, to improve the efficiency of food preparation and service, and to individualize menus for children with allergies and food restrictions.

All staff and labor students are required to keep current Food Handler's Permit on file in the front office. The cook and substitute cooks are required to keep a current Food Manager's Certificate posted in the

kitchen and on file in the front office. The kitchen, pantry, and dining room are regularly inspected by an official from the Madison County Public Health Department whose reports are posted in the kitchen.

In addition to the composting, recycling, and reduction of paper products discussed below, the CDL is interested in exploring the feasibility of purchasing fresher food from local growers, reducing the amount of processed food served, and preparing more dishes from scratch. We welcome suggestions as we work toward these goals.

Composting, Recycling, and Reducing the Use of Paper Products

Since moving to the new facility in September 2004, the CDL has participated in the composting efforts of the Ecovillage by teaching children about foods that can and cannot be composted. Curriculum in many of the classrooms has taken the growing-eating-composting-growing sequence full circle so that children can grasp the significance of their daily actions in relation to food production.

All cans, jugs, and cartons emptied in the process of preparing meals and snacks are recycled. In addition, the CDL classrooms and office recycle all appropriate materials.

We use durable tableware and utensils, thus significantly reducing the amount of paper products purchased for the purpose of serving meals and snacks.

Infant and Toddler Care

Infant Feeding

The CDL does not provide infant formula. Each infant family should bring fresh bottles already prepared each day. Licensing regulation prohibits the staff from mixing infant formula at the center. The center provides baby food for your infants as appropriate for individual age and preference. The guidelines for feeding infants and their nutrition requirements are discussed during the family orientations. Also, information about meal service is posted in the classrooms.

Daily Records

Care givers in the infant and toddler rooms keep daily records of when and how much infants eat (and what they eat), when and how long they nap, diaper changes and toileting behaviors (wet and bowel movements), as well as developmental information for each child.

Recommended Sleeping Position for Infants

Care givers at the CDL follow the current recommendation of the American Academy of Pediatrics and the National Institute of Child Health and Human Development regarding sleeping position for infants. Care givers place infants on their backs to sleep, even for naps, to reduce the risk of Sudden Infant Death Syndrome (SIDS).

In addition, care givers at the CDL abide by the following recommendations regarding the sleeping environment for very young children.

- Place the baby on a firm mattress
- Remove soft, fluffy and loose bedding and stuffed toys from the crib
- Inform all staff, including substitutes and labor students of the importance of following the recommendations of the Back to Sleep campaign
- Make sure that the baby's face and head stay uncovered during sleep

- Covers, including blankets, must be tucked between the mattress and the crib, not around the baby
- Be sure that the baby stays warm, but not too warm, during sleep

Parents must provide a written statement from the infant’s physician in order to alter the sleep position (including propping the baby at an angle).

Diapers and Wipes, Diaper Ointment, Creams, and Powder

Families are responsible for providing diapers for their children and any ointments, creams, and powders that may be needed by the child. The CDL does supply wipes.

Diaper policy

The CDL does not provide diapers for the children. It is the CDL preference that parents always have a week’s supply of diapers available at the CDL for your child. We realize that some parents may prefer to bring diapers on a daily basis and that is acceptable. However, if that is your preference, we require that a minimum of six diapers be sent in each day. The CDL will provide diapers on an *emergency basis only* and your account will be charged fifty cents per diaper. The teaching staff will make every effort to notify you in advance when diapers are needed.

Transitions

“It’s the transition that’s troublesome.” Isaac Asimov

Gradual Entry into the CDL

In order to allow children new to child care or new to the CDL, we encourage families to bring children to visit the center and meet their teachers and new playmates prior to scheduled date of entry. Many parents choose to have their child attend for a shortened day for the first few days before staying for a full day.

Transitioning to a New Classroom

Typically, transition to a new classroom occurs at the beginning of the fall session. However, based on the individual needs of children, transitions may take place at any time during the year and may be initiated by families or the CDL staff.

Features of the physical design of the building provide opportunities for children and staff to become acquainted with each other during activities in the “big hall,” dining room, playground, and in the adjoined classrooms.

By design, programming at the CDL intentionally brings teachers and children of different ages and from different classrooms together in shared activities such as breakfast, lunch, field trips, play in the “big hall” at the beginning or end of the day, as well as opportunities to visit and play in other classrooms.

Our purpose in gradually introducing all children to others in the center is to foster a sense of community and belonging. A gradual approach beginning in the fall and extending through the year adds to a child’s feeling of comfort and security, provides the opportunity to establish relationships, and supports the children’s ownership of their environment.

Dropping Children Off and Picking Children Up

The parking lot adjacent to the CDL building is shared with the city. Four spaces near Jefferson St. have been set aside for families who are dropping off and picking up children. Families also are welcome to use spaces on the CDL side of the lot for this purpose. Children must be accompanied in the parking lot at all times.

The adult accompanying the child must sign the child in on arrival and out on departure. **Child care licensing regulations and the USDA-sponsored Child and Adult Care Food Program require that the adult's full signature appear on the attendance logs.** Each classroom has placed information for families, including the attendance logs just inside the door of the classroom.

Children are required to wash their hands upon arrival every day. We ask that the adult accompany the child to assist with this task. The adult is required to wash hands as well. Hand washing is the most effective way to prevent spread of germs.

Arrival and departure times are important times for conversation with the child's teachers. Please plan for at least a few minutes of conversation every day. These conversations are very important in helping children make the transition from home to child care and child care to home.

Some families prefer to spend a few minutes eating breakfast and/or engaging in activities in the classroom. Please feel welcome to get your child settled in before departing.

Berea College Public Safety has asked the CDL to remind families that vehicles should never be left running in the parking lot. With the cost of gasoline, the potential danger of fumes in the air, and the risk of having a vehicle stolen, this is not a good practice.

As discussed in another section of this handbook, leaving older (or younger) children unattended in a car is considered abandonment. As mandated reporters, CDL staff will call the Berea Police and make a report to the child abuse and neglect hot line.

Siblings are welcomed to assist in drop off and pick up times. Please remember that supervision of non-enrolled children is not the responsibility of CDL staff.

We ask that you keep close supervision of your child (children) at drop-off and pick-up times and help them continue to abide by CDL rules of behavior, policies and procedures. Children should be within arm's reach of an adult at all times. Children are required to use walking feet while in the CDL. Children are not permitted to open classroom or entry/exit doors without the presence of an adult. We appreciate your help in maintaining these policies at pick-up and drop-off in order to help keep all children and adults safe through consistent implementation of CDL rules.

Handling Separation

(Adapted from the CDL Parent Handbook at the University of Illinois at Urbana-Champaign, 2007)

Anxiety about separation is a developmental issue that can be difficult for both children and families. When infants are between eight and ten months of age, they often become distressed when separated from their caregivers. Older children also may experience anxiety about separation if they have never been in a group setting, if they are changing from one care setting to another, or if they have been away from school for an extended period of time.

Anxiety about separation may surface at other times for any number of reasons. It can appear at unexpected times throughout the early childhood years as children grow and change. Every child is unique and responds to situations in different ways. Typical behaviors associated with anxiety about separation included crying, clinging, and trying to follow the departing care giver.

Children take cues from their care givers about how to handle this anxiety. Children are attuned to how their care givers handle leaving them at the center. If the parent handles the situation positively, the child will sense this.

The following list of helpful hints may help the separation process go more smoothly.

- Prepare the child in advance by talking with him/her about what is going to happen, such as “today is a CDL day!”
- Maintain open communication with the classroom staff. This helps a caregiver feel more comfortable with leaving and a child will sense this.
- Be sure to say good-bye to your child when leaving.
- Make good-byes definite. Do not return to the classroom even if the child is crying. It may make the process of separation more difficult in the long run. Children typically regain their composure and begin to participate in the daily routines of the classroom soon after the care giver leaves.
- Some families have found that leaving a picture book of family photos or some item of importance to them in the classroom is reassuring to the child.
- Take advantage of the observation deck and listening stations; however, please know that the child will be able to see who is observing from above. Some parents call the center back once they arrive at their destination just to be assured that the child has settled in. Please feel free to do this if separation is difficult.
- Keep in mind that successfully working through separation helps a child develop healthy coping mechanisms that will sustain them throughout life.

Some families experience difficulty when arriving at the end of a day to take a child home. The ideas listed below may be helpful to remember when a child is having difficulty leaving.

- Encourage the child to come to point of completion with whatever task or game he/she is involved in.
- Patiently reassure the child that classmates and materials will be available again the next day.
- Talk with the child about what is coming next; for example, “remember Grandma is making dinner for us tonight!”
- Ask the child to show you the fish tank or some other object that is stationed on the path to the door.
- Be sure to say good-bye to the remaining children and the classroom staff.
- After a sufficient amount of time to bring closure to the day, make good-byes definite.

Routines

“Habit and routine have an unbelievable power . . .” Henri de Lubac

Personal Belongings

Each child has a cubby to hold their personal belongings. Cubbies are located inside each classroom and are marked with the child’s name. Comfort items such as stuffed animals or books, etc. are allowed

when needed. Rest time items such as blankets and “sleepy buddies,” outerwear, and a complete change of clothes are kept in the cubbies as well. All items brought from home should be clearly marked with the child’s first and last name.

Items such as food, candy, gum, toys, and other personal belongings should be left at home. **No child should enter the center carrying food.** Families should arrange their schedule in the morning so that children eat breakfast at home. Parents who bring children with food in hand will be asked to sit with the child until the meal is finished.

Outdoor Play

Children will play outside every day at least for a short period of time, except in extreme weather conditions. Outdoor play is essential for good physical and mental health. If a child is not well enough to engage in the full schedule of daily activities including outdoor play, then the child is not well enough to attend the CDL.



The CDL staff members follow a policy entitled “Weather Permitting.” When the heat index is 90 degrees or the wind chill factor is -15 degrees, children will remain inside for physical activities.

The center does have awnings on both sides of the building that provide some shade and protection from mild rain, sun, and wind. And, the neighboring park does have beautiful shade trees.

Staff will consider whether children are appropriately dressed when determining whether to play outside or not. Please dress children according to the weather.

Toileting

The CDL staff will work with parents to help toilet train their children. Classrooms for toddlers and preschoolers have child-sized toilets and sinks and ample space for storing extra clothes.

Not all children are ready to learn the toilet at the same age, so it is important to watch for signs of both emotional and physical readiness in the child. Staff and parents have felt most successful when they are using the same approach, vocabulary, and type of encouragement and reward.

- Learning to use the toilet should be a positive experience for everyone. Listed below are some helpful hints to keep in mind.
- Dress children in loose fitting clothing that is easy to pull up and down. Elastic waist pants are a good choice as they provide the child with more independence.
- Likewise, clothing with belts and tiny zippers, straps (overalls), or belts would not be a good choice since these fasteners would require adult help and cause enough delay to result in an accident.
- Accidents will happen. When children are first learning to “go potty,” there can be a very small window in recognizing the urge to go and getting to the bathroom. Accept accidents in a matter of fact manner. ***Staff members will assist children who demonstrate readiness for toilet learning. Staff members will not force learning to control body process for family convenience.***
- Send plenty of extra clothes, including an extra pair of shoes. Assist the child to change clothes, giving as much independence as possible. It is never wise to scold or shame or otherwise draw a lot of attention to accidents.
- Maintain a positive and confident manner, even when the process feels discouraging!

Classroom Composition and Adult-Child Ratios

The decision of whether to use same-age or mixed-age grouping is made by the Assistant Director and the Director based on the following considerations:

1. Providing continuity in location, classmates, and teachers for the children
2. The individual needs of a child
3. The expertise of staff, as leading a mixed-age group requires different skills and dispositions from teachers
4. The proportion of preschool aged children in the program (a small number may result in a mixed age group while a larger number may lend itself better to same age groupings)

Three factors determine the number of children and adults who are assigned to each classroom. Those three factors are: the child's age, adult-child ratio (as determined by child care licensing regulations, STARS*, or NAEYC) and size of the room as determined by a measurement of usable square footage in the classroom. Adult Child ratios given in the child care licensing regulations represent an acceptable level of care according to the state of Kentucky. Although not yet accredited by a national early childhood organization, we attempt to staff the CDL and strive to maintain our adult to child ratios at the national recommended level.

Age	Ratio	Maximum Group Size
6 wks-1 yr	1:4	8
12-28 mos	1:4	8
21-36 mos	1:5	10
30-48 mos	1:8	16
4 yrs	1:10	20
4 yrs-6 yrs	1:10	20

Rest Time

Infants (6 weeks- 12 months) will nap according to their individual schedules in cribs in their classrooms. Crib sheets are provided by the CDL and are laundered at least once a week, more often if needed.

Toddlers rest on mats covered by sheets in their classroom. Preschoolers and early-arriving children from the public school kindergartens rest on cots covered by sheets in their respective classrooms. Toddler and preschool rest time is scheduled to occur at the same time every day which is after lunch.

Children may bring blankets and comfort items such as small stuffed animals, book, or quiet toys to use during rest time. Child Care licensing regulations stipulate that children be provided a rest period not to exceed 2 hours. Children are expected to play quietly on their cots if they do not sleep.

Child Guidance

At the CDL, we try to balance the needs of the child with the necessity of setting limits. Children can only develop a personal sense of autonomy and initiative when the adults around him/her are loving and firm. We have confidence in the child and in ourselves; and, we believe that in time and with the support of responsive adults, a child will learn to be assertive at appropriate times and in constructive ways.

CDL staff members follow the basic guidelines for setting limits for young children:

- Accept the child's need to assert himself/herself
- Acknowledge the child's feelings
- Restate the expected behavior or communicate the limit

- Target acceptable alternatives
- Implement choice-giving and define consequences
- Use consequences that “fit the action”
- Discuss ways a child can be responsible for his or her actions
- Teach problem solving skills and strategies to resolve conflict

CDL staff will:

- Plan the environment and the daily schedule with predictability, flexibility, and the child in mind
- Model the behaviors we are teaching children
- Stop behavior that is hurtful to a child or harmful to materials and/or disruptive to the group
- Explain the appropriate behavior and the potential consequences of the child’s actions
- Select consequences related to the action or “mistaken behavior” exhibited by the child
(“Time Out” is not implemented as a consequence for inappropriate behavior.)
- Provide structured choices and/or redirection appropriate to the situation and the age as well as the developmental level of the child.

Staff members focus on talking with children about what they can do, rather than frequently using statements that begin with “Don’t” or “No.” Each classroom posts the basic **I Care Rules** for children to follow. They use the wording of the rule with children as it pertains to situations that arise in the classroom as the day progresses. The following statements are defined as **I Care Rules**:

1. We listen to each other.
2. Hands are for helping, not hurting.
3. Use I Care language
4. Care about others feeling
5. Be responsible for what is said and done.

Over time, children learn to solve their own problems with less and less intervention from adults. The goal is for children to become intrinsically controlled, considerate of others, and a responsible member of a classroom community.

At no time will children be subjected to physical or psychological punishment! No restricted methods of behavior management will be administered!

- ***No spanking or other corporal punishment***
- ***No cruel, unusual, or severe punishment, humiliation, verbal or physical abuse, neglect, or abusive treatment***
- ***No denial of meals or snacks, drink, rest, bathroom facilities or outside time as punishment***
- ***No force-feeding***
- ***No punishment for soiling, wetting, or not using the toilet***
- ***No punishment related to eating or not eating food.***

In the event that there is a persistent challenging behavior or behaviors, we will take these measures:

1. Meet with staff and parents/guardians to outline the concerns and develop a plan for managing the behavior (s).
2. Share the cooperative plan and obtain signatures of parents/guardians .
3. Implement the plan.

4. Monitor the plan daily and schedule follow-up conferences weekly or biweekly to discuss progress of the plan.
5. Contact professional resources with parent/guardian permission as needed.

If progress is not made to modify the behavior or the center director and assistant director determine that the CDL environment is not the most appropriate environment for the child, the child's enrollment will be terminated. When a child's challenging behavior threatens the health, safety and comfort of other children or adults, the child's enrollment will be terminated without advance notice.

Biters and Biting

For very young children, biting is a normal, natural behavior. However, many children have not reached a level of social awareness to control this behavior when it is directed toward others. The toddler is not a socially sophisticated individual and not well attuned to the feelings of others, nor is he or she aware of the finer points of social interaction. Couple this with teething, and like the baby who gums objects, the toddler may be trying to relieve pain and discomfort in one way or another.

Staff and families need to be aware that infants and toddlers who bite are probably going through a stage of behavior that will soon pass. Neither staff nor families can allow biting, but they can be sensitive to the reason biting occurs and utilize preventive measures. The goal is to understand the message the child is trying to convey and to help the child find an acceptable way to express himself or herself.

Typical preventive measures may include:

1. Ensuring that the classroom environment is effective in engaging children in interesting and challenging activities and materials.
2. Being responsive to children's attempts to communicate.
3. Teaching acceptable ways children may gain attention or access to the toys or material they desire.

When biting does occur, staff may:

1. Firmly let the child know that biting is not acceptable
2. Redirect the biter to another activity or isolate the biter briefly
3. Analyze the frequency and timing of biting with the daily schedule in order to determine patterns and the potential message being conveyed by the biting child
4. Shadow the child who bites to pre-empt opportunities for biting and teach acceptable, alternative behaviors on the spot
5. If biting appears to be associated with a need for oral stimulation, provide appropriate teething or biting materials

The first priority in handling biting is to ensure that the child who was bitten is okay. If teeth break the skin, an infection may result. Being bitten also temporarily disrupts a child's sense of security. CDL staff will take the time to calm and reassure the bitten child, thus restoring the child's sense of safety in the environment.

All incidents of biting must be reported to respective child's family, biter and one bitten. As in all written and oral communication with families, confidentiality will be maintained.

Rights for Children in Child Care Programs and Their Parents/Guardians

Kentucky Revised Statutes 199.898

Rights for children in child-care programs and their parents, custodians, or guardians --

All children receiving child-care services in a day-care center licensed pursuant to KRS 199.896, a family child-care home certified pursuant to KRS 199.8982, or from a provider or program receiving public funds shall have the following rights:

- The right to be free from physical or mental abuse;
- The right not to be subjected to abusive language or abusive punishment; and
- The right to be in the care of adults who shall meet their health, safety, and developmental needs

Parents, custodians, or guardians of children shall have the following rights:

- The right to have access to their children at all times the child is in care and access to the provider caring for their children during normal hours of provider operation and whenever the children are in the care of the provider;
- The right to be provided with information about child-care regulatory standards, if applicable; where to direct questions about regulatory standards; and how to file a complaint;
- The right to file a complaint against a child-care provider without any retribution against the parent, custodian, guardian, or child;
- The right to obtain information from the cabinet regarding any type of licensure denial, suspension, or revocation of an operator, and cabinet reports that have found abuse or neglect by any child-care provider or any employee of a child care provider. Identifying information regarding children and their families shall remain confidential;
- The right to obtain information from the cabinet regarding the inspections and plans of correction of the day-care center, the family child-care home, or the provider or program receiving public funds within the past year; and
- The right to review and discuss with the provider any state reports and deficiencies revealed by such reports.

Licensed or certified child-care providers shall post these rights in a prominent place and shall provide a copy of these rights to the parent, custodian, or guardian of the child at the time of the child's enrollment in the program.

Effective: July 15, 1998

History: Amended 1998 Ky. Acts ch. 524, sec. 3, effective July 15, 1998. -- Created 1992 Ky. Acts ch. 57, sec. 1, effective July 14, 1992.

