

## TABLE OF CONTENTS

<b>Philosophy Statement .....</b>	<b>2</b>
<b>Early Childhood Programs Goals .....</b>	<b>3</b>
<b>How do I Get My Child Enrolled?.....</b>	<b>4</b>
<b>Description of Programs .....</b>	<b>5</b>
<b>Policies and Guidelines.....</b>	<b>7</b>
<b>When to Keep Your Child At Home .....</b>	<b>13</b>
<b>Parent Involvement Ideas.....</b>	<b>15</b>
<b>Home/School Agreement .....</b>	<b>16</b>
<b>Permission to Participate.....</b>	<b>17</b>
<b>Vermont Framework of Educational Standards .....</b>	<b>18</b>
<b>Annual Notification of Rights.....</b>	<b>20</b>
<b>Opportunities for Substitute Teaching with Us.....</b>	<b>22</b>
<b>Use of Technology in the Early Childhood Programs .....</b>	<b>23</b>
<b>School Calendar.....</b>	<b>Back Cover</b>

# **Early Childhood Programs**

## **Philosophy Statement**

### **Early Years are Learning Years:**

The quality of a child's experiences from birth to five years old has a very significant effect upon the child's growth in all areas of development. What a child learns in the first few years of life is the foundation for all future social and academic success. Current research on brain development has given strong support to this philosophy.

### **Children Learn Best Through Play:**

Children have an inborn desire to learn. From birth to the age of eight, play is an important means by which this learning is achieved. Many scientists are now convinced that children's play has a vital role in healthy development. When children are provided with the appropriate materials in a supportive environment they will naturally engage in those activities which will promote their physical, emotional, and intellectual development. Play provides the best opportunities for this development. Children are motivated to learn because they are enjoying themselves. The Early Childhood Programs tap this learning potential, and use play to encourage children's exploration of literacy, early math concepts, and social skills.

### **Play is Important to a Child:**

Play is a child's way of developing and practicing all those skills which are necessary to function in society. Play is very serious work to a child and needs to be valued and taken seriously by adults. When adults join children in this play, or actively support it through providing good toys and encouragement, children feel valued and motivated to learn.

At the NCSU Early Childhood Programs, "play" means experiences which are enjoyable, self-motivating, and address many areas of development. These include writing, drawing, reading books, building with blocks and legos, taking walks, playing dress up, water play, crafts, sand play, puzzles, singing, dancing and using our imagination.

**A Child's play is the work that begins with delight  
and ends with wisdom.**

# **North Country Supervisory Union**

## **Early Childhood Programs Goals**

The NCSU Early Childhood Programs' goal is to encourage children to reach their potential by helping them to become independent, self-confident, inquisitive and enthusiastic learners. We encourage children to be active and creative explorers who take risks and value their own thoughts. Our emphasis is on teaching them how to be lifelong learners (Dodge and Phinney, 1990). To accomplish this, we work with children in groups, individually, with their families, and through community and inter-agency collaboration.

We wish to encourage children to:

- 1) Develop a positive self concept.
- 2) Develop a positive attitude toward learning.
- 3) Begin to develop self-control, i. e. begin to regulate their own behavior and make appropriate decisions.
- 4) Maintain and extend their innate curiosity, creativity, imagination and interest in learning.
- 5) Demonstrate independence, personal initiative and confidence in their abilities.
- 6) Develop relationships of mutual trust and respect with adults and peers.
- 7) Value and share their own ideas and ideas of others.
- 8) Understand and develop prosocial skills, (friendships, compassion, caring, cooperation), in order to encourage citizenship.
- 9) Understand and respect social and cultural diversity.
- 10) Develop and use language to communicate effectively and to facilitate learning and thinking.
- 11) Help children see themselves as emerging readers and writers.
- 12) Represent ideas and feelings through pretend play, drama, dance and movement, music, art and construction.
- 13) Think critically, reason, and solve problems.
- 14) Construct understanding of relationships among objects, people and events such as classifying, ordering, number, space and time.
- 15) Construct knowledge of the physical world, manipulate objects for desired results, and understand cause and effect relationships.
- 16) Develop basic physical skills (Large and small motor skills).
- 17) Gain knowledge about the care of their bodies and maintain a desirable level of health and fitness (numbers 1 - 17 - Bredekamp & Rosegrant, 1992).
- 18) Develop an awareness of environmental responsibility.

## **How do I Get My Child Enrolled?**

Families interested in enrolling their child should call our **main office in Newport (334-5704)**, and a staff member can help you determine whether the Early Childhood Programs is right for your child. In addition, the NCSU Early Childhood Programs provides a free 'screening' service to the surrounding communities once a year.

'Screening' is a process where parents are invited to bring their child to one of our locations, meet the teachers, and observe their child play with the provided materials. A teacher will play with your child, and then sit down with you and discuss your child's development with you. Because space within the preschools is limited, priority is then given to children who could most benefit from preschool experience. Examples include children who live in communities where they have few friends their own age, children who are shy, children who are not developing as quickly as their same-aged peers in speaking or understanding directions, and children who may not be developing as quickly as their same-aged peers in their ability to walk, climb, run, or pedal a tricycle or bicycle.

If you would like a screening appointment or have additional questions, please call our main office at **334-5704**.

### **What can you do if you have concerns about your infant/child's development?**

- ◆ If your child is 3 - 5 years old, call or contact the NCSU Early Childhood Programs, at 338 Highland Avenue, Suite 1, Newport, Vermont 05855, Tel. No. 334-5704
- ◆ Bring your 3 - 5 year old child to a preschool screening offered by the NCSU Early Childhood Programs held throughout the district. Call 334-5704 for more information
- ◆ Talk to your infant's/child's physician
- ◆ Talk with someone at the Early Childhood Programs or Well Child visit
- ◆ Talk to your infant/child's daycare provider or preschool teacher
- ◆ If your child is under three years old, contact or call the Family, Infant and Toddler Program at 55 Main Street, Derby VT 05829. Telephone number: (802) 766-9244.

## Description of Programs

### **Who makes up the Early Childhood Programs? What do they do?**

**Coordinator: Eric Erwin, 334-5704. Please call Eric if you have any questions or concerns about the services your child receives.**

The North Country Supervisory Union Early Childhood Programs includes 3 different programs:

#### **1. Essential Early Education or E.E.E. - 334-5704 (Serving all towns in North Country Supervisory Union)**

<b>Description of Services</b>	<b>What E.E.E. can do for your 3 - 5 year old child</b>
E.E.E. provides special instruction for 3 and 4 year old children with a 40% delay in one or more developmental skill areas.	<ul style="list-style-type: none"><li>◆ provide evaluations that give detailed information about your child's skills and abilities</li><li>◆ provide consultation or direct instruction to children and families through a developmental approach</li><li>◆ services can be provided either in homes, in classrooms or in other settings such as daycare situations, C.F.D.P. (Head Start), or nursery schools</li><li>◆ help you and your child transition into kindergarten</li><li>◆ help parents access information about child development</li><li>◆ help families access services through other agencies</li></ul>

**2. Title I Preschool and Playgroups- 334-5704**  
 (Serving all towns in North Country Supervisory Union)

<b>Description of Services</b>	<b>What the Early Compensatory Education program can provide for your 3 - 5 year old</b>
<p>Early Compensatory Education provides services to 3 and 4 year old children who have a developmental need and/or can benefit from an organized educational experience.</p>	<ul style="list-style-type: none"> <li>◆ Preschool experiences to build a foundation of early literacy and math skills that will help with later school success</li> <li>◆ home visits with children and their families as needed</li> <li>◆ help families access information about child development</li> <li>◆ help families access services from other agencies</li> <li>◆ help families plan the transition into kindergarten when the child turns 5</li> </ul>

**3. Early Education Initiative Grant – 334-5704**

<b>Description of Services</b>	<b>What E.E.I. can do for your child</b>
<p>E.E.I. provides services to 3 and 4 year old children who could benefit from an organized playgroup, speak limited English, are E.E.E. eligible, or have development delays</p>	<ul style="list-style-type: none"> <li>◆ preschool experiences to build a foundation of early literacy and math skills that will help with later school success</li> <li>◆ home visits with children/families as needed</li> <li>◆ help families plan the transition into kindergarten when the child turns 5</li> <li>◆ help families access information about child development</li> <li>◆ help families access services from other agencies</li> </ul>

# **NCSU Early Childhood Programs**

## **Policies and Guidelines**

- **Early Childhood Program Goals**

The NCSU Early Childhood Programs help children reach their potential by encouraging them to become *independent, self-confident, inquisitive and enthusiastic learners*. We encourage children to be *active and creative explorers* who take risks and *value their own thoughts*. Our emphasis is on teaching them how to be lifelong learners (Dodge and Phinney, 1990). To accomplish this, we work with children in groups, individually, with their families, and through community and inter-agency collaboration. The early childhood teachers in our program believe it is extremely important that families feel welcome and valued at our school, and we make every reasonable effort to make sure this happens.

- **Confidentiality**

Any information which personally identifies you or your child will not be shared with any person or agency, other than NCSU Early Childhood Program staff, without your written permission.

- **Reporting of Abuse/Neglect**

Law requires that all teachers and human service providers, including the staff of NCSU Early Childhood Programs, report suspected instances of abuse and neglect to Social and Rehabilitative Services.

- **Classroom Guidelines**

When children clearly understand what is expected of them they feel more secure. Here are some guidelines we follow in the playgroups:

- We walk inside...we run outside.
- We use our "inside quiet voices" inside.
- We use our "outside loud voices" outside.
- We share our toys - even those brought from home.
- We take turns.
- We ask our friends if we want to use a toy they have.
- We are gentle. Friends and toys get hurt or broken when we are rough.
- We all help to put our toys away at pick up time.
- We stay with our teacher.

Teachers give gentle reminders to children when they forget the rules. Many times it helps to distract them when this happens. Sometimes it is necessary for the children to sit quietly by him/her self when having a hard time or "off" day. We see this as a time for the child to slow down and regain his/her composure. Program staff makes every

effort to keep parents informed about what their child does at school. Please ask your child's classroom teacher if you have questions.

- **School Calendar**

We generally follow the NCSU district calendar, but there are a few differences. These will be noted on the monthly calendars. (A school calendar is included with this packet). Teachers will make every reasonable attempt to contact or notify you in the event that playgroup or home visit times change.

- **Snow Days**

Due to unsafe road conditions, playgroups, community playgroup or home visits may be canceled. There will be an announcement on the local radio stations 92 WMOO and 1490 WIKE. Listen for "NCSU - Early Childhood Programs" in your area.

- **Lending Library**

We have a selection of books available for you and your child to borrow from our library at school. Your child's teacher will give you further details.

- **Transportation**

We need permission from a parent if someone other than a parent will be transporting the child. We will not permit your child to leave without permission. Please talk to your child's teacher if transportation will be difficult for you. Please remember, Vermont state law requires that all children up to the age of 8 must ride in an approved child restraint.

- We want your child to be safe! Therefore, we require that all drivers refrain from using alcoholic beverages and illegal drugs when transporting your child to and from playgroup.
- If your classroom teacher suspects that the person who is transporting a child is under the influence of alcohol or illegal drugs, s/he will:
  - 1) Give the driver the opportunity to use the school phone to arrange for another unimpaired driver to transport
  - 2) Or, if the driver insists upon driving with the child, the teacher is required to call the state police and report these suspicions, and to call DCF to report suspected neglect.

- **Health Screenings**

The NCSU School Health Nurse will check children's vision, hearing, height, weight, blood pressure, and pulse. The school nurse is also available to answer questions.

- **Immunizations**

Children are required to be immunized. You will be asked to provide a copy of your child's immunization record.

- **Allergies/Medications**

Please notify the teacher of any allergies or special medical conditions your child may have. If your child needs to take medication at school, a permission form needs to be filled out and turned in to the school nurse.

- **Smoking**

State Law (Title 16) forbids smoking on school property. This means inside Early Childhood buildings, or anywhere on school property (parking lots, playgrounds, etc.) Please refrain from smoking and extinguish all cigarettes before you arrive.

- **Firearms**

In accordance with Federal Law (18 USC section 930 (g) (2)), firearms are prohibited on school grounds. Please remove all firearms from your vehicle before arriving at the Early Childhood Programs to pick up your child, drop your child off, or to attend meetings at our program. Your cooperation is sincerely appreciated.

- **Absenteeism**

If your child will be unable to attend a playgroup or be at a scheduled home visit, *please notify your child's classroom teacher, or call our main office at 334-5704*. Please remember that there is a waiting list for our families. In cases of extensive absenteeism, we may be required to give your child's space to another family.

- **Head Lice**

- Any student identified by the teacher as having lice and untreated nits will be sent home for treatment as soon as possible.
- Any student with actual identifiable lice shall be immediately removed from the classroom. The teacher shall contact the parent immediately and request that the student be taken home for treatment.
- All children in the same classroom of an identified active case (untreated nits or actual lice) will be examined by the teacher.
- When possible, verbal contacts as well as written instructions for treatment will be made with the family of each case by the teacher (see letter to parents for details of treatment).

- The child will be readmitted to school after the child has been treated with medicated shampoo, examined by a health provider or the School Nurse, and found to be nit free. The Nurse will come to the home to check your child. The signed statement from the parent stating the treatment has been completed must be submitted to the teacher.
- Each re-entering student shall be examined by the teacher to look for evidence that the treatment was performed and that the student is nit-free.
- If the number of cases is considered to be an outbreak, the teacher may temporarily suspend activities conducive to close person to person contact as recommended by the school nurse.

- **Communicable Diseases**

If your child becomes ill at school, we will call you. Law and school district policy requires that you pick up your ill child immediately. (Please see "When to Keep Your Child Home for Health Reasons" at the end of this packet.

If your child is suspected of having a contagious disease, he/she will not be permitted to remain at school or return to school until he/she is no longer contagious. In some cases, a doctor's approval may be required prior to your child returning. See the information on health at the end of this packet.

- **Field Trips**

Visiting places in the community is an important part of our school program. We will let you know ahead of time where we are going, and get your written permission. We invite all parents to come along with us.

If you wish your child to be taken on a field trip by another person (a grandparent, an uncle, a friend, another parent, etc.), that person will need to be fingerprinted by the supervisory union office and participate in a background check. This policy helps to ensure that children will be safe at school-sponsored events. The fingerprinting and background check is provided free of charge. If you have any questions about this policy, you may call the program coordinator at 334-5704.

**Note:** Vermont state law now requires that all children under the age of five be in a car or booster seat when riding in a car. Parents are responsible for providing a car seat. If one is not provided, your child will **not** be able to go on the field trip.

- **Pick-up/Drop-off Times**

To further help children feel secure and comfortable, we ask that children arrive on time, and more importantly, picked up on time. Your teacher will tell you the specific times.

Parents are obligated to respect the center's hours of operation. The staff is not available to supervise your child before or after play sessions or playgroup begins or ends. They have many other responsibilities and commitments. If you arrive early, you

need to stay with your child until the play session/playgroup begins. If you know you are going to be late, you need to contact your child's teacher and make arrangements.

All parents must accompany their child into and out of the school building.

- **Child's Dress**

Children should come to school dressed in play clothes appropriate for the weather. Indoor/outdoor play is a part of most days. Please send proper indoor and outdoor footwear. Snowsuits, boots, hats, and mittens are essential throughout the winter. If a child is not well enough to play outside, they should probably not come to school that day. Children should bring an extra set of clothes to school in case of mishaps.

- **Snacks**

Snacks are often served during play sessions and community playgroups, and parents are typically asked to share this responsibility. We ask that when it is your child's turn to bring snack that you consider nutritious foods such as fruits, vegetables, cheese and crackers, rolls or bread, etc. Typically, the staff prefers to reserve cakes, cupcakes, ice cream, and other desserts for special occasions and birthdays. Your child's teacher will discuss this further with you.

- **Program Evaluation**

We may ask parents to evaluate our services to ensure that we are meeting your families' needs.

- **Home/School Agreement**

Teachers and parents will be asked to design a mutually agreed upon plan stating the parents level of participation.

- **Vermont Child Care Licensing Standards for Center Based Early Childhood Programs**

The Early Childhood Programs for North Country Supervisory Union must be licensed through the State of Vermont Child Care Services Office. Licensing ensures that your child's preschool is a safe, healthy learning environment. Licensing addresses:

- program design and curriculum
- qualifications and training of personnel
- health and safety standards

Our license is renewed every year, and should be prominently displayed in your child's classroom along with a copy of the licensing regulations and standards. If you have any questions about our license, please call the program coordinator at 334-5704.

- **Written Policies**

NCSU Early Childhood Programs have written policies that address the following:

- parents' freedom of access to the program and their children's records
- confidentiality
- reporting of suspected child abuse and neglect
- discipline
- complaint and grievance processes
- immunization records
- religious activity

Copies of these policies are available by calling the Early Childhood Programs Office at 802-334-5704.

- **Religion**

As a program which receives Federal funding, we cannot conduct any religious activities at NCSU Early Childhood Programs. In addition, it is the philosophy of the staff to honor the great diversity of religious backgrounds of the children and families we serve. We do celebrate many of the “traditional” regional holidays, but do not discuss the religious components which may be associated with them.

As professional educators, the staff recognizes the importance of spirituality in children’s lives, and encourages open dialogue among the children.

If you have any questions about this issue, please contact your child’s classroom teacher for more information

## When to Keep Your Child At Home **For Health Reasons**

“No child shall be admitted if, in the opinion of the Director or a medical professional, the child is too ill to be in day care.” (site licensing regulations)

A child or staff member diagnosed as having any of the following diseases or infections shall be excluded from the day care/preschool setting until a medical professional indicates that it is safe for him or her to return:

- Bacterial meningitis
- Chicken pox
- Shigella
- Campylobacter
- Salmonella
- Giardia
- Polio
- Impetigo
- Diphtheria
- Hepatitis A
- Measles
- Mouth sores with drooling (unless the child’s physician or local health department authority states the child is non-infectious)
- Mumps
- Pertussis (whooping cough)
- Rubella (German measles)
- Streptococcal infection – including
  - Scarlet fever
  - Strep throat
- Tuberculosis (active)

A child or staff member diagnosed as having the following conditions shall be excluded until indicated below:

- Lice: may return after appropriate treatment is completed (see page 9);
- Scabies, pinworm infection, ringworm infection: may return 24 hours after treatment is initiated.

A child or staff member who has the following symptoms shall be excluded from the day care/preschool setting until the symptoms disappear or until otherwise indicated by a medical professional:

- Diarrhea: 3 loose stools beyond what the child normally has in 24 hours or loose stools persisting for more than 48 hours;
- Vomiting: 2 or more episodes in previous 24 hours;

- Fever: greater than 101 degrees F. rectally or 100 degrees F. orally or axillary;
- Severe coughing: child gets red/blue in the face or produces whooping or croup noise after cough;
- Purulent conjunctivitis (pink eye);
- Jaundice: yellowing of skin or white part of eye;
- Rash with fever or behavior change;
- Other symptoms of possible severe illness, such as unusual lethargy, irritability, persistent crying, difficulty with breathing, persistent abdominal pain.

## Parent Involvement Ideas

Here are some suggestions about how you can be involved in your child's program:

- ◆ attend play sessions
- ◆ assist with development of your child's program
- ◆ participate in home visits
- ◆ agree to minimize distractions during home visits
- ◆ agree to notify teacher if you need to cancel an appointment
- ◆ participate in floor time with your child
- ◆ share relevant information about your child's development (monthly)
- ◆ attend parent groups
- ◆ assist with transportation
- ◆ assist with providing snack
- ◆ assist on field trips
- ◆ donate materials
- ◆ participate in fund raisers
- ◆ use the lending library
- ◆ share books with your child regularly
- ◆ share special skills with children and/or adults

## Home/School Agreement

This is an agreement between your family and the Early Childhood Programs staff. The purpose is to work together to provide the best possible program for your child.

NCSU Early Childhood Programs will:

- ◆ provide a safe, play-based environment
- ◆ share information about your child's development with you regularly
- ◆ respect your input about your child
- ◆ offer lending materials
- ◆ maintain confidentiality, as stated in the parent handbook
- ◆ offer resources and referrals
- ◆ review parent handbook and leave a copy with you
- ◆ offer at least 2 parent-teacher conferences per school year

Parent/Guardian will:

- ◆
- ◆
- ◆
- ◆
- ◆
- ◆
- ◆

\_\_\_\_\_  
teacher signature

\_\_\_\_\_  
parent signature

\_\_\_\_\_  
date

\_\_\_\_\_  
review date

\_\_\_\_\_  
date

\_\_\_\_\_  
date

**Permission to Participate**

I give permission for my child, \_\_\_\_\_ to participate  
in the Early Childhood Programs for the \_\_\_\_\_ school year.

The staff member and I have discussed the preceding policies and I fully  
understand them.

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Staff signature

\_\_\_\_\_  
Date

## **Vermont Framework of Educational Standards**

The NCSU Early Childhood Programs, like all other area schools, use standards to develop our curriculum, improve our classrooms and teaching lessons, and inform parents about children's progress and skills.

### **What is a 'standard?'**

A standard is a goal or an objective for education. Standards describe what it looks like when a child is successful in math, science, reading, writing, art, and social studies. A typical standard for a preschooler might be written: "Children ask questions about how things work," or "Children express ideas in a variety of ways (telling an adult, drawing a picture, or telling a friend)." Each of the standards is given a letter and a number so that they can be referred to easily: for example, you might see terms like "1.3", or "6.12". Your classroom teacher can show you what these numbers mean.

Standards give teachers ideas about what kinds of play experiences your child will need in order to become an active, successful learner. Standards ensure that schools are accountable to families, children, and the community.

### **Can my child fail a standard?**

No... words like "passing" and "failing" do not apply to this type of education or in play-based early childhood programs. Teachers and families are learning new ways of discussing children's progress. Typically, teachers may say: "I've noticed that your child is not yet able to express herself clearly with her friends," or "Your child has really made progress in her interactions with her friends. Maybe the next step can be helping her find the words to express when she is angry or sad." Progress is described with phrases like 'not yet,' 'some progress,' 'a lot of progress.' When children become really good at a skill, and perform at the level expected for his or her age group, we say that the child has 'mastered' that skill.

### **Is my child tested on the standards?**

Teachers at the NCSU Early Childhood Programs use their own observations, the observations of other staff, and information from parents to understand children's progress in the standards. It is not accurate to describe this as testing. When your child enters elementary school, she or he will start to take tests which measure progress in the standards. Sometimes we do 'test' children, but these tests are used to help determine a child's developmental skills, not educational progress in the standards.

### **How can I find out how my child is doing?**

Families will be given reports several times a year. These reports will discuss your child's progress in the standards, as well as progress towards the goals you have set for them. Teachers will discuss all of this information with you. Families should feel free to discuss their child's progress at anytime! If you have questions at any time, please ask your child's teacher.

For children enrolled in some programs at NCSU Early Childhood Programs, progress reports will actually reference the standards (2.13, for example). Your teacher can help you determine what this means.

### **Can I get a copy of these standards?**

Yes. We would like all of our parents to have a copy. Please call our main office at 334-5704 or ask your teacher.

## **Annual Notification of Rights**

School districts are required to notify parents/eligible students of their rights annually under federal law. [34 C.F.R. 99.7(a) (1)]. This law is called “FERPA” – Federal Education Records Privacy Act. The notice may be provided by any means “that are reasonably likely to inform the parents/eligible students of their rights. The district shall provide effective notice to parents who are disabled, and/or who have a primary home language other than English. 34 C.F.R. 99.7 (b)

### **As a parent or guardian, you have the right to:**

- Inspect and review your child’s education records;
- To seek amendment of your child’s education records that you believe to be inaccurate, misleading, or otherwise in violation of the student’s privacy rights;
- Consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorities disclosure without consent (see exemptions)
- And to file a complaint with the FERPA office of the U. S. Department of Education concerning alleged failures by the school district to comply with the law. 34 C.F.R. 99.7 (a) (2).

### **Procedure for inspecting/reviewing educational records:**

- To request to view your child’s records, please provide this request in writing to your child’s classroom teacher, case manager, or the Program Coordinator. In this written request, include:
  - The specific records you are requesting to view
  - The purpose for the request
  - Identify the party or parties who will be reviewing these records (if there will be people other than yourself)

Please be aware that the program has 45 days to respond to your request.

You may review your child’s records at our office on Highland Avenue. Copies will be made for 5 cents per page at your request. If there are factors which will prevent you from accessing records at our office (e.g. a disability) – then other arrangements can be made.

### **Procedure for seeking an amendment to your child’s records:**

- To request that an amendment be made, please submit this request in writing to the Program Coordinator and include:
  - The specific record or records you would like to amend
  - A detailed statement addressing why you believe this record or records are in error
  - A description of what changes need to be made to address the error

Please be aware that the Early Childhood Programs does not need your prior consent to:

- 1) Share records with other school officials whom the supervisory union has determined to have a “legitimate” educational interest (e. g., school administrators, school service providers who may be seeing your child, etc.)
- 2) Share records and information with officials of another school or school system where your child intends to enroll or receive services. In this case, we will make a reasonable effort to notify you ahead of time, and specifically list the records and information being shared.
- 3) Share records with authorized representatives of the U. S. Government or state or local authorities for the purposes of audit, evaluation, or the enforcement of federal/state legal requirements related to our funding.
- 4) Comply with state reporting requirements (e. g., enrollment numbers, etc.)
- 5) Comply with a judicial order or a lawfully-issued subpoena.
- 6) Disclose records to a parent of a dependent child (If there is a court order prohibiting this access, we will need a copy).
- 7) Share information with health or safety emergency officials
- 8) Request records from sending schools or programs.

It is the policy of the NCSU Early Childhood Programs staff and administration to make a reasonable effort to notify you of requests to share information with other parties, and seek your permission before we do so.

## Opportunities for Substitute Teaching with Us

Sometimes during the year, we hire substitutes for our teachers and support staff. We prefer to hire subs who are familiar with our program, and familiar with preschool-aged children! As a parent of a preschooler, you may be well-qualified to be a sub for our program. These opportunities are paid positions.

The qualifications for teacher substitutes (\$65 per day):

- Two years of college-level work (minimum of 48 college credits)
- Completing a records check through the NCSU superintendent's office
- Interest in working with preschool-aged children in a play-based environment

Under some circumstances, waivers from the Early Childhood Program Coordinator can be obtained for teacher subs who lack the two years of college-level work, so please ask your child's teacher if you are interested.

The qualifications for support staff substitutes (\$8.38/hour, or \$62.58 per day):

- 48 college credits or successfully passed the PARAPRO Test.
- Completing a records check through the NCSU superintendent's office
- Interest in working with preschool-aged children in a play-based environment

Please complete the following form if you are interested in subbing for us:

---

1) Name \_\_\_\_\_ Date of birth \_\_\_\_\_

2) Telephone \_\_\_\_\_

3) Telephone number where you can be reached before 8:30 AM \_\_\_\_\_

4) Please circle the preschools you would be able to sub for:

Derby                      Newport                      Troy

5) Would you like to sub for: \_\_\_\_\_ teachers only    \_\_\_\_\_ support staff only    \_\_\_\_\_ both

6) Days you would typically be available:    M    T    W    TH    F

You may give this form to your child's teacher, and we will contact you about how to get on the payroll.

## Use of Technology in the Early Childhood Programs

It is an important part of our philosophy and curriculum that we encourage positive and effective inter-personal skills in our program. There are many opportunities for children to learn how to play together, and how to communicate with each other. As a result, children do not watch television or movies in our program, and children spend a minimal amount of time interacting with electronic media. You will see, however, see computers in our preschool classrooms. These computers are used by both the children, and by the teachers. We include computers in our early childhood curriculum for three reasons:

- 1) Computers have become an important tool in your children's education. It is important that younger children are exposed to them and learn some basic skills in how they work (using a mouse, finding letters on a keyboard, etc.).
- 2) While some children come to preschool already familiar with how to use computers to play games, they may be less familiar with how to use computers in educational ways (writing their name, learning about the different types of software, etc).
- 3) Computers are an important way for parents and teachers to communicate. Email and other forms of electronic communication, classroom newsletters developed on the computer, and access to our website can all be effective means of staying in touch with each other and ensuring that your children receive the highest quality of preschool education that is available. Teachers also access the internet for their own professional development and to communicate with colleagues.

The early childhood program uses technology to:

- 1) provide educational software to children in a limited and supervised fashion. This software, including games, have all been reviewed by the teaching staff for appropriate and educational content and emphasize early math and early literacy skills.
- 2) Introduce children to basic computer skills such as: using the mouse, basic keyboarding when children begin to demonstrate beginning letter recognition, and how to properly enter and exit programs.
- 3) Provide teachers with another means of efficiently and quickly communicating with parents and with colleagues.

It is important that our families know:

- 1) Children will NOT have access to the internet through our classroom computers. Only teachers have access to the internet.
- 2) Children DO NOT use the computers in our classrooms without direct adult supervision at all times.
- 3) There IS a time limit on how long any child can use the computer. Children will NOT be at the computer for more than 15 minutes a day.
- 4) We will NOT post pictures of children enrolled in our programs on the internet. With written permission.

If you have questions about computers in our classrooms, please ask your child's classroom teacher or contact the Program Coordinator.