

K-STATE CENTER FOR CHILD DEVELOPMENT

2012 PARENT HANDBOOK

INTRODUCTION

THE CENTER FOR CHILD DEVELOPMENT

The Center provides early childhood care and education programs for children of K-State students, faculty, staff, and community families. The Center is licensed by the Kansas Department of Health and Environment to serve 230 children, ages 6 weeks to 5th grade at the Jardine site and 16 infants and toddlers at the Claflin site. The Center is proud to be one of 8% of childcare centers accredited by the National Association for the Education of Young Children. Our classrooms have a Lead and an Assistant Teacher and the number of children in the room is lower than allowed at centers that follow licensing regulations. Our Center follows accreditation guidelines that have a lower child ratio to two teachers.

The Center's new State-of-the-Art facility was designed especially for children and early childhood educators. Security cameras, secure playgrounds and once entrance with entry codes to enter the building and classrooms help us keep our children, parents and staff safe. The facility has many "green" components and uses natural cleaning solutions to insure a healthy environment. The playgrounds feature nature-based outdoor classrooms as connecting children to nature is an important part of our philosophy and curriculum.

CENTER MISSION STATEMENT

The K-State Center for Child Development provides a family-centered early childhood program in a professional and nurturing environment that meets the developmental and educational needs of children, incorporates the experiences and values of all families and encourages children to explore their diverse world.

CENTER VISION

An exemplary early childhood learning program for children with environments designed for living as

well as for learning – a place where dreams and imaginations are fueled, a place where children, families and staff can build connections with each other, the larger community and the natural world. A place where teachers and staff love to work; where children and families love to be; where children feel nurtured, secure, and relaxed; where children grow physically, emotionally, socially and intellectually; where staff are committed to nurturing and celebrating diversity; where communication and relationships are fostered. In our neighborhood, learners are young and old, friendships are formed, knowledge is shared, creativity is nurtured, conflicts are resolved, needs are met, growth is celebrated, and relationships are formed among families and between families and staff.

STAFF CREED AND OUR VALUES

I will pursue excellence, integrity and professionalism in creating supportive relationships with children, parents and fellow staff members; when I receive a question or concern from a parent, I own it until it is resolved. The decisions I make for my classroom will reflect the CCD mission and philosophy statements. I will keep children safe and healthy, will treat them with respect and will help them explore, understand and celebrate the world around them.

I will do my best to model, to children, parents and other staff members, the CCD Values of

- Compassion,
- Respect,
- Physical and Emotional Safety,
- Open-Mindedness,
- Responsibility, and
- Integrity

PHILOSOPHY

As a vital department within the University, the Center for Child Development (CCD) supports the mission of the CCD and the mission of Kansas State University while maintaining a positive atmosphere for children, families and staff.

We understand that children thrive when they are safe, healthy, nurtured and secure. We provide a learning environment that stimulates children's minds and creativity, as well as supports individualized care and learning for each child. We believe that children should be engaged in meaningful activities and interactions that focus on physical, emotional, social, creative and intellectual development. We recognize children as competent, capable learners and their ability to be active participants in their own learning. The CCD curriculum and the indoor and outdoor learning environments focus on active learning through exploration and the love of books/reading, appreciation of the arts, social competence, emotional and physical health, and a strong connection to nature and the world around them. Within this focus, children:

- are engaged in stimulating learning that is meaningful to their lives
- have a healthy, safe and secure environment
- are active participants in their own learning
- explore, study, create, and care for others and the natural world around them

The Center's learning environment is centered on community, building and maintaining connections, and the development of lasting relationships. An environment where staff and families have positive relationships is essential for the development and socialization of children at our Center. We believe that strong partnerships between teachers and parents, as well as positive relations with the surrounding neighborhoods and communities are the cornerstones to a solid educational foundation for our children. We believe that our world is diverse and it is vital for children to recognize, appreciate, and understand the diversity found within our families and our community.

Our learning environment is planned to create and maintain:

- community and connections
- positive and lasting relationships
- partnerships between teachers and parents in the task of successfully raising children
- appreciation of diversity
- appreciation of the natural world

We believe children need teachers who are knowledgeable in early childhood education best practices and are consistent over time to develop

relationships with children and families. Center staff are committed professionals with integrity, whose focus is providing the best early childhood experience for children. Center administrators strive to create an atmosphere in which ideas are expressed openly and heard respectfully and decisions are made based on what is best for the children, families and staff. We provide children and staff with a safe and educational environment where their potential is nurtured and the inherent dignity and worth of each child, parent and staff member is highly valued.

It is vital to quality early care and education that

- staff members are educated early childhood professionals and are valued and supported
- children and families are valued and supported
- decisions are based on what is best for children, families and staff

INFANT AND TODDLER CURRICULUM PHILOSOPHY

The K-State Center for Child Development Infant/Toddler curriculum philosophy is centered on the premise that infants and toddlers thrive on attachments to special caregivers. For years research has shown the importance of early attachment and the effects it can have later in life. Studies have shown that infants and toddlers with responsive and sensitive caregivers have higher cognitive and language scores. Through secure attachments children will feel more comfortable to explore their environment. Therefore, one of the teachers in the classroom will serve as your child's Primary Caregiver. Although both teachers will develop positive trusting relationships with your child and develop individualized plans for your child, the Primary Caregiver will handle most or your child's diaper changing, feeding, and putting your child down for a nap and other daily routine events. The Center also practices Continuity of Care. This means that whenever possible, your child's Primary Caregiver will move into the next classrooms with your child (infant to toddler classroom or toddler to twos classroom).

Our Center provides trained infant/toddler teachers who are preparing themselves and the environment so that infants/toddlers can grow and develop at their own pace, feel proud of their many accomplishments and, through exploration, discover the world through play. Teachers work hard to develop a trusting relationship and learn each child's individual needs

and wants. Teachers observe and document children's development in order to plan for each child and the group. Through assessment tools, the teacher assesses each child individually giving the teacher an accurate look at what skills your child is currently working on and what the next steps are. Goals and objectives for children's learning include all areas of development: social/emotional, physical, cognitive, and language. An equally important program component is the strengthening of the child's family and cultural identity by making meaningful connections between the classroom community and the child's family and culture. Our Teachers work closely with parents so that consistency can be maintained between school and home. Our philosophy also sees the setting for care as critical. Therefore, infant/toddler care teachers design environments that ensure safety, offer appropriate and engaging challenges in all areas of development, and promote optimum health for children.

PRESCHOOL CURRICULUM PHILOSOPHY

The K-State Center for Child Development preschool philosophy is centered on the premise that young children learn best in a safe and nurturing environment. Opportunities exist to help children develop and learn through age and individually appropriate activities. The program promotes children's active exploration in all areas of development: social/emotional, physical, cognitive, and language. Teachers prepare the environment and plan activities that are appropriate for the age span of the children in the classroom while considering the different needs, development, and interests of each individual child. Teachers are the facilitators of learning by engaging children in meaningful activities and long-term projects and by encouraging children to pursue their interests. Teachers help children explore consequences, make choices and negotiate social conflicts. Teachers extend children's knowledge and vocabulary through the use of thoughtful conversations and asking open ended questions. Teachers model respect, acceptance, and empathy, support each child's accomplishments, provide encouragement, and increase self-esteem by providing increasingly challenging activities that children can be successful at.

In addition to the indoor classroom, our philosophy sees the outdoor learning environment as an equally important component of children's learning. Teachers provide consistent outdoor time to encourage children's understanding and respect for

their world and its natural resources. The outdoor classroom is loosely structured to provide areas for hands-on exploration and discovery, physical activity, the arts, gardening, and other activities.

Involving families is a key component of the preschool curriculum. Families are welcomed into the classroom and celebrated as partners. Teachers and parents collaborate to best meet the needs of each child. It is the intention of the K-State Center for Child Development to encourage and respect all family structures, traditions and cultures. Photos and objects from children's home lives are encouraged and welcomed in the classroom and represent the diverse population in the center's community. Families are also encouraged to share stories and music from their heritage. Through learning about each other, children have the chance to celebrate cross-cultural similarities and differences and develop an understanding and acceptance of the diverse world in which we live.

NON-DISCRIMINATION STATEMENT

Kansas State University is committed to nondiscrimination on the basis of race, color, ethnic or national origin, sex, sexual orientation, gender identity, religion, age, ancestry, disability, military status, veteran status, or other non-merit reasons, in admissions, educational programs or activities and employment, including employment of disabled veterans and veterans of the Vietnam Era, as required by applicable laws and regulations. Responsibility for coordination of compliance efforts and receipt of inquiries concerning Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans With Disabilities Act of 1990, has been delegated to the Director of Affirmative Action, Kansas State University, 214 Anderson Hall, Manhattan, KS 66506-0124, (Phone) 785-532-6220; (TTY) 785-532-4807. Revised April 22, 2008.

If the center management determines that the Center cannot meet the needs of your child we will do our best to refer your family to a place that will meet your needs.

K-STATE CCD HISTORY

In 1984 former KSU President Duane Acker appointed a task force to study childcare needs for K-State students, faculty and staff at the University. The task force, chaired by Dr. LaVerne Lindsey,

Assistant Provost and Director of Continuing Education, recommended a large childcare center to meet the K-State community needs. The foundation of the Center was based on a commitment to parent involvement and affordable cost. The Childcare Cooperative received non-profit 501(c)3 status and opened in August 1985 with a full-day toddler classroom, a full-day preschool classroom, and a flexible/part-time preschool classroom. These classrooms were housed in the lower west wing of “L” building in Jardine Terrace. Students, faculty and staff who had children at the center volunteered a few hours a day in order to provide adequate staff for the Cooperative. In January 1986, thanks to the communication of parental involvement committees and the vision and funding from the Student Governing Association (SGA), the Center was allocated \$86,128 to bring Building “L” up to code for licensing a childcare center. Two more toddler units and one additional preschool unit were added as the Center expanded into the upper level of the west wing. In June 1986, a Summer Celebration program for kindergarten through third grade was added. At the same time, parents voted to accept an even closer association with the University by becoming a division of the Department of Housing and Dining.

The Center has continually grown and added classrooms until it filled both wings of building “L”. Currently, the Center operates two infant rooms, four toddler rooms, and six preschool rooms at the main site in Jardine Apartment Complex with a capacity of 160 children. The second site, opened in 2006, is located in the Riley County Family and Child Resource Center on Claflin Drive and has two infant/toddler classrooms with a capacity of 16 children.

The Center became a department within the Division of Student Life under Vice President Pat Bosco on July 1, 2007. The name was changed to the K-State Center for Child Development. The Kansas State Board of Regents approved a \$5 million bond to build a new childcare center. The building went out for bid and came in over budget. Cuts were made and the new facility went out for bid in 2009 and came in a million dollars under budget. The University again obtained approval for the bond, this time for \$4 million, and the building began construction in June, 2009. The new facility opened at 1 Jardine Drive on December 1, 2010.

In March of 2006, through a partnership between the Center, Early Head Start and the Riley County Health Department, the Center took over the management of the Infant and Toddler Center at the Riley County Family and Child Resource Center, 2101 Claflin

Road. At this satellite site, the Center operates two classrooms for infants and toddlers.

GENERAL INFORMATION

LOCATION

The main site is located at the East end of Jardine Drive on the KSU campus. The address is 1 Jardine Drive. The second site is located in the Riley County Family and Child Resource Center at 2101 Claflin Drive and has two infant toddler classrooms.

HOURS OF OPERATION

The Center is open weekdays (Monday-Friday) 7:30 AM – 5:30 PM. **There is a \$1/minute fee for children who come to the classroom before 7:30 or are in the classroom after 5:30.**

DAYS CENTER IS CLOSED

The Center is closed on the following legal holidays for state employees and others as announced by the President of K-State.

- Labor Day
- Thanksgiving Day and the day after
- Christmas Day
- New Year’s Day
- Martin Luther King, Jr. Day
- Memorial Day
- Independence Day
- Any day declared a holiday by the Governor

The Center will also be closed:

- The day before Thanksgiving
- December 24 through January 2, unless December 23 lands on a Monday and in that event, the CCD will be closed on December 23.
- One week in August (two weeks before the fall semester starts) for teacher in-service training, building upgrades and annual maintenance.
- The Wednesday, Thursday and Friday of K-State Spring Break in March for teacher in-service training
- Two half days for Parent Teacher Conferences, one in October and one in March

EMERGENCY CLOSING/INCLEMENT WEATHER CLOSING

If inclement weather necessitates canceling K-State classes, K-State Center for Child Development will be closed. The CCD will remain open during inclement weather unless the University closes. If Manhattan schools and childcare centers call off school due to inclement weather, the Center will remain open **but will have a late opening of 8:30am** and will implement inclement weather procedures. These procedures include limited childcare due to State Childcare Licensing regulations for teacher/child ratios and required teacher qualifications for each classroom. Children will be accepted as staff are able to arrive at the Center.

- A. The Director will make an announcement of any changes in The Center's hours of operation via the media – KMAN and KJCK radio stations, WIBW television station and the K-State website.
- B. The Operations Enrollment Director will also send a message to the parent listserv and will change the voicemail message on the Center phone to announce the closing or late opening.
- C. In the event there is an emergency affecting only the K-State Center for Child Development (no heat, water, etc.), the Center will be closed or will operate at reduced hours.
- D. K-State Center for Child Development incurs staff salaries and other fixed costs even during days closed for inclement weather or other emergencies and cannot refund fees for the rare days it closes for these reasons.

COMMUNICATION WITH THE CENTER REGARDING ATTENDANCE

The telephone number at the Center is (785) 532-3700. The office is staffed from 7:15 a.m.-5:45p.m. **Please notify the office before 8:15 a.m. if your child is unable to attend or will be in later than usual.**

- This enables teachers to go on walks or trips as planned without feeling “we should wait another ten minutes for...”
- This allows the Center to order an accurate number of meals. We try hard to hold down the cost of childcare fees yet the cost of meals has gone up significantly. We must call in our lunch count at least by 8:15. It would really help if you

notify us before then if your child will not be here and we will cancel the meals for your child.

- **If your child is sick, please describe the symptoms or illness when you call in; this helps us stay aware of current health situations.**

At least one member of management or director-qualified staff member is scheduled to be in the building at all times. Members of management are available to answer questions about the Center or to hear parent comments, concerns or suggestions.

RESEARCH AT THE CENTER

The Center affirms that early childhood education research involving children is important to advance our knowledge base of all children and should be conducted in an ethical manner.

The Center management will review research projects, which propose to use Center Staff and/or children to determine if projects meet established criteria. In addition, all proposals must also receive approval of K-State's Human Subjects Committee. You will be asked for informed consent before your child is included in any study, and your child's name will not be used.

FIELD PLACEMENTS AT THE CENTER

The Center is supportive of field experiences for K-State students from various K-State departments. The experiences allow an opportunity for the Center to have additional staff in a classroom and young, enthusiastic and interested adults to interact with the children enrolled. The experiences provide K-State students a setting with “hands-on” experiences with children while under the supervision of the teaching staff.

BABY-SITTING BY K-STATE CENTER FOR CHILD DEVELOPMENT STAFF

According to the Center's Code of Ethical Conduct and the University's Ethics Policy, full time unclassified staff cannot use their relationship with a family for private advantage or personal gain, nor enter into relationships with family members that might impair their effectiveness in their job.

As university employees, teachers are not permitted to accept babysitting jobs for children enrolled at our Center. Please do not ask teachers to care for your child outside the Center. Our staff are professional

educators, and we request that parents treat them as such. The personal relationships that are formed when teachers baby-sit for families make it difficult for teachers to remain objective. Real or perceived favoritism can become a problem along with real concerns about professional confidentiality. Young children also find it hard to understand and relate to the differing roles of baby-sitter and teacher. It is hard for them to “share” the special person who comes to their home to play and entertain.

Our Teacher Aides are K-State students and might wish to make themselves available to you as babysitters. If you choose to hire a Teacher Aide for paid services, please be aware that we can offer neither referral nor recommendation services. You are solely responsible for screening any and all potential home care providers, and neither the center nor the University shall have any responsibility of any kind whatsoever for the performance or actions of an individual you choose to hire outside of the Center.

Families are allowed to post requests for child care on the bulletin board in our break room. Please bring them to the reception desk and we will make sure they are posted for you. After they clock out for the day, part-time K-State student employees who are interested in babysitting can then contact the family requesting care.

PARENT COMMUNICATION AND INVOLVEMENT

WAYS TO GET INVOLVED

We strongly encourage parent involvement. We appreciate parents:

- sharing cultural customs, hobbies, special interest or expertise with the children
- accompanying children on field trips.
- reading to children in classrooms
- volunteering to help us maintain our gardens and landscaped play spaces.
- telling us how you would like to help

We encourage parents to be active members of our Parent Teacher Organization (PTO). The PTO meets monthly to plan Center events including Fall Family Soup Supper, Spring Family BBQ, Teacher Appreciation, and other events. If you are interested in participating in the PTO or being a classroom

representative to the PTO, please let your child’s teacher or the office know or the office can provide you with the contact information for the PTO President. Thank you in advance for your participation!

PARENT INPUT

The CCD seeks parent input on a regular basis. We have a Suggestion and Communication Box near the front desk. Please help us improving things by giving us suggestions or comments whenever you think of something. We need to know what you think and take your comments very seriously. The Center also seeks parent input through an Annual Parent Survey each winter. We would very much appreciate you taking the time to complete the survey. This is now we make things better for children and families.

Communication

CUBBY SYSTEM

Every child at the Center has a cubby with his/her name. Many communications are made through notes or newsletters put in your child’s cubby in the classroom. Please check it daily. This space is also used for clothing, artwork, and mail. Please look in it each day when you pick up your child.

Classrooms also have a mailbox system. This consists of a communication board where information such as lesson plans, the daily schedule, lunch menu, sign-in and sign-out sheet is posted and a mailbox where personal art work and individual correspondence between home and school is kept.

Parents will receive their monthly childcare bill through the cubby/mailbox system.

PARENT INFORMATION BOARD

To help you stay informed, each classroom has a parent information board containing the general daily schedule, sign-in/sign-out sheet, lunch menus, lesson plans, staff requests, communicable illnesses, and fire and tornado drill information.

DAILY COMMUNICATION SHEETS

Infant and toddler classrooms have daily sheets that parents are encouraged to fill out every day when dropping off their child. This requested information

helps the teachers know what the child's night and early morning was like and how they can help meet your child's needs for that day. The teachers also use this form to let parents know how their child's day at school has been, when naps occurred, tracking of diaper changes and meals, and other information. We depend upon consistent on-going communication with parents to meet each child's individual needs.

Preschool classrooms send home weekly sheets on each child. These sheets let parents know about their child's activities and interests throughout the week. It also lets parents know of any patterns in behaviors and skills that can be reinforced at home. Parents may request to have a paper daily sheet sent home more frequently if desired.

PARENT/TEACHER CONFERENCES

There are two regularly scheduled parent/teacher conference times; one is scheduled in the fall and one in the spring. Feel free to discuss your child with his/her teacher at any time if you have concerns or suggestions to share. You may also be asked to attend special conferences with your child's Lead Teacher or Program Director. Please help us schedule these meetings for a time you can attend.

At parent teacher conferences, teachers and parents will review and discuss the child's developmental progress and portfolio which contains observations, pictures and work samples. Parents will be given a copy of their child's developmental profile and together with teachers will create individual goals for their child's ongoing development and learning in the classroom.

CENTER NEWSLETTER

The Center publishes a Parent Newsletter once a month. These contain reminders of important upcoming dates, deadlines and Center events. We welcome your ideas for the newsletter as well as encourage you to write an article or submit information that may be useful to other parents. Newsletters are e-mailed monthly to the parent listserv. If you would like a paper copy, please ask at the front desk.

CLASSROOM NEWSLETTER

Each classroom will send a monthly classroom newsletter home to families. Included in the classroom newsletter are changes to the classroom staff, topics being studied, projects going on in the classroom, ideas to connect the classroom and home,

community happenings, important upcoming dates or events, and any other information that needs to be given to all parents. Please talk with your child's teacher if you have any questions about a newsletter.

TRANSLATION OPPORTUNITIES

CCD staff value all forms of communication with families. If a family is in need of translation services for any form of communication with the Center, please see the Assistant Director. The CCD works with the Department of Modern Languages and the International Student Center on campus to find translators as needed.

GRIEVANCE PROCEDURE

The following is the Center's policy regarding the approach to problems and the various steps for their resolution. As a member of the Center family, you have the right to voice concerns regarding the operation, programs, and policies of the Center as well as the care and education of your child.

Concerns, problems and complaints can be handled either informally or formally. An informal procedure involves oral discussion with the Lead Teacher or a member of management. We request that you start with the person most involved in the situation (such as your child's teacher) and work your way up to the Director. The line of authority is posted at the main reception desk. However, the Director is always ready and willing to listen to any concerns or suggestions parents have. Please see the front desk to schedule an appointment with the Director for a time that is convenient for you.

A formal grievance procedure involves set guidelines, hearings, written statements and arguments, written findings and decisions/recommendations by the University. Usually the resolution of concerns and problems are worked out informally between parents and the appropriate staff members. However, on occasion, a resolution is not achieved and a formal grievance procedure becomes necessary. Please see the Director regarding how to file a formal grievance.

STAFFING, CURRICULUM AND PROGRAM

STAFF

All classrooms have at least two adults present at all times. One full-time lead teacher and one full-time

assistant teacher is assigned to each room. All lead teachers have a minimum of a Child Development Associate credential and all assistant teachers are actively involved in pursuing continuing education. In addition to the full time teachers, the Center has part-time teacher aides assisting in the classrooms as part of the adult/child ratio.

All full time staff members are certified in First Aid and CPR. Kansas Childcare Licensing Bureau runs a background check on all full-time and part-time employees. The University runs an additional background check on all full-time employees. The search checks the employees' criminal history for felony and misdemeanor convictions and the sex offender registry at county and federal levels in every jurisdiction where a potential center employee currently resides or has resided in the last 7 years.

The Center staff includes:

- Director
- Assistant Director
- Infant and Toddler Program Director
- Infant Specialist
- Preschool and School Age Program Director
- Operations/Enrollment Director
- Food Service Director
- Administrative Specialist
- Lead Teachers
- Assistant Teachers
- Support Staff/Floating Subs
- Teacher Aides
- Food Service Assistants
- Custodians
- Maintenance
- Office Assistants

The Lead Teachers' qualifications exceed state requirements for working with young children both through educational background and work experience. Assistant Teachers and Teacher Aides are supervised by the Lead Teachers and attend continuing education and ongoing training at the Center.

VOLUNTEERS

Volunteers at K-State Child Development Center undergo background searches before they begin but are not qualified to be left alone with any of the children. Volunteers are at the Center to learn and help the teaching staff but cannot be counted in classroom ratios unless they have completed the orientation process. Volunteers will be continuously

supervised by both the Lead and Assistant teachers. Additional training is also provided by the Center.

CURRICULUM

Each Lead Teacher is responsible for preparing weekly lesson plans based on developmentally appropriate learning activities. These plans are posted on the Parent Information Board in each classroom for parent's review. The activities are planned in the developmental areas of language, cognitive, fine motor and large motor physical skills, self-help and social-emotional skills. Please ask your child's Lead Teacher if you have any questions about the plans. Teachers welcome parent input in planning activities for children.

Infants, Toddlers, and Twos: Infant, Toddler and Twos classes use the nationally recognized Creative Curriculum for Infants, Toddlers & Twos in developing their classroom activities. The five components of the Creative Curriculum are: creating a responsive environment; what children are learning; caring and teaching; partnering with families; and knowing infants, toddlers, and two's. These five components are met through the routines and experiences that the teacher develops with the children. These experiences are based around free-play, dramatic play, stories and books, music, art, food, sensory, and outdoors. Intentional learning and relationship- building activities are planned during routine times such as, hellos and good-byes, diapering and toileting, eating and mealtimes, sleeping and nap time, and getting dressed. Through daily observations, teachers create an individual curriculum for each child in the classroom.

Preschool and School-aged: Preschool classes use the nationally recognized Creative Curriculum as a basis for planning the classroom environment and activities. Creative Curriculum is based on theory and research and examines five main components: how children develop and learn, the learning environment, what children learn, the teacher's role, and the family's role. Teachers set up the environment to focus on children in small groups and individually through the use of different interest areas, including Dramatic Play, Blocks, Art, Discovery, Sand and Water, Computer, and Manipulatives. Through the Creative Curriculum, teachers observe and interact with the children to expand on their interests to promote developmental growth and cognitive learning.

CURRICULUM GOALS

The K-State Center for Child Development uses a variety of curriculum choices to promote learning opportunities that meet the following goals:

- Children will achieve a positive sense of self and become confident, curious, independent learners.
- Children will engage in productive play and learning experiences that promote individual development in the following domains: social/emotional, cognitive, physical, and language.
- Children will treat others with respect and will develop caring human connections within their community.
- Children will demonstrate an understanding and appreciation of the natural environment.

CHILD ASSESEMENTS

The CCD classrooms use the nationally acclaimed Creative Curriculum Continuum Developmental Child Assessment system. The Continuum consists of 50 objectives in the areas of social/emotional, language, cognitive, and physical development. Each objective has progressing steps of development. Throughout the year, the teacher indicates which step the child has reached for each of the 50 objectives. This provides teachers a way to determine what children know, where they are developmentally and provides a direction for planning for individual children. The assessment information is used to plan activities that help children progress through each objective, not to compare one child to another. Observations will be entered into the Creative Curriculum Continuum web based system to aid in establishing patterns and evaluating children's progress. The results are used by teachers, in cooperation with parents, to set individualized goals for each child. Assessment information is shared with parents during parent teacher conferences.

PRIMARY CAREGIVING IN THE INFANT AND TODDLER PROGRAM

Primary care is a key component of our infant/toddler classrooms. It is the assignment of a special caregiver to each child and encourages the forming of close relationships. It also fosters the development of closeness and trust between caregiver and the child's family. The primary caregiver becomes the expert regarding feedings, diapering and nap times for each child for which he/she serves as primary caregiver. Primary caregiving is not about the exclusion of relationships between the child and other caregivers in the classroom. In infant/toddler rooms, the lead

teacher and assistant teachers will be assigned as primary caregivers to specific children. Assignments will be made with consultation of the lead teacher and will be revised whenever there are significant staff changes. A sign will be posted in each classroom alerting you as to whom your child's primary caregiver is. If you have questions about this, please ask your child's lead teacher or the Infant Toddler Program Director.

TOILET TRAINING

The Center has an excellent toilet training system in the twos and preschool classrooms. Teachers and parents work together to determine when each individual child is ready to begin toilet training. Each child's readiness and needs are taken into consideration so that the training process is positive for the child. Generally speaking, toddlers are ready to begin the toilet training process between ages of 22 months and 3 years of age. Watch for readiness signs and communicate with teachers to let them know your child is ready. Here are a few signs to look for:

- Shows interest in using the potty.
- Longer periods between going potty.
- Dry diapers for longer periods of time during the day.
- Starts to indicate feeling of needing to go potty before actually going potty or immediately indicates after going to the bathroom in diaper.

Toileting tips that may help in preparing your child for toilet training:

- Cooperation and consistency: Teachers and parents must work together to provide consistency in toileting vocabulary and approach. Please discuss with your child's teacher vocabulary and toilet training approaches you are comfortable with and plan to use at home
- Self-help skills should be a part of the normal daily routines. Encourage your child to practice self-help skills such as, dressing and undressing.
- Children who are still in diapers can develop self-help skills by pulling up and/or pulling down their clothing.
- Children who express an interest in toileting should be encouraged to attempt to toilet at appropriate times (after meals, after naps, etc.)
- The eventual goal of toilet learning is for the child to be totally independent in his/her toileting.
- Keep toileting fun. Never punish a child for accidents.

- Toilet training books and videos may help your child.
- Keep the toilet training routines as consistent as possible at home and between home and school.
- Frequent bathroom breaks are helpful, especially first thing in the morning, after meals, after naps, before venturing out on errands, and before bed time.
- You may also restrict liquids prior to bedtime to help with nighttime accidents, though those are common even after daytime toileting has been mastered.
- Some parents have found it helpful to have their child carry a small backpack with extra clothes, wipes, and other necessities when the family is out and about. This approach not only fosters independence and ownership of toileting in your child; but also provides the necessary items should an accident occur.

While a child will not be kept from transitioning into a preschool classroom if these routines are not mastered, it is important that parents and teaching staff work collaboratively to introduce these routines prior to starting the transition to a preschool room.

TRANSITIONING CHILDREN

A successful transition from one classroom to another requires planning prior to the transition and support throughout the transition process. The transition process begins 8 weeks before a child must be fully transitioned into the next classroom. Children preparing to move to a preschool room will move around three years of age. The ideal transition process is one which is carefully planned to meet the needs of the child and his/her family. A transition packet will be given to parents 4 weeks before the time has come for their child to move to the next room. When a classroom has been chosen, the parents and child's current teacher will fill out paperwork giving detailed information about the child for the new teacher. A parent/staff transition meeting will then be scheduled. The goal of the parent/staff transition meeting is to gather information from and provide information to the child's parents in order to ensure a smooth transition for all involved. This meeting will include parent/guardian, current teacher, new teacher and the receiving program director. After this meeting has occurred the transition visits may begin. The child's current teacher will take the child to visit the classroom for short periods of time and if needed will stay with the child in his/her new classroom. When the child is comfortable with the new classroom the

teacher will leave the child for a short period of time at the beginning and then longer visits until he/she stays for a full day. Once a child stays for a full day the transition is considered complete.

CONTINUITY OF CARE

Infants, Toddlers, and Twos: Consistency in caregivers (meaning having the same one or two people caring for a child for an extended period of time) is very important to the development of young children. When young children have secure attachments to their caregiver they are more apt to feel comfortable to explore the rest of their environment allowing them to grow in all areas of development. Therefore, your child will be assigned a primary caregiver who will do the majority of care-giving routines for your child.

Because of the strong benefits of continuity of care, our facility has made the decision to practice this method in the Infant/Toddler/Twos classrooms as much as possible. Children of the same age/month birthday will be placed in the same classroom. The Infant/Toddler program has three "communities". Each community has an infant room, a 1 year old room, and a 2 year old room. Children will move to the next classroom in their community every year around their birthday and will move with the other children their age when possible. When an infant transitions to the toddler room, the toddler teacher will visit the infant room for several days to help the infants develop a relationship with the new teacher in a familiar environment. The infant teacher will then visit the toddler room with the infant transitioning. In this way, infants will have a smooth transition to the toddler room. In the toddler rooms, one of the teachers will move with the children into twos room whenever possible to provide consistency and security for the children. When the child turns three, they will then transition into a Preschool room with a new teacher. However, the twos teacher will visit the preschool room several times with the children to make that transition a smooth one. If you have questions about this process, please feel free to talk to the Infant Toddler Director or Center Executive Director.

NAPTIME/RESTIME

Infants: In the infant rooms, the teachers work with the family to create sleeping routines/schedules for individual children as close to their home-life as possible. Consistency is important for children to feel safe so the more information given to teachers about how you help your child go to sleep the easier

it will be for the teacher to make your child feel more secure. Infants are not left in their cribs awake for more than 15 minutes if happy and no more than 5 minutes if unhappy. All infants are laid on their backs in their cribs when sleeping to prevent S.I.D.S. If your child has a condition that requires him/her to sleep on their side or tummy, a doctor's note will be required. If you drop your child off and they are sleeping in their car seat the teacher will move the child to their crib. Children are not allowed to sleep anywhere other than their cribs; this includes bouncy seats and swings.

Crib sheets and blankets are laundered weekly or before being used by another child. Cribs are cleaned regularly. Crib rails are cleaned daily with a disinfecting solution and crib mattresses are disinfected once a week. Each infant is assigned their own crib.

Toddlers, Twos & Preschool: The children have naptime from approximately 1-3:00. If a child needs a nap earlier they will be allowed to sleep at that time. Teachers work with children on a very individual schedule and toddlers may still need two naps per day. In these instances, the child is allowed to have their mat (out of classroom traffic). If a child has slept in the morning and is not ready to nap again at the scheduled rest times, teachers provide quiet table activities for them to do. A child is not expected to stay on their mat longer than 30 minutes if they are awake, less depending on age of child. If children are not asleep within 30 minutes, they are allowed to get up and play with quiet toys at the table unless the parents have requested that they stay longer on their mat. If a child needs assistance calming them for nap time a teacher will pat their backs, sit by them or, for younger children, rock them to sleep. The way a child gets ready for nap time should reflect the way a parent would put that child to sleep at home. Parents are encouraged to give their child's teacher ongoing information regarding changes in their child's sleep routines. The lights are dimmed and soft music played to help relax children for naptime. Children who awaken before 3:00 will be allowed to leave their mat within a reasonable amount of time (within 2-3 minutes if unhappy or 15 minutes if content).

Schoolage:

When school age children are at the Center for a full day, they rest for 20-30 minutes each day.

ACTIVITIES

Outdoor Classroom: Outdoor activity is an important part of the Center's program. Weather permitting; all classrooms go outside for approximately one hour in the morning and one hour in the afternoon. All children spending more than four consecutive hours at the Center will play outdoors for at least one hour daily, weather permitting, under the supervision of adults. This is not only required by licensing, but is considered an important early childhood education best practice. If your child is not well enough to go outside with the class, do not send him/her to the Center. Children are taken outdoors if the wind chill is above 16 degrees or the heat index is below 99 degrees. Children stay outdoors a shorter time when wind chills are below 30 or the heat index is above 89 degrees. Please provide an extra summer hat and winter mittens to stay at the center so that children are always ready for our Kansas weather that is constantly changing. Research shows that children who go outdoors even at these cold and hot temperatures are much healthier.

At our Center, children become fully engaged in the natural environment. Children will work in the gardens, dig in the dirt, and play in water and mud. Please dress your child in play clothes that you do not mind them getting dirty.

Please make sure your child is prepared for all weather conditions. A hat that shades your child's face is recommended for summer and boots, hats, mittens, and warm coats are essential for cold weather days. On the days that extreme weather conditions prevent outside playtime, your child will be able to participate in active indoor activities. Please label all clothing and sunscreen with your child's name and your child's classroom.

The Center has an infant and toddler playground and separate preschool and school age playgrounds. Many gross and fine motor activities and equipment are available for children on each playground to explore and enjoy. In addition teachers plan lessons and activities to take outside to help develop social/emotional, physical, and language skills.

From April 1st to November 1st, sunscreen is applied to children daily with parental permission. It is the parent's responsibility to supply the teacher with the type of sunscreen desired for their child (aerosol sunscreens are not allowed at the Center). When it is warm outside, parents are asked to provide a water bottle labeled with the child's name. Schedules of outside times are posted in the classroom.

FIELD TRIPS

You will be given a notice that must be signed before your child can participate in any field trip. For all field trips, adequate adult coverage is provided. However, the Center strongly encourages parents to go on field trips whenever possible.

A general permission form that each parent signs when they first enroll gives K-State Center for Child Development permission to take children on walking field trips around the Center property and within one block of the Center (without crossing the street).

Walks to further destinations and all van trips require a separate parental permission form for each trip. If a parent forgets to sign for each separate trip, we will make every effort to contact the parents to get permission. If you do not wish your child to attend the field trip, you will be responsible for care until the class returns. On all field trips teachers take along an emergency backpack that contains emergency items such as first aid kit, cell phone and children's medical records information.

T-SHIRTS FOR FIELD TRIPS

Each child is provided a Center shirt upon enrollment and every Fall the child is enrolled. Please help us by making sure that your child wears their K-State Center for Child Development t-shirt on all field trips. This not only helps keep children safe, but it also helps the Center with public relations.

FIELD TRIP TRANSPORTATION

Through a partnership with Unified School District (USD) 383, school-age children are transported between school and the Center on USD 383 buses. For field trips, the Center uses K-State University vans and/or USD 383 buses. All drivers are trained, licensed, and experienced. To ensure safety, your child will need to abide by the following rules:

- Walk onto the van/bus directly to an assigned seat.
- Keep seat belt fastened while van/bus is in transit.
- Keep all body parts inside the van/bus.
- Keep feet, hands, and body faced forward.
- Use quiet voices.
- Refrain from using offensive language and actions that are disruptive.

Please talk to your child about these rules. We will notify you if your child violates them. Three reports within a given month may result in a one-day

suspension from van/bus transportation. More immediate and severe suspensions will be the result of excessively dangerous behavior on the van/bus. Our priority is to keep all children safe.

In the event that a van/bus encounters mechanical issues during the field trip, the teacher will immediately call the main Center office and another van/bus will be sent to the location.

CAR SEAT POLICY

In order to travel in a K-State University van for a field trip, all families must adhere to the Kansas seat belt and child restraint laws. All children age 8 and under are required to use a car seat or booster seat when riding in University vans for field trips.

We are not allowed to install care seats. Parents are responsible for installing the appropriate child restraint seat for the size of their child in the van the morning of the trip. Seats should be labeled with the child's name so teachers can put children in the correct seat. Parents will be required to sign a release in the classroom stating that they installed their child's safety seat.

For those occasions when one parent drops off their child and the other parent picks up their child, the care seat may be left in our locked car seat storage area during the day.

CELEBRATIONS

We love to celebrate at the Center! Since our program is non-sectarian, we do not celebrate religious holidays Center-wide. Instead, our classroom celebrations are led by children's interests and local happenings such as harvests. We also encourage our families from around the world to share family celebrations, traditions and cultural heritages. If you would like to share your cultural traditions with your child's class, please contact your child's teaching staff and a time will be arranged for you to come to the classroom. For more information, please contact the office for the full celebrations and holiday policy.

BIRTHDAY POLICY

Your child's teacher will work with you to create a special day for your child. This may include special songs and recognitions, jobs, certificates, and/or art projects. Families may supply birthday plates, cups, and/or napkins for the class. It is requested that all

supplies are of a non-violent theme (no fighting cartoons, etc.).

In order to promote a healthy lifestyle and to ensure that each child has an opportunity to have their birthday recognized with their friends, the Center will provide a special birthday snack mix consisting of various crackers and cereals on the child's birthday. Parents may also bring their child to the office on their birthday to select a special snack item to be added to the birthday mix. Parents whose child is at our second site, the Infant Toddler Center, should talk to their child's teacher, and the teacher will accompany the parent and child to the kitchen to select a special item. Examples of special items children can choose from include raisins, mini chocolate chips, chocolate teddy grahams, color goldfish or fruit loops and will be appropriate for the age group of the classroom. If you are not able to come to the office the evening before or the morning of your child's birthday, your child's teacher will accompany your child to select a special addition for the birthday mix. Also, due to food and chemical allergies and possible choking hazards, we cannot allow goody bags to be provided by parents and given to the children at the Center.

Due to dietary restrictions, food allergies, parents may not provide additional food items or treats for their child's birthday.

If you are planning to invite your child's entire class to an event, you are welcome to distribute party invitations through our cubby system or post a flyer for all parents to see. If you plan to only invite certain children in the classroom (this includes only inviting all children of the same gender as your child), please use an alternative method, not involving the Center, classroom or teacher, when distributing party invitations.

SHOW AND TELL/SHARING

Many teachers plan weekly "Show and Tell/Sharing" time for their classes. Children are encouraged to bring items that are both small enough to fit into their cubbies and that relate to the curriculum for that week. Please do not allow your child to bring violent toys; this will keep him/her from being able to participate.

ARRIVAL AND DEPARTURE

Arrival and departure times are special for your family and for the Center. In order to make these

times as successful as possible, please follow these procedures:

Parents, guardian or a designated adult must sign their children in and out every day. This is a regulation of both licensing and the federal food program. We are not legally responsible for your child until she/he is signed in.

Please walk your child into his/her classroom and stay with him/her until your child's teacher acknowledges your child. We want to insure that the teacher knows your child has arrived. When you pick up your child at the end of the day, touch base with your child's teacher to receive any messages and to let the teacher know you are leaving with your child.

**PLEASE LET US KNOW BEFORE 8:15 AM
IF YOUR CHILD WILL BE ABSENT FOR
ANY REASON**

AUTHORIZED PICK-UP OF CHILDREN

The Center will only release your child to you or to authorized persons listed in your child's file. Both office staff and your child's teacher must have a signed and dated written note delivered by you personally to the office in order to change or add an authorized person to pick up your child for one day. If they will be authorized to pick up your child in the future, please ask at the front desk to add someone to your child's pick-up list; add and initial on the semester update form in your child's file. We will send out new update forms the beginning of each semester and summer – please remember the new semester update form always supersedes the old form.

Please inform individuals you have authorized to pick up your child that the Center staff expects to see picture identification before your child will be released to them.

Note: Please keep the office updated of any schedule changes or changes of emergency contacts.

CELL PHONE FREE ROOMS

Our Center and classrooms are 'Cell Phone-Free Zones'. We believe strongly in maximizing parent-child communication and parent-teacher communication at drop off and pick up times. You are welcome to use your phone outside of the building. Please do not use your cell phone in the facility. We thank you for your polite cooperation.

SHOE FREE POLICY

We want our classroom living and learning environments to be comfortable and safe for children. To be safe, children's feet must be covered at all times. In an emergency and during our monthly unannounced fire drills, children must be prepared to leave the building very quickly regardless of the weather. There is no time for a child, who does not have their shoes on, to put them back on. Children may have to walk through snow/ice/slush or on extremely hot surfaces to evacuate to a safe location. Children must have their feet covered at all times. However, we also know some children do not sleep comfortably with their shoes on and some children are not comfortable wearing their shoes all day. Therefore, if a parent does not want their child to wear their shoes at all times during the day, including nap time, they may bring appropriate slippers, or other comfortable indoor shoes for their child to wear. Appropriate slippers have a closed back and water-resistant hard soles or no-slip treads on the bottom. The slippers will be washed immediately after being worn outdoors for any reason (such as fire drills), therefore the slipper you send, for your child to nap in, must be washable. If you have questions on whether or not a slipper is appropriate, please ask your child's teacher. The choice of whether or not to bring slippers for your child to wear during naptime is totally at the parent's discretion.

INFANT ROOMS

Jardine infant rooms and the Claflin Infant and Toddler Center classrooms are completely shoe free environments. This includes adults not wearing shoes in these classrooms. Infants are constantly crawling around on the floor. We do not want gravel, dirt, and germs tracked in on shoes. Everyone entering the room will need to remove their shoes at the door. Parents are encouraged to bring slippers to keep near the door. Shoe covers are also available for those that do not have slippers.

OPEN DOOR POLICY

Parents are welcome and encouraged to visit the Center anytime during the day. If parents cannot

make visits to the Center during their child's day, they may call at any time, however, the best time to call is naptime when teachers have time to focus on your call. It is never an inconvenience to have family call or visit. If the teacher is busy with children, the teacher will call you back during nap time. Parents are also welcome to talk to a member of management if there is a concern about their child or classroom. The best time to call is during naptime.

TOOTH BRUSHING POLICY

It is the policy of the Center for all children to brush their teeth after eating lunch. Our Center requires that parents provide a child size, thin handled, soft-bristled toothbrush and a tube of children's toothpaste. **We do not allow battery operated toothbrushes and fat handled toothbrushes; they do not fit in our toothbrush holders.** For infants, teachers will use a soft infant toothbrush or clean washcloth with water to brush teeth or wipe out the infants mouth.

Parents will sign a form at enrollment stating whether they want fluoride or non-fluoride toothpaste to be given to their child. It is the parent's responsibility to make sure that the teacher is kept in supply with the requested type of toothpaste.

Please be aware that teachers will use only one tube of fluoride and one tube of non-fluoride toothpaste at a time so therefore your child will not be using the specific tube of toothpaste you purchased. Toothpaste is applied to a paper plate in small individual 'dabs' and the teacher helps the child use his/her toothbrush to pick up a dab. This is to promote sanitary conditions so that no toothbrush is touching the tube of toothpaste and spreading germs. Toothbrushes will need to be replaced by parents every six months or as requested by a teacher. Teachers will notify parents when the classroom supply of toothpaste is getting low and needs to be replenished.

HEALTH AND SAFETY

WHEN TO KEEP YOUR CHILD AT HOME

We are required by licensing regulations to send your child home if he/she is experiencing any of the following symptoms:

- Vomiting twice within 24 hours
- two bouts of diarrhea in one hour

- fever of over 100 degrees
- abdominal pain that continues for more than 2 hours
- undiagnosed rash
- inability to participate in group activities
- acute change in behavior (including: lethargy/lack of response, persistent crying, difficulty breathing, uncontrolled coughing)
- infectious/communicable disease (for example: whooping cough, chicken pox, or strep throat)
- oozing sores
- head lice
- pink-eye
- impetigo

If your child experiences any of the above symptoms while at the Center, you will be contacted to pick up your child within the hour. Student parents who cannot be reached by phone will be located in class by Campus Police. In the event you cannot be reached, we will contact those you have authorized to pick up your child.

ILLNESS RE-ADMITTANCE

Your child may be re-admitted **24 hours after**:

- Taking antibiotic medication for bacterial infection (including strep throat).
- Temperature has returned to normal.
- Your child has stopped vomiting.
- Your child no longer has diarrhea.
- Treatment for head lice is completed.
- Treatment for Pink-eye is started (we will need to see the prescription).
- All signs or symptom of illness have ceased.

If your child may return sooner than 24 hours with a doctor's note stating your child is not contagious. (Ex: your child has a low fever but is taking an antibiotic for a condition that is not contagious, such as an ear infection and has no other viral infection and is not in pain, your child can return to the Center with a note from the doctor stating the reason for the antibiotic and that the child is not contagious).

MEDICATION

Please bring any medication, that must be administered at the center, to the office at the Jardine site or to give to your child's teacher at the Claflin site. Do not take any medication to the classroom. We will give medication to your child as long as the medication is in its original container with a calibrated cup, syringe, spoon, or dropper that allows

us to properly measure the medication. A Medication Form must also be filled out and the medication must be labeled with the following information:

Prescription Medication

The prescription bottle must have these listed:

- Child's Name
- Name of Medication
- Dosage Amounts and Intervals
- Physician's Name
- Date Prescription was Filled
- Starting and Ending Dates for Medication
- How Medication should be stored

Non-Prescription Medication must be in original container and have a doctor's note that states:

- Child's Name
- Name of Medication
- Dosage Amounts and Intervals
- How Medication should be stored
- Starting and Ending Dates for Medication

THE CENTER WILL NOT ADMINISTER MORE THAN THE RECOMMENDED DOSAGE OR FOR A LONGER PERIOD THAN STATED ON THE MEDICATION

MEDICAL AND IMMUNIZATION REQUIREMENTS

The Kansas Department of Health and Environment requires a pre-entrance health assessment for all children attending the Center. It is the parent's responsibility to complete these requirements within 3 weeks from the child's first day of attendance or turn in an appointment card within 2 weeks.

Current immunizations are required before enrollment at the Center is complete or provide written notification signed by a physician regarding possible physical complications. You can also sign a form regarding personal or religious beliefs; this form is available in the office. Please keep the office updated with any additional immunizations or medical information.

Immunizations required by the Kansas Department of Health are as follows:

Enrollment termination from the Center or non-admittance may occur if immunizations are not up-to-date and proper documentation is not obtained.

Immunization	Comments
Diphtheria, Tetanus, Pertussis (DTaP): series of 5 immunizations	Required (2 months, 4months, 6 months, 12- 15 months, 5 years)
Polio (IPV): series of 4 immunizations	Required (2 months, 4 months, 6 months, 5 years)
Measles, Mumps, Rubella (MMR): series of 2 immunizations	Required (12-15 months, 5 years)
Varicella (chicken pox): series of 2 immunizations	Required (12-15months, 5 years)
Haemophilus influenza type B (Hib): series of 4 immunizations	Required (2 months, 4 months, 6 months, 12 -15months)
Hepatitis B (Hep B): series of 3 immunizations	Required (at birth, 2 months, 6-15 months)
Hepatitis A (Hep A): series of 2 immunizations	Required (12 months, 18months)
Pneumococcal (PCV7, Prevnar): series of 4 immunizations	Required (2 months, 4 months, 6 months, 12-15months)
Rotavirus: series of 3 immunizations	Recommended (2 months, 4 months, 6 months)

ACCIDENTS AND INJURIES

All incidents and injuries are documented on forms that describe the incident and steps taken by staff to assist your child. You will be provided the accident report when you pick up your child and will be asked to sign the form to show you read it.

If your child comes to the Center and has been injured at home or elsewhere, please inform your child's teacher and indicate any special care the injury may require.

EMERGENCY MEDICAL CARE

In the case of a serious injury or illness you will be immediately contacted and the current person in charge at the Center will approve any emergency treatment for your child. If your child needs to be seen by a doctor and you cannot get to the Center immediately, the staff member may call 911, accompany your child to the hospital, and stay with your child until you arrive. If you have not designated a hospital or attending physician on your child's Emergency Medical Authorization Form, the Center will use Mercy Hospital and the physician on duty at that time.

If you have designated Irwin Army Hospital, emergency personnel in the ambulance will determine if it is advisable to go to Irwin Army Hospital or stay in Manhattan.

Note: The cost of an ambulance or any other medical care will be at the family's expense, as the Center does not have accident insurance that would pay these expenses.

COMMUNICABLE DISEASES

We are required to report certain cases of contagious diseases to the Riley County Health Department and all parents at the Center. To keep you informed of any current communicable diseases, there will be a sign located in each classroom listing the date of onset, type, classroom and number of children who have the illness.

To help us keep you informed of such cases, please inform us if your child has been exposed to or contracted a communicable disease or if your child has symptoms.

APPROPRIATE HAND WASHING

Germ killing gel is located immediately inside each classroom door. All adults are required to use the gel upon entering the classroom. We ask parents to send their child to the restroom to wash their hands upon entering. Parents and teachers can help to prevent the spread of disease by modeling frequent hand washing and by requiring their children to wash hands when arriving in the classroom, before eating, after going to the bathroom, and after blowing noses or sneezing. Please practice these procedures at home and we will do the same at the Center.

FIRE AND TORNADO DRILLS

In compliance with the Kansas State regulations for fire and tornado safety, the Center has regular drills to insure that all children and staff can follow evacuation procedures with confidence and assurance. Fire and tornado drills occur once a month. The drill procedures are posted on the door inside each classroom and all staff are trained to know what to do in these emergency situations. Please discuss fire and tornado drill procedures with your child.

If you arrive at the Center during a fire drill, you may not go into your child's classroom. You and your child must remain with his/her class until the drill or crisis is over.

If you arrive at the Center during a tornado, tornado drill or other lock down, you must remain with the classroom in the designated shelter until the crisis is over.

BUILDING ACCESS AND SECURITY

The safety of all who use the K-State Center for Child Development (CCD) is important to maintain. For this reason, the main facility entrance, individual classroom doors and the nursing mom's room are equipped with a keypad entry system.

Each authorized person will be issued a 6-digit PIN (Personal Identification Number). The PINs are randomly assigned by the Operations/Enrollment Director and specific to each individual. Please do not share this PIN with anyone. Authorized parents/guardians of the child will receive their PIN during New Parent Orientation. If someone other than parents will be dropping off or picking up on a regular basis, a PIN may be requested, for that individual, in writing by the parent and given to the Operations/Enrollment Director. There is a maximum limit of four PINs per family. The PIN number will gain access into the main entrance to the building and into the child's classroom. For example, if the child is in the Blue Aster Preschool room, the PIN number will allow access into the CCD main entrance and into the Blue Aster Preschool room only. It will not allow access into the Pillsbury Infant or any other room. Each CCD employee will also be assigned a 6-digit PIN to access the main entrance of the center and their own classroom. Upon a child's withdrawal from the center or an employee terming employment, the PIN will be deactivated and will not be re-assigned for at least one year.

Please do not share this PIN with anyone!

To gain access to CCD, the keypad entry system is located in the vestibule at the left of the entrance to the CCD. Individuals that have access to the CCD will enter their assigned PIN on the keypad to gain access to the center. After access to the building is gained, make sure the door closes. If there is an individual waiting behind you to gain access to the CCD, close the door to allow that individual to enter their PIN for access.

For safety reasons, under no circumstances, hold the door open for someone else. If, for any reason, someone gets into the CCD with you without

entering a PIN, notify the receptionist immediately.

VISITORS AND VOLUNTEERS

To ensure the safety of children and staff in our programs, all visitors and volunteers follow strict guidelines and must be scheduled, enter information in the visitor log and show an I.D.

PHYSICAL CONTACT

Teachers in the Center provide children with a stable, secure and safe environment in which they can grow and develop. We are aware of and respect a child's sense of autonomy, body and self.

At the same time, we acknowledge the value of appropriate touching for healthy human development. Necessary touching includes cuddles and hugs, lap-sitting during story time, and soothing feelings of bodies after getting hurt. These types of touches are important for healthy social and emotional development.

Warm physical contact is part of the daily experience shared between children and their caregivers. The professional staff recognizes this nurturing helps to create and sustain trusting relationships, which enable children to feel secure and to become autonomous.

REPORTING CHILD ABUSE OR NEGLECT

The Kansas Child Protection Act, Statute 38-1522, mandates that all employees of K-State Center for Child Development report any and all suspected cases of child abuse or neglect. All suspected cases will be reported to the Social and Rehabilitation Services and will be kept confidential.

It shall be the practice of this program to provide support to the child by having an employee, preferably the classroom teacher, present during any interview by SRS and/or law enforcement.

- Staff may observe an alleged injury (located under clothing) **ONLY** when the following conditions exist:
 - The staffing team feels that it is necessary to determine whether or not to make a report to SRS, **OR**
 - SRS request that CCD staff observe the alleged injury.

- If the staffing team determines that the alleged injury should be observed the following procedures will be followed:
 - The staff person will ask the child’s permission to observe the alleged injury.
 - Two staff members (one from the classroom staff and one member of the Management Team) are present during the observation.

- If the decision by the staff team is to report, the lead teacher or other member of the staff team may advise the parent/caregiver of the concerns and our legal responsibility to report the concerns to SRS. The decision of whether to notify the parent or not will be decided by the staff team and the decision will be fully documented. Notification to the parent/caregiver will not be made prior to the report when SRS believes concerns present a threat to the child’s safety or when notification may impede an investigation.

FOOD PROGRAM

CHILD AND ADULT CARE FOOD PROGRAM (C.A.C.F.P)

The Center is part of the United States Department of Agriculture (U.S.D.A.) Child and Adult Care Food Program (C.A.C.F.P) and as such, must follow the federal regulations for this program that outline components that must be served at each meal. **Each child must have a “C.A.C.F.P Enrollment Form” on file prior to receiving meals at the Center.**
MENUS

You can find your child’s weekly menus posted on the Parent Information Board located in each classroom. It is also sent through e-mail to parents each month. The Center’s meals and snacks are contracted through the Kansas State University Student Union and are prepared in the Center’s kitchen.

Children enrolled in “Full-Time” care receive breakfast, lunch, and afternoon snack.

Children enrolled in “Before and After School” care receive breakfast and an afternoon snack. Lunch is served only on USD 383 ½ days and “no school” days.

Toddler, Twos and Preschool Meal Times

Breakfast	8:30 _{AM} – 10:00 _{AM}
Lunch	11:45 _{AM} - 12:45 _{PM}
Afternoon Snack	2:00 _{PM} - 4:00 _{PM}

**Infants are fed on demand.*

If your child arrives after a meal has been served, we will not be able to serve your child unless you have notified the classroom in advance so they can be prepared to refrigerate and reheat your child’s meal.

Parents may join their children at meal time. However, outside food is not permitted and reservations for an adult serving of food must be made the day prior to the day you plan on joining your child. The fee for your meal is \$5.00 and can be paid at the office.

Per Federal recommendations, the Center serves all meals family-style, we do not serve fried foods, and we serve fruits and/or vegetables at all breakfasts and lunches and most afternoon snacks.

MILK AND WATER POLICY

Per Federal recommendations, the Center provides access to water during meals and throughout the day, and does not serve sugar-sweetened drinks or fruit juice. For children age 2 and older, the Center serves low-fat (1%) milk when available. When our distributor does not have 1% milk the children receive 2% milk. Children between the ages of 12 months and 24 months receive whole cow’s milk. See Special Diet Request section for information on supplying a milk substitute for your child.

Milk is only served at meals times. The Federal recommendation is that milk intake for toddlers and preschoolers not exceed 24oz (3 cups) per day. The Center provides 2 to 3 servings of milk per day and assumes that children are also receiving at least one serving of milk at home.

After 12 months of age, children are at risk for iron deficiency. Cow's milk is low in iron and decreases the absorption of iron. Children who drink more than the daily recommendation may be less hungry and less likely to eat iron-rich foods. Therefore, drinking too much milk can put a child at risk of developing iron deficiency, which can affect growth and may lead to learning and behavioral problems.

SPECIAL DIET REQUESTS

We wish to respect all of our families' wishes and while that is not always possible, we will do the best we can to meet children's nutritional needs within our

guidelines. If you have any questions or concerns please feel free to contact us.

Requests for a Special Diet Due to Allergies, Food Intolerances, Medical Professional Orders or Lifestyle Choice can be made by completing a "*Special Diet Notification Form*".

Allergies, Food Intolerance and Medical Professional Orders: The "*Special Diet Notification Form*" allows a parent to describe allergy and/or intolerance, as well as their child's reaction and treatment. This information is then posted with your child's picture in your child's classroom so that all staff is aware. You must also have a certified medical authority complete the "*CACFP Drs Note*" and, if the reaction requires medication, a "*Medication Dispense Form*" advising the type of medication required, how much medication to give, and its expiration date. All three forms can be obtained from the Center's office.

Lifestyle Choices: The Center caters for the following Lifestyle Choices: Vegetarian, No Beef and/or No Pork. Once the "*Special Diet Notification Form*" is completed, there is no other paperwork required. Our food service provider and our federal food program regulations do not allow us to provide organic or vegan meals. You may complete a "*Parent Request to Supply Food from Home Form*" and if approved by Center's Management, you would prepare and supply these meals from home. This request may take up to 3 weeks to review. In addition, organic, rice and soy milk cannot be provided by the Center. The parent may provide these milk substitutes with a completed "*Special Diet Notification Form*" and "*CACFP Dr. 's Note.*" Almond milk cannot be brought into the Center as we are a nut-free facility.

BRINGING FOOD INTO THE CENTER FOR YOUR CHILD

Parents may not bring food prepared at home for their children to consume due to the large number of children with allergies at the Center. However, exceptions may be made for documented allergies or Dr.s' orders that the Center cannot cater for. In this case a "*Parent Request to Supply Food from Home Form*" must be completed and approved.

THE CENTER IS A PEANUT AND TREENUT AWARE FACILITY

Due to severe allergic reactions we have a ban on peanuts or treenut products at the Center. Please help us to insure the safety of all of our children.

INFANT MEALS

You must complete and return a "*CACFP Infant Meal Offer Form*" in addition to the "*CACFP Enrollment Form*" before your child begins attending the Center. This form informs the Center of your infant's specific meal requirements. For example, the form advises if your child is breast or bottle fed and whether or not you will be providing formula or using the Center's formula.

NURSING MOM'S ROOM

Breast feeding mothers are welcome and encouraged to nurse their infant as needed throughout the day. The Center has a nursing mom's room that provides a private, comfortable place for moms nurse their infant. Nursing moms are also welcome in the infant rooms with a nursing cover. If you would like suggestions for covers, please request information from the Executive Director or Food Program Director.

BREAST MILK

Breast milk may be brought in fresh everyday and stored in the refrigerator or brought in weekly and stored in the Center's main kitchen freezer. **Breast milk must be labeled with the child's name, date and time expressed, and how many ounces are in the container.**

Breast milk/formula may not be kept at room temperature for more than one hour if it has been previously frozen or refrigerated. A bottle of breast milk may only be warmed once, may not be put back in the refrigerator after it has been warmed; once a bottle has been warmed, the leftovers will be discarded. To warm a bottle, a measuring cup will be used to extract hot water from the crock pot and the bag or container of milk will be placed in the measuring cup of hot water for no longer than 6 minutes. If breast milk has just been expressed and is at room temperature it can be kept at room temperature for 4 hours as long as it has not been given to a child. Freshly expressed breast milk may be kept in the refrigerator for up to 48 hours. If it was frozen and then thawed in the refrigerator it may be kept for 24 hours. Breast milk may be stored in the freezer for up to 3 months.

ON DEMAND BOTTLE FEEDING

All children will be fed on demand which is the best way to meet an infant's nutritional and emotional needs. In addition, feeding on demand helps infants

to develop trust and a feeling of security. However, we understand that feeding on demand does not mean offering food every time a child shows signs of discomfort. Needing a nap or a diaper change could also be the cause of crying.

All infants are held when being given a bottle.

Giving an infant a bottle when they are lying down or in their crib is dangerous; and may lead to choking, ear infections, or dental problems and is against the center's policy.

Parents must provide enough bottles to last during a full day at child care. If your child drinks 4 bottles during a typical day at child care, then 4 bottles are to be kept at the Center.

FORMULA

The Center provides Parents Choice with Lipids Milk based formula (or soy Based formula, with a doctor's note) for your infant. You may choose to provide your own formula. If you provide your own formula, it must be factory sealed and labeled with your child's name. The Center cannot accept opened cans of formula. Formula will only be given as per the instructions on the container, unless a doctor's note is provided. Formula bottles are prepared using tap water and warmed up in a bottle warmer as needed. If you prefer to have bottles prepared using bottled water, please provide the factory sealed bottled water and again, please label with your child's name.

STARTING AN INFANT ON BABY FOODS

Infants are generally ready for baby food from 4-7 months of age. When a child is ready to start cereal, their parent/guardian must first sign the CACFP sheet stating that their child is ready. **An infant needs to have a food for 5 days at home before starting that food at the Center to ensure they will not have an allergic reaction.** As you deem a food safe for your infant to eat, please mark that food off on your infant's food sheet posted in the classroom.

An infant will always be served their bottle before their solid food as breast milk or formula provides the best source of nutrients. The Center offers Gerber iron-fortified infant cereal and a variety of Gerber Stage 1 and Stage 2 fruits and vegetables. Parents may choose whether the infant cereal will be mixed with breast milk, water, or formula. Per Federal guidelines, iron-fortified cereal must be served at breakfast until an infant is 12 months of age.

TRANSITIONING FROM BABY FOOD TO TABLE FOOD AND BOTTLES TO SIPPY CUPS

Infants are generally ready to transition from baby food to table food between 8 and 11 months. A parent/guardian must first sign the CACFP sheet stating that their child is ready for this transition. Food will be mashed, ground or cut up into pieces no larger than 1/4 inch square or served to the child according to their chewing and swallowing capabilities. Food will also be served on a plate and infants will also be given a spoon when eating even though they will most likely only use their fingers in order to prepare them for moving to the toddler classroom. After your child has transitioned to table food, your infant will also be offered a sippy-cup at meal times in order to practice and eventually transition to a sippy-cup before moving to a toddler room.

All meal time transitions will be done with parent's approval only.

MEAL TIME SIGNING

In order to help your child communicate at meal times we recommend you use the following signs at meal times at home: "more", "milk", "drink" and "all done". The Center uses these signs in our infant and toddler rooms with great success. Your infant packet has illustrations of these signs.

ENROLLMENT AND ENROLLMENT POLICIES

ENROLLMENT PROCEDURES

To enroll your child in the Center, you will need to complete all required enrollment forms one week prior to the first day of classroom participation. Each new child and their parent(s) is required to visit in their new classroom together before the child actually starts in order to help the child transition more smoothly into the classroom. One one-hour visit with the parent is required for preschool aged children. For infants and toddlers, a minimum of one one-hour and one half hour visits are required. The preferred time to visit is between 9:30 and 11:30. If this time does not work, other arrangements can be made.

Since the Center must know where parents are at all times when their child is in our care, if you are a student, please submit a copy of your current class schedule within the first week of your child's enrollment. Subsequently, an updated schedule must be submitted within the first two weeks of each semester and at any other time you have schedule changes. Each semester, parents will receive a "Semester Update Form". This updates all information including phone numbers, address, authorized people to pick up your child and other vital information. Failure to complete and update required forms may result in termination of your child's enrollment. The Center must be able to find parents should an emergency at the Center occur. **If your phone numbers or any other contact information changes, please immediately notify your child's teacher update those at the front desk.**

CONFIDENTIALITY AND SECURITY OF FAMILY INFORMATION AND RELEASE OF INFORMATION

Confidential information is restricted and private. It is potentially sensitive information about families obtained either through written records or daily interactions between staff, children and families. All personal information about families' financial circumstances, family issues, health issues and/or actions of parents or children is confidential. The use or disclosure of any information pertaining to a child and his/her family shall be restricted to purposes directly connected with the administration of the program.

The center will maintain the confidentiality of all children's records. The K-State Center for Child Development administrators and the child's lead teacher are the only individuals that have access to child files and the child's assistant teacher on an as-needed basis only. Written consent from the parent must be received prior to releasing any information or photographs to outside entities, except for authorized state and federal agencies. Medical information will be released to medical personnel (i.e. EMT, emergency doctors) in the event of an emergency in which center staff seek medical treatment for a child. Parents/legal guardians have access to their child's file upon request. All files will be stored in the main office and ITC office in locked file cabinets.

ENROLLMENT PRIORITY

Qualified children will be enrolled in the order their applications are received according to the following priority:

- Legal dependents of Center staff members.
- Siblings of children already enrolled at the Center or children who are already enrolled but need a schedule change.
- Legal dependents of K-State student parents
- Legal dependents of K-State faculty and staff
- Parents who have joined the K-State Alumni Association
- Community families

The following partners have purchased slots at our Center and those slots are protected and will be filled independently from the priority slots above:

- Military Parents enrolled in ACCYN partnership program
- USD 383 Pre-K Partnership

If a parent or guardian receives a reduced fee due to their affiliation with the University and the affiliation changes, parents may be required to pay the non-subsidized fee beginning the following semester. In rare instances, due to extreme circumstances, a family may be moved higher up on the wait list if approved by the Director and Executive Committee of the Advisory Board. Only two slots per year can be approved to move up higher on the wait list for extreme circumstances. After reviewing the family's written request, the Director and Executive Committee of the Advisory Board can approve emergency childcare for up to six months at a time. After the initial six months, the request will be reviewed for an extension.

PLACEMENT GUIDELINES

The Center uses the state licensing and national accreditation age guidelines below when placing your child in the Center:

- | | |
|--|----------------------------|
| INFANTS | Child/Adult Ratio 3:1 |
| • 6 weeks to 12 months | |
| TODDLERS | Child/Adult Ratio 5:1 |
| • 12 months and walking to 24 months | |
| TWOS | Child/Adult Ratio 6 or 7:1 |
| • 2 years to 3 years old | |
| PRESCHOOLERS | Child/Adult Ratio 9:1 |
| • 3 years to entrance into kindergarten | |
| • Early transitions before the age of 3 years of age will be approved on a case by case basis. | |

SCHOOL-AGE CHILDREN Child/Adult Ratio 12:1

- meets the criteria for admission to grades kindergarten through fifth in Kansas public schools

enrollment is possible. Please ask for a brochure for more information about this exceptional summer school-age program.

SCHEDULING OPTIONS:

FULL-TIME CARE

We provide full-time care programs Monday through Friday from 7:30am to 5:30pm.

INTERVAL CARE

In our preschool classrooms, one slot per classroom is reserved for M/W/F and T/Th enrollments. However, if a second interval slot is needed and if a M/W/F child with a T/Th child can be matched to fill a slot in a classroom, a second interval slot may be added.

DROP-IN CARE

Drop-in care is available for currently enrolled children on a space available basis when the Toddler, Preschool, and School age programs are not filled. Please obtain the Drop-in Care Form and return it completed and signed prior to the day you need Drop-in Care.

All fees associated with drop-in care must be paid prior to services being rendered unless the child is enrolled in an interval care. Drop-ins must be scheduled in advance. Drop-in fees are billed on a daily rate:

Infant:	\$48
Toddler	\$41
Preschool	\$33
Summer Camp	\$33

BEFORE AND AFTER SCHOOL and SUMMER SCHOOL AGE CAMP

Before and after school is offered to school-aged children only if the need is high enough and full enrollment is obtainable. Buses from USD 383 provide transportation to and from all public schools.

A full-day exemplary school-age summer camp is available only if there is a high enough need and full

PROGRAM SELECTION

The Center administration and staff make the final decisions on all program or room assignments based on developmental skill levels, age, and space availability as well as parent preference whenever possible.

USD 383 FOUR YEAR OLD PROGRAM

USD 383 has partnered with K-State Center for Child Development to provide two pre-kindergarten classrooms for children who turn four years old by Aug. 31. These classrooms are supported by special school district staff hired to provide services to the classrooms (such as mental health, speech, hearing, physical therapists, gifted, ESL, etc.). The focus of the program is pre-kindergarten experiences that improve children's school readiness and success.

To qualify for this program, your child must turn four years old by August 31, and meet at least one of the following guidelines:

1. Active duty military or DoD Civilian
2. Single parent family
3. Were a teen parent when the child was born
4. Limited English proficiency (English is Second Language).
5. Eligible for free lunch (all parents completed this form at enrollment)
6. Child has developmental or academic delays based on assessments

The "older fours" Pre-K classroom is also available to any CCD child who misses the cut-off for kindergarten with a September or October birthday.

WAITING LIST

If there is not an immediate opening for your child(ren) at the time of application, your child(ren) will be placed on the Center's wait list according to the priority list. The Center's Enrollment Director will contact you when there is an opening for your child.

If your child cannot be admitted to the classroom of your choice, we will be happy to place your name on our waiting list for that specific classroom. We will contact you when there is an opening available.

WHAT TO BRING

Your child's teaching staff will inform you if additional supplies are needed; however, by the first day of school your child should have all the following:

- 1 box of tissues
- 1 thin handled, non electric toothbrush
- 1 tube of toothpaste
- 1 recent photo of your child
- Family photos for a family board in classroom.
- 2 complete changes of seasonal clothing (including socks)
- Sunscreen (non-aerosol) and/or lotion if you would like it used with your child
- Bug spray if you would like it used with your child: this item requires a doctor's note
- 1 blanket: not applicable for children under 9 months of age.
- 1 pillow if your child generally uses one: not applicable for infants.
- 1 crib sheet for your child's crib or cot
- Toy for security and sleeping if one is used
- Diapers if your child is not potty trained
- Wipes if your child is not potty trained
- Diaper ointment if you would like it used with your child
- Water bottle for preschool and older toddlers or sippy cup for younger toddlers and infants labeled with your child's name.
- Winter hat/gloves to leave at the Center during cold months
- Summer hat to leave at the Center during summer months
- Slippers to wear inside classroom (required for infant and ITC classrooms, optional for toddler and preschool classrooms). See shoe policy.

Infants should also bring:

- 4 empty, clean bottles with nipples and lids
- If formula fed and using formula other than the center-provided formula, factory sealed formula labeled with your child's name and date
- If breast-fed, breast milk in labeled, dated containers (name of child, date expressed, and number of ounces)
- 1 additional change of seasonal clothing (including socks)
- Comfort items your infant uses (pacifier, soothie, etc.)

Individual teachers may need an increase in supplies depending on our child's needs and will inform you as needed.

Coats, jackets, sweaters, mittens, hats, and boots worn to the Center should be labeled with your child's name. **Play is the work of children and their clothing can be stained. Please do not send your children in clothes that you do not want them to get dirty.**

Hair Bows, Beads and Bands: Hair bows, hair beads, and pony tail bands all come with the warning not for use in children under age 3. This is due to the high rate of choking these very small items pose. If you choose to use these items and they become a choking hazard in your child's classroom because they will not stay in your child's hair, your child will not leave them in her hair, or make your child a target for removal of these items by other children it may be necessary for us to remove the items from your child's hair.

Supplies Required for Children

All parents at the K-State Center for Child Development are given, at enrollment, a supply list of required items needed at the Center. While we understand when items are forgotten, there are certain items that are required to be brought in as needed according to CCD policy and Kansas Department of Health and Environment (KDHE) childcare licensing regulations. The following guidelines will be followed at the CCD:

- **Diapers/Wipes:** Parents will be given notice in advance that their child will be running out of diapers. Parents will again be notified, if diapers have not already been brought in, that their child has completely run out of diapers and/or wipes. Written notice will be given on child's daily sheet or on a "Supplies Reminder" sheet. Parents will then have 2 days to bring in the necessary item or their child will not be allowed to return to care.
- **Extra Clothing:** Parents will be given notice whenever an article of the extra clothing is used to remind parents to bring another item to keep at the Center. Written notice will be given on child's daily sheet or on a "Supplies Reminder" sheet. It is a licensing requirement that all children have 2 sets of weather appropriate clothing at the Center in case clothing becomes wet/soiled while in care. If a child is missing both sets of a required article of clothing (for example, the child has no pants in their extra clothing) then a final reminder will be sent out and parents may only bring their child back to the center when the required item is brought in.
- **Shoes:** Infants are allowed to wear socks when non mobile but once the child is crawling or

walking some type of shoe must be worn to protect the child's feet from outside elements. According to licensing, children must participate in daily outdoor play all year long unless weather conditions are considered unsafe for outdoor play. Parents may not drop off their child at the CCD without shoes.

- **Coats, Hats, Gloves:** All children at the CCD must have appropriate clothing for outside play. According to licensing ALL children must participate in daily outdoor play all year long unless weather conditions are considered unsafe for outdoor play. This said, parents will not be allowed to drop off their child at the CCD without appropriate outdoor clothing for the day.
- **Special Equipment for Children with Special Needs:** The CCD allows all children including children with special needs to be enrolled in the Center. Most children with special needs will have an IFSP or IEP that informs everyone involved in the care of the child what the child needs to be successful. Parents with an infant or toddler usually work through Infant/Toddler Services; parents with a preschool child usually work through USD 383. Some children who have special needs may require specialized equipment be brought into the classroom. When teachers are told by specialists or if it is written in the IEP/IFSP that a child has equipment that needs to be brought into the center by the parents, the lead teacher will send a letter to the parents requesting the required equipment. If parents do not bring in the required equipment within five days, a second letter will be sent home. The child may return to the CCD only if the specialized equipment has been brought into the classroom for the child.

HELPING YOUR CHILD ADJUST

All children attending the Center for the first time are required to have 1-3 brief visits with parents before the first day of attendance. Parents are also welcome to stay as long as you would like the first full day or two. Parents are more than welcome to stay longer if your child does not adjust well. If you decide to remain in the room, try to discourage lap-sitting and attempt to get your child interested in a toy, the teacher, or another child. **Please do not suddenly disappear but tell your child you are leaving and that you will return; exchange hugs and kisses and quickly leave with a smile.** Try not to feel guilty if you leave your child in tears. Teachers are very accustomed to this and know how to comfort children and get them interested in activities. Children usually stop crying within a few minutes.

Please feel free to call and talk to your child's teacher at any time. In some cases it takes time before a child feels happy about coming to school. If it takes longer than you expect, we will work on a joint plan of action. Please communicate your concerns to the teaching staff in your child's classroom and feel free to call the Center to check on how the day is going.

CHILDREN WITH AN IEP/IFSP

If a child has an IEP (Individual Education Plan) or an IFSP (Individual Family Service Plan), or individualized plan from any outside agency, the CCD staff is committed to working with the family to make the child's time at the CCD successful. We request that parents schedule a meeting with the teacher, Program Director, and the Director or Assistant Director prior to the child starting in the classroom or when a child completes the evaluation process and has received an IEP/IFSP. At this meeting parents and CCD staff will work together to develop a plan to help meet the goals listed on the IEP or IFSP. Parents are responsible for scheduling any meetings between CCD staff and outside specialists and keeping CCD staff informed of any specialists who will be working with their child while at the Center. If a specialist is working with a child at the Center, a release of information between the CCD and the agency/specialist will need to be completed by the parent. Please see the Infant Toddler or Preschool Program Director to receive a copy of the form.

REQUIRED NOTICE FOR ENROLLMENT TERMINATION

If you wish to terminate enrollment, please fill out and return the termination form **at least 21 days in advance of your child's last day**. Tuition fees paid in advance in excess of the 21 day notice period will be refunded. Tuition fees will be charged during the 21 day notice period whether or not the child is at the Center. Please be aware that when you terminate enrollment, subsidy funding is discontinued and classroom placement is forfeited.

Termination may be initiated by the Center for non-payment of fees, repeated violation of Center policies, or failure to turn in required forms or documents. If your child's presence in the Center constitutes a health or safety hazard to others and efforts to resolve the situation have failed, termination may be initiated by the Center. In such

cases, you will be informed verbally and in writing of the termination. Such termination is immediate and a full refund of unused tuition is granted.

Additional grounds for termination by the Center include disruptive behavior by family members that interfere with the successful operation of the Center and/or classroom, or physical or verbal abuse directed toward any staff member.

RE-ADMITTANCE POLICY

This policy applies to parents who wish to withdraw their child from the Center for 90 days or less during the summer. If the request is approved, the child will be put at the top of the appropriate waitlist. This is not a guarantee of placement for when care is needed; this only allows for a priority placement on waitlist.

Request for Temporary Termination/Re-admittance forms must be completed **21 days prior** to the child's last day of attendance. Parents must also complete a new "Contract for Care" and pay a \$100 Temporary Termination/Re-admittance Application Fee. Once all of the required information is turned into the office, the date will be recorded on the "Contract for Care" and the child will be added at the top of the appropriate waitlist.

Normally, being at the top of the wait list will allow a family to return at the end of the summer and have a place. However, if for some reason placement is not possible for the requested date, the \$100 fee will be refunded. If the parent wishes to keep the child on the waitlist, the parent will pay the \$30 application fee and the child will be added to the wait list. Parents will be contacted when there is an opening for their child at the Center.

FEES AND FINANCIAL INFORMATION

MONTHLY FEES

The Center has set a fee schedule for each of its program components based on the cost of care for each age grouping. The current fees are listed on the fee sheet available from the Center office. Childcare fees are due the first of each month or the next business day after the first of each month.

FEE POLICIES

1. There is a one-time non-refundable application fee of \$30.00. This is required before a child is put on the waitlist.
2. When an opening occurs, a registration fee of \$100 is due in order to hold the opening and start the process to transition the new family into the Center. This fee does not apply for children who are enrolled in the School age Summer Program.
3. An annual fee of \$40 is billed on September 1 each year. This fee covers several costs throughout the year to include a K-State Center for Child Development t-shirt for your child each fall.
4. Tuition is due the 1st of each month. A late fee of \$20 will be assessed per child on accounts not paid in full by the 10th of each month. A reminder sign will be posted in the front entry of the facility that states "Childcare Tuition is Due". Also, an invoice will be sent to parents through e-mail. Please be sure the e-mail address we have on file for you is always correct. If you are not sure how much you owe, the office assistants can look up the amount.
5. Supply Fees are as followed:
 - ◆Fall & Spring Semester Supply fees billed on September 1 and January 2 (or upon enrollment): \$15 per semester
 - ◆Summer Supply fees billed on July 1 (or upon summer enrollment):

Infant	\$10
Toddlers	\$25
Preschool	\$30
School-aged	\$75
6. Checks should be made to K-State Center for Child Development. Post-dated checks will not be accepted unless approved by the Operation/Enrollment or Center Director. Requests for alternative payment schedules must be made in writing to the Administrative Assistant or the Operation/Enrollment Director. Payments may be made at the reception desk or mailed to the Center. Check, cash or money orders are acceptable forms of payment.
7. The Center charges by the month. In order to help parents with their budget, we have chosen to divide the number of days throughout the year by 12 so that the fee is the same every month,

regardless of the number of days the Center is open.

8. There are no fee reductions for families with more than one child at the Center.
9. A charge of \$30 will be assessed on a returned insufficient funds check. Repeat returned checks may result in cash payments being required.
10. The Center depends on receiving all payments each month in order to run the Center. Failure to pay will lead to the termination of your child from the program. If an alternative payment schedule is needed, the parent may call the front desk and make an appointment to set up a schedule with the Administrative Specialist or the Operation/Enrollment Director. Not following a payment schedule will also lead to termination of enrollment. Children requesting to return to the center at a later date will not be re-admitted until any previous balance is paid in full. If enrollment has been terminated, reinstatement will be dependent upon the approval of the Operations/Enrollment or Center Director.
11. The Center closes at 5:30 p.m. Teaching staff are required to bring children to the office if they are not picked up by their parent/guardian by 5:30 p.m. The Center understands that emergencies do happen. Therefore, we do pay teachers overtime to care for a child in the office if a child is not picked up by 5:30. A staff member cannot remain alone at the Center; two staff members will remain in the office with the child. At the Infant Toddler Center on Claflin Drive, staff will call the main office if children remain after 5:30 and will arrange for one full time staff member and one teacher aide to remain with the child. **A late fee of \$1 per minute will be added to the parent's childcare fees until 6:00 p.m. After 6:00 p.m., a late fee of \$5 per minute will be added to the parent's childcare fees.** We must pay staff members overtime for anything after 5:45. Also, staff members usually have plans right after work, have to pick up their own child from care or have other engagements. Therefore, we ask that parents respect teachers' time. Repeated occurrences of children left at the Center after 5:45 may result in termination of enrollment. If the Center has not had contact with the parent or another person on the child's pickup list by 6:30 p.m., the member of management that has remained on duty is required to call the police department. Due to the fact that the money from

the late fees are used to pay overtime to the two staff members who remain at the Center to care for the child, the late fees must be paid within one month of receiving the bill or the child's enrollment at the Center may be terminated. We very much appreciate you picking up your child by 5:30. If problems arise, please keep us informed.

Teachers have 15 minutes each morning to prepare their room for the morning activities and get ready for the day. Please do not enter your child's classroom before 7:30. **Parents who enter the classroom before 7:30 will be charged a \$1 per minute fee.** The 15 minutes teachers have each morning and each evening are very important – and very busy for teachers. Please respect their time as they cannot come even one minute earlier nor stay one minute late – the University does not allow overtime. Please respect the teachers time and help us protect these two 15 minute periods for our teachers.

12. No refunds are given for absences. The same costs occur in the classroom whether a child is present or not. For the budget to break even, all slots must be filled and all monthly fees paid in full.
13. K-State Center for Child Development has a contract with the Kansas State Department of Social and Rehabilitation Services. Parents who meet SRS eligibility guidelines may have all or a part of their child care paid by SRS. If you are using SRS for childcare services, your payment can be made in the Center main office or by phone. If a payment is made by phone, please notify the Administrative Assistant or Operations/Enrollment Director of the payment including child's name, date of payment and amount.
14. If you have questions about your bill, you may contact the Operations/Enrollment Director or Administrative Specialist at 532-3700.

“CHILDSHIPS” and SUBSIDIES

A variety of childcare subsidies are available to make quality childcare more affordable.

The CCD is the only childcare center in Manhattan that partners with Army Childcare in Your Neighborhood (ACCYN). Applications for ACCYN subsidies for active duty military and DoD civilians is available on-line at www.naccra.org

Several other “Childships” are available to be used by income eligible families to reduce their cost for our program. Distribution of “Childships” is based on available funds, eligibility, application date, and starting date at the Center. To apply, you can request an application from the office. “Childships” will be allocated until all funding is committed, and all remaining families will be placed on a waiting list.

You must submit one of the following with your “Childship” application:

- IRS 1040 or Special Financial Conditions Form to determine eligibility.
- Current pay stubs for the past 2 months are also acceptable.
- SRS Notice of Action Form to approve childcare payment from their office or Social and Rehabilitation case number.

DISCIPLINE AND BEHAVIOR

DISCIPLINE POLICY

It is the policy of the Center to use positive guidance techniques with children for correction and encouragement. The goal of discipline and guidance is to foster self-discipline. Interactions between teachers and children will always foster the development of positive self-concepts and will be conducive to the development of self-discipline and independence.

When inappropriate behavior occurs, it is dealt with immediately. Teachers individualize responses to the children’s behavior, in relation to the particular child and the situation. They try to identify the cause of the inappropriate behavior and recognize that repeated problem behavior may be the child’s way of signaling that he/she needs help in dealing with a certain task or situation. Teachers can then modify the learning environment and/or activities to help resolve the situation.

Intervention Methods: The following intervention methods are approved for use by Center staff with children.

1. Anticipate- “An ounce of prevention is worth a pound of cure.” Teachers attempt to anticipate potential problems and take preventive action before problems start.

2. Gentle Reminders- Ongoing reminders of classroom rules, limits, and acceptable behavior. Reminders are stated positively (i.e. “Please, walk” rather than “Stop running”).
3. Redirection- redirection of children’s attention from an inappropriate choice of behavior to an appropriate choice.
4. Substitution- Substitution of appropriate choices and/or materials when a child has made an inappropriate choice and/or inappropriate use of materials.
5. Choices- Children are given the opportunity to make decisions about their behavior. Teachers help children learn to make choices, through training and practice. This helps children understand that they have the ability to make good judgments and decisions on their own. The essential element in giving children choices is that all the choices offered are acceptable to the child and the adult.
6. Problem Solving- By asking open-ended questions, teachers encourage children to problem solve/talk about their behavior and/or use materials properly. This method is only used when the child is not hurting or endangering him/her or others.
7. Praise- Statements used to positively reinforce appropriate behavior. Praise increases the probability that the behavior will occur again. Praise is meaningful and specific and describes exactly what the child is doing.
8. Logical or natural consequences- consequences for behavior that are directly related to the children’s actions.
9. Ignore- Ignoring inappropriate behavior does not produce any interesting consequences, which may lead to the disappearance of the behavior. This method is only to be used when the child is not hurting or endangering him/herself or others.
10. Removal- Removing a child from a situation that is not safe for the child and/or other children in the room.
11. Renewal Time- Helping children regain control of their behavior through time away from the disruptive situation. Renewal time is done in the *spirit of support*, not in the spirit of punishment. An adult will sit with the child in a quiet area and help the child regain control of his behavior and emotions. The teacher can also use this

opportunity to talk with the child about his or her behavior and the situation. The Center does not use “time out” due to the fact that it does not teach the child an appropriate way to handle situations.

Physical punishment and verbal abuse of any kind is prohibited at the Center.

When the teacher sees a conflict situation rising, he/she tries to identify causes and responds by stating an alternative for the child. For example, “You can put the block here” instead of “Don’t throw the block on the floor.” If the inappropriate behavior continues, the teacher will tell the child the rule and the consequences of the behavior. For example, “Throwing blocks may hurt someone, so we don’t throw blocks at the Center. If you throw blocks, you will need to make another choice.” The teacher is careful to emphasize that it is the behavior that is unacceptable, not the child.

During times of drop-off and pick-up, or other times that you are at the Center with your child, we ask that families use the same discipline policy as the Center. Rarely, in special instances when a child is likely to hurt him/herself or another child, the teacher may restrain the child by holding him/her.

To keep parents informed of all situation involving serious behaviors, the teacher completes a behavior incident form that will be available for the parent to read and sign at pick up time. If a child displays repeated inappropriate behavior and shows little progress toward changing behavior the teachers will meet with the parent to work cooperatively in developing strategies that will meet the child’s need.

CHILDREN WITH SPECIAL NEEDS

If serious adjustment or behavior problems occur after a child is enrolled a conference will be scheduled so that the teacher, member of management and parent can visit about the situation. A written action plan will be developed with steps to solve the problems. The director may set a 30-day trial period.

The K-State Center for Child Development may recommend supplemental services for a child with developmental, psychological, medical or other special needs. Manhattan’s Pawnee Mental Health Services, USD 383, Smart Start, Manhattan-Ogden Headstart Behavioral Health Consultation Services,

and Infant and Toddler Services are available if needed.

Child Care Termination: The CCD may terminate enrollment if:

- a child’s needs cannot be met, or
- a parent or guardian refuses the action plan or recommended services, or
- if services are provided and the child’s condition does not improve satisfactorily, or
- if continued enrollment of the child does not represent the best interest of the child, the Center, the staff, or the other children in the classroom.

K-State Center for Child Development’s Director reserves the right to give written notice to the parent or guardian indicating termination of all child care services at the end of 21 days. If the child’s behavior is physically or emotionally dangerous to other children or staff, immediate termination of enrollment may be necessary. The Center’s philosophy is to do everything possible to meet each child’s needs. However, if the Center cannot meet the child’s needs while at the same time caring for all the other children in the room, the Center will recommend alternative placement to the parent. At all times, the goal is what is best for children.