

K-STATE CENTER FOR CHILD DEVELOPMENT

2013 PARENT HANDBOOK

INTRODUCTION

THE CENTER FOR CHILD DEVELOPMENT

The Center provides early childhood care and education programs for children of the Manhattan and Ft. Riley communities and for children of K-State students, faculty, staff. The Center is licensed by the Kansas Department of Health and Environment to serve 230 children, ages 6 weeks to age 12 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 in the nation to reach accredited by the National Association for the Education of Young Children. Our classrooms have a Lead and an Assistant Teacher who have degrees or early childhood certifications and are also CPR and First Aid certified. The numbers of children in the classrooms are lower than allowed by licensing regulations; our Center follows accreditation guidelines that have a lower child to teacher ratio.

The Center's new State-of-the-Art facility was designed especially for children and early childhood educators. Security cameras, secure playgrounds and one entrance with entry codes to enter the building provide high security. The facility has "green" components and uses natural cleaning solutions to insure a healthy environment. The playgrounds feature nature-based outdoor classrooms to address the "nature deficit disorder" identified in our nation's children; connecting children to nature is an important part of our philosophy and curriculum. Our meals for children are planned with a focus on healthy eating with fresh fruits and vegetables being served to children as well as keeping meals low fat, low sugar and using natural whole foods whenever possible.

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 and 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 strive to 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.

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 with a focus on the love of books/reading, appreciation of the arts, social competence, emotional and physical health, and a strong connection to nature and the natural world.

Within this focus, children:

- are engaged in stimulating learning that is meaningful to their lives
- explore within a healthy, safe and secure environment
- are active participants in their own learning
- explore, study, create, and care for the natural environment.
- explore within an emotionally safe environment that builds confidence.

The Center's learning environment is centered on community, building and maintaining connections, and developing lasting relationships. An environment where staff and families have positive relationships is essential for the development and socialization of children. 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. Parents are encouraged to use their home language with children to support individual and community identity. Program staff provides learning opportunities in English and try to incorporate a child's home language as much as possible. Children are encouraged to use both English and their home

language when at the Center. These activities offer lifelong social, emotional, and cognitive benefits. 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 in our community.

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 in their professional development.
- Children, staff and families are valued and treated with respect
- decisions are based on what is best for children, families and staff

INFANT AND TODDLER CURRICULUM PHILOSOPHY

The 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. Through secure attachments children feel more comfortable exploring their environment. Therefore, one of your child's teachers will serve as his or her primary caregiver. Although both teachers will develop positive, trusting relationships with your child and develop individualized plans for your child, the primary caregiver will meet most of your child's diapering, feeding, and napping needs as well as other daily routines. The Center also practices continuity of care. This means within each Infant, Toddler and Twos "community", the teaching staff in all three rooms

will work together as a unit; all teachers will get to know the children through intentional and regular efforts both indoors and outdoors. Because the children will be familiar and comfortable with the teaching teams of their community, the transition process will be smooth and less stressful for the children.

Our Center provides trained infant and toddler teachers who are preparing themselves and the environment for these very young children to grow and develop at their own pace, feel proud of their many accomplishments and discover the world through exploration and play. These discoveries take place in both indoor and outdoor classroom environments. Teachers consider each child's individual needs and wants, and work to develop trusting relationships. Teachers observe and document children's development in order to plan for each child and the group. Through a developmental assessment system, teachers monitor each child's development, tracks their skills and plan next steps. 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 through meaningful connections between the classroom community and the child's family and culture. We ask parents to work with our teachers closely so consistency can be maintained between school and home. Our philosophy also sees the setting for care as critical. Therefore, infant and toddler teachers create environments that ensure safety, offer appropriate and engaging challenges in all areas of development, and promote optimum health for children.

PRESCHOOL CURRICULUM PHILOSOPHY

The 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. 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 that immerse children in nature.

Involving families is a key component of the preschool curriculum. Families are welcomed into the classroom and celebrated as partners. Parents are encouraged to collaborate with teachers on how to best meet the needs of their child. It is the intention of the CCD 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 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.

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. However, funding was not available. The foundation of the Center was based on a commitment by parents to organize childcare on campus. 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 apartment complex (housing for married students and students with families). 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 advocacy efforts of the 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 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 continually grew and added classrooms until it filled both wings of building "L" with two infant rooms, four toddler rooms, six preschool rooms and a licensed capacity of 160 children. The building was built in the 1950s and began to deteriorate. An appropriate facility designed for children that also allowed for expansion was needed. 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 (CCD). KSU sought approval from the Kansas State Board of Regents for a \$4 million bond to build a new childcare center. The bid for the new facility went out in 2009 and construction began 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 off-campus satellite site, the Center

operates one infant and one toddler classroom. This second site has a capacity for 26 children.

GENERAL INFORMATION

LOCATION

The main site is located at the far East end of Jardine Drive on the KSU campus. The campus 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 one infant and one toddler classroom.

HOURS OF OPERATION

The Center is open weekdays (Monday-Friday) 7:30 AM – 5:30 PM. Children and parents may not be in a classroom before 7:30 or after 5:30. A \$1/minute fee is charged for children who come to the classroom before 7:30 or are in the classroom after 5:30.

DAYS CENTER IS CLOSED

KSU and the CCD is closed on the following State Holidays:

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

Other Closed Days:

- The Wednesday before Thanksgiving, December 24 through January 2.
- In the event December 23 lands on a Monday, the CCD will also 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 facility maintenance.
- The Wednesday, Thursday and Friday of K-State Spring Break in March for teacher in-service training and facility maintenance.
- Two half days for Parent Teacher Conferences, normally one half day in October and one half day in March.

EMERGENCY CLOSING/INCLEMENT WEATHER CLOSING

If inclement weather necessitates the closing of KSU, the CCD will also be closed. The CCD will remain open during inclement weather unless the University closes. However, if Manhattan schools and childcare centers are closed due to USD 383 closing due to inclement weather, the Center 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 qualified teachers 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 KSU website.
- B. The Operations Enrollment Director will 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 CCD (example: no heat or no water), the CCD will be closed or will operate at reduced hours.
- D. K-State Center for Child Development incurs all 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 CCD 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 allows the Center to order an accurate number of meals. We are reimbursed for the cost of children's meals by the Federal Food Program. The CCD budget is based on getting reimbursed for each meal. If your child is not present to eat the meal, we do not get reimbursed by the federal food program. We must call in our lunch count at least by 8:15. Please help us by notifying us before that time if your child will not be here and we will cancel that day's meals for your child.
- Notifying us of your child's absence also enables teachers to go on walks or trips as planned without feeling "we should wait another ten minutes for..."

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

RESEARCH AT THE CENTER

As a department at Kansas State University, the CCD is required to actively participate in research with other departments on campus. The CCD 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 CCD management will review research projects, which propose to use CCD 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 informed in advance of any research and your child's name will never 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 CCD 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 CCD Code of Ethical Conduct and the University Ethics Policy, full time unclassified staff (our teachers and administrators) 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 then becomes 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 may 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.

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.

PARENT COMMUNICATION AND INVOLVEMENT

INVOLVEMENT

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
- participating in outdoor classroom activities
- volunteering to help us maintain our gardens and landscaped play spaces.
- telling us how you would like to help

PTO: We encourage parents to be active members of our Parent Teacher Organization. The PTO meets monthly to plan CCD 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

At least one member of management is scheduled to be in the building at all times. Members of management are available to answer questions about the Center and welcome parent comments, concerns or suggestions. If you would like to visit with a certain member of management, please call the front desk to schedule a time.

The CCD also seeks your input through a yearly on-line survey and through our Suggestion and Communication Box near the front desk. Please help us improving things by giving us suggestions or comments. We need to know what you think and take your comments very seriously. This is now we make things better for children and families.

CLASSROOM COMMUNICATION SYSTEM

Every child at the Center has a cubby with his/her name. Classrooms also have a communication center and/or communication bulletin board. Please check your child's cubby and/or mailbox daily. This is where you will find notes from your child's teacher, newsletters, artwork, and other mail. The communication center is where you will sign your child in and out daily, indicate upcoming absences and where you will find field trip notifications and other important information. Classrooms also have a communication board with lesson plans, the daily schedule, lunch menu, and other information.

DAILY COMMUNICATION SHEETS

Infant and toddler classrooms have daily sheets that facilitate information between parents and teachers. Information requested from parents 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 and tracks naps, diaper changes, 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 daily sheet sent home 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. You may also be asked to attend other meetings with your child's Teacher or Program Director as needed. Please feel free to schedule a meeting with your child's teacher other times if you have concerns or suggestions to share.

At parent teacher conferences, teachers and parents review and discuss each child's developmental progress and review the 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 sends 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

At least one member of management is scheduled to be in the building at all times. If you have a concern, please ask for a member of management. We welcome your input and suggestions for improvements.

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.

The first step to address a concern or problem is an informal 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 area. However, the Assistant Director and

Executive Director are always ready and willing to listen to any concerns or suggestions parents may have. Please see the front desk to schedule an appointment for a time that is convenient for you.

If informal meetings do not solve the issue, a formal grievance procedure may be sought. This involves set guidelines, hearings, written statements and arguments, written findings and decisions and 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

CCD STAFF MEMBERS

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 classroom. 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 staff members are certified in Pediatric First Aid and CPR.

All administrators and teachers must pass two background checks. Kansas Childcare Licensing Bureau runs a background check on all full-time and all 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:

- Executive Director
- Assistant Director
- Infant and Toddler Program Director
- Infant Specialist
- Preschool and School Age Program Director
- Operations/Enrollment Director
- Food Program Director
- Administrative Specialist
- HR Specialist

- Lead Teachers
- Assistant Teachers
- Support Staff (Floating Subs)
- Teacher Aides
- Kitchen Assistants
- Office Assistants
- Custodians

The Lead Teachers' qualifications far exceed state education and experience requirements. Assistant Teachers and Teacher Aides are supervised by the Lead Teachers and attend continuing education and ongoing training at 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 view. Activities are planned for both the indoor and outdoor classrooms; discoveries children make when exploring and experiencing nature and natural surroundings provides rich, and fundamental learning opportunities. 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 this curriculum are 1) creating a responsive environment, 2) children's learning, 3) caring and teaching, 4) partnering with families, and 5) knowing infants, toddlers, and two's. These five components are met through the routines and experiences 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.

Preschool and School-Age: Preschool classes use the nationally recognized *Creative Curriculum* as a basis for planning the classroom environment and activities. The *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, cognitive learning, and a desire to learn more about their world.

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.
- Children will develop social competence.

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. Caring touches are important for a child's mental and emotional health.

CHILD ASSESEMENTS

The CCD classrooms use the nationally acclaimed Creative Curriculum Developmental Child Assessment system. This system 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 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 by 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 routine before toilet training begins. 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. Punishing a child for accidents prevents toileting success.
- 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 self-help skills are already mastered and parents and teaching staff work collaboratively to introduce 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 well 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 2 to 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

Consistency in caregivers (meaning having the same people caring for a child for an extended period of time) is very important and is accomplished through assigning a primary caregiver as described on the previous page.

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. Whenever possible, children of the same age/birth month 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 one or more other children whenever possible. When an infant transitions to the toddler room, the toddler teacher will visit the infant room 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 during transitioning. In this way, infants will have a smooth transition to the toddler room. Within the toddler and

twos communities, due to the team of teachers continuity approach, all children will be familiar and comfortable with all teachers in both classrooms making for a smooth transition. When the child turns three, they will then transition to a preschool room. 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 Program Director or Center Executive Director.

NAPTIME/RESTIME

Infants: In the infant rooms, teachers work with families to ensure routines and schedules closely resemble those at home. Communication between parents and teachers is essential. As infants grow and develop, sleeping preferences, schedules, and soothing techniques change frequently. Parents are encouraged to communicate and update teachers as changes occur at home. Infants are placed on their backs in individual cribs for sleep. Teachers use soothing techniques such as swaddling and rocking to help infants fall asleep. Some infants fall asleep more easily when placed in the crib awake. If a parent desires, infants may be allowed to self-soothe and fall asleep in this manner. Infants are not left awake in their cribs for more than 15 minutes if happy and less than 5 minutes if not happy. If your child has a condition that requires positioning on the side or tummy for sleep, a doctor's note is required. When infants arrive at the center in a car seat/carrier and are asleep, teachers are required to move the child to their crib. Teachers are required to not allow infants to sleep in bouncy seats or swings.

Each infant room has available swaddle wraps, sleep sacks, and thin blankets. Parents may bring these items from home if desired. Thick, heavy blankets, fleece blankets, or small blankets will not be placed in the crib, but can be used while the infant is awake in the classroom. If a thin blanket is brought, it must be large enough to be tucked under the crib mattress at the feet and at the sides of the crib. Blankets are tucked so they are not able to rise above the child's chest while the child is sleeping. Swaddle wraps are not used once an infant can roll from back to tummy or can crawl. Sleep sacks are no longer used once a child can pull to a standing position.

Crib sheets and blankets are laundered weekly or more frequently if needed. Each infant is assigned their own crib. Crib rails are cleaned daily with a disinfecting solution and crib mattresses are disinfected once a week.

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 nap on 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 activities for them to do. A child is never 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 unless the parents have requested that they stay longer on their mat. If a child needs assistance calming for nap time a teacher will pat their backs, sit by them or, for younger children, rock them to sleep. Parents are encouraged to give their child's teacher ongoing information regarding how their child is put to sleep at home and any changes in their child's sleep routines. The lights are dimmed and soft music is played at a low level to help relax children for naptime. Children who awaken will be allowed to leave their mat within a reasonable amount of time (within 2-3 minutes if unhappy or 15 minutes if content).

School Age: School-age children rest for 20-30 minutes each day.

OUTDOOR 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. Teachers strive for two hours each day if weather permits. 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, he/she is not well enough to be the Center. Children go outside if the wind chill is above 16 degrees for preschool and above 20 degrees for infants and toddlers 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 dress your children appropriately. Layers are always good. 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.** Many parents provide a set of old mud play clothes and shoes that can be kept at the center. Rubber shoes or rain boots are important for the summer as children continually

experiment with mixing dirt, sand and water and become engaged in mud play wherever it appears!

Please make sure your child is prepared for all weather conditions. A hat that shades your child's face is recommended for summer. Boots, hats, mittens, and warm coats are essential for cold weather days. Please provide sunscreen, an extra summer hat and mud shoes or rain boots in the summer and an extra pair of mittens in the winter to stay at the center so children are always prepared for active indoor activities.

Please label all clothing with your child's name and your child's classroom.

Teachers plan activities for the outdoor classrooms in the same way they plan activities for the indoor classrooms. Outdoor activities develop social/emotional, physical, and language skills, increase the health and well-being of children, and connect children to nature and the natural environment.

From April 1st to November 1st, sunscreen is applied to children daily with parental permission. Sunscreen will also be applied as needed during other times of the year or when requested by parents. Please provide the sunscreen desired for your child (aerosol sunscreens are not allowed at the Center) and label the sunscreen with your child's name. New sunscreen will need to be provided each year as it does expire.

Parents are also asked to provide a water bottle labeled with the child's name for the summer months.

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 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 thereafter. Please help us by making sure that your child wears their K-State Center for Child Development t-shirt on all field trips. This is one of the many ways we keep children safe.

FIELD TRIP TRANSPORTATION

Through a partnership with Unified School District (USD) 383 and Kansas State University, children are transported on USD 383 buses or K-State University vans. All drivers are trained and experienced.

For our School-Age program, children must 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.

For preschool children, parents must supply and install the child's car seat directly into the van.

CAR SEAT POLICY FOR FIELD TRIPS

In order to travel in a K-State University van for a field trip, the Kansas seat belt and child restraint laws must be followed. All children age 8 and under are required to use a car seat or booster seat. 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. Car 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 holidays. 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.). No outside treats may be brought to the CCD.

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 CCD 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, 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.

Due to dietary restrictions, food and chemical allergies, and possible choking hazards, parents may not provide additional food items, treats or "goody bags" for their child's birthday. No outside food may be brought into the CCD for children.

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 toys that reflect a violent theme; 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. Please make sure 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. We understand there may be times when parents may wish to send a sibling into the Center to pick up their child. For safety purposes anyone on the authorization list must be at least 16 years of age to sign a child in and out of our facility.

If the staff person in the classroom does not know you when you arrive to pick up your child (such as a substitute), you must provide a photo ID.

**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 a child to parents listed on the enrollment form or to authorized pick-up persons listed in your child’s file. Center staff will

always ask for photo identification for any person they are not familiar with. If you need to add someone to your pick-up list, you will need to do so in the main office in person. In order to add someone to the pick-up list; you will add the name and initial beside the addition 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.

If, in an emergency situation, you wish a person to pick up your child that is not on their authorized pick-up list, you must provide in person a signed and dated note to the front office. If you must make this change through a phone call, a member of management will be notified. Management will inform you they will call you back at any parent phone number listed in the child’s file. They will pull your child’s file and call the parent numbers listed. This is for safety reasons and to ensure the validity of the message. Once confirmed, management will provide a note with the information to the child’s teacher. This emergency pick-up person will not be added to the authorized pick up list in the child’s file.

Please inform individuals you have authorized to pick up your child that the Center staff will expect to see a 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 or any changes in your own phone numbers.

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 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 children to put shoes back on if they have been removed. Children may have to walk through snow/ice/slush or on extremely

hot surfaces to evacuate to a safe location, and must have their feet covered at all times. (Infant classrooms evacuate children in wheeled cribs or in arms, so shoes are not necessary until the child transitions to a toddler classroom or is walking.) We know some children do not sleep comfortably with their shoes on and some children are not comfortable wearing shoes all day. Parents may bring appropriate slippers or other comfortable indoor shoes for their child to wear when napping. Appropriate slippers have a closed heel and water-resistant hard soles or no-slip treads on the bottom and are washable, as they will be laundered immediately after being worn outdoors during fire drills or for any other reason.

INFANT SHOE POLICY

Infant rooms are completely shoe free environments. Infants' hands and bodies frequently touch the floor. We want our floors free from gravel, dirt, and germs that can be 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. Phone calls are welcome as well. The best time to call is naptime when teachers have time to focus on your call. If the teacher is busy with children, your call will be returned during nap time. Parents are also welcome to contact the infant/toddler or preschool program directors with any questions or concerns about their child or classroom.

TOOTH BRUSHING POLICY

All classrooms brush teeth after eating lunch. Parents are asked to provide a child size, thin handled, soft-bristled toothbrush and a tube of children's toothpaste. If the parent does not want their child to use toothpaste, the child will brush their teeth with just water on their toothbrush. Please do not send battery operated toothbrushes or thick-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 the infant's gums.

Parents will indicate their preference for fluoride or non-fluoride toothpaste on a form at enrollment. If you do not want your child to use toothpaste, do not choose either on the form. Please be aware that teachers will use only one tube of fluoride and one tube of non-fluoride toothpaste at a time. Therefore your child will not be using the tube of toothpaste

you purchased. Teachers help children with toothpaste by applying a proper sized individual portion of toothpaste to a paper towel and assisting each child in picking up the paste with his or her toothbrush. 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 101 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 or medication).

- All signs or symptom of illness have ceased.

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). If your child is not contagious 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. Your doctor can fax a note to the CCD at 785-532-3703.

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. 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
- Reason for 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 before the child's first day of attendance or turn in an appointment card with an appointment within one week following the first day of attendance.

Current immunizations are required before enrollment at the Center is complete or provide written notification signed by a physician regarding possible physical complications. You may 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:

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)

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

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, and name of classroom where child was diagnosed with the illness.

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

APPROPRIATE HAND WASHING

Germ killing gel is available for adults to use or they can also wash their hands upon entering the building or classroom. We ask parents to send their child to the restroom to wash their hands upon entering. Parents and teachers help prevent the spread of disease by modeling frequent hand washing and by requiring 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 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 warning, tornado drill or other lock down, you must remain with the classroom in the designated location until the drill or emergency is over.

BUILDING ACCESS AND SECURITY

The safety of all who use the 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 classrooms. 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.

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 expected, enter information in the visitor log and show an I.D.

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 Department of Children and Families 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 DCF 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 DCF, **OR**
 - DCF requests 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 Management) are present during the observation.
- If the decision by the staff team is to report, the lead teacher or other member of the staff may advise the parent/caregiver of the concerns and our legal responsibility to report the concerns to DCF. 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 DCF 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 items 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. Menus are also sent via e-mail to parents each month. The Center's meals and snacks are contracted through the Kansas State University Student Union. Children enrolled in "Full-Time" care receive breakfast, lunch, and afternoon snack.

Toddler, Twos and Preschool Meal Times

Breakfast	8:30 <small>AM</small> – 10:00 <small>AM</small>
Lunch	11:45 <small>AM</small> - 12:45 <small>PM</small>
Afternoon Snack	2:00 <small>PM</small> - 4:00 <small>PM</small>

**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. This allows the classroom to be prepared and save food to reheate.

Parents may join their children at meal time. However, outside food is not permitted in the classroom and reservations for an adult serving of food must be made by 8am on the day you plan to join your child. The fee for your meal is \$5.00 and can be paid at the office.

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. Children between the ages of 12 months and 24 months receive whole cow's milk. For children age 2 and older, the Center serves low-fat (1%) 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 "*Meal Modification Form*" 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. Food substitutions can only be provided by the Center for allergies that cause anaphylactic shock and require an epi-pen.

Lifestyle Choices: The Center is able to cater vegetarian or non-beef meals and does not serve pork on any of its menus. 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, or provide substitutes for anything other than the above mentioned diets. You may complete a "*Parent Request to Supply Food and Beverage from Home Form*" and if approved by the Center's Management, you would prepare and supply these meals from home. This request may take up to 3 weeks to review.

Milk alternatives cannot be provided by the Center. Parents may provide milk substitutes with a completed "*Special Diet Notification Form*", a "*Meal Modification form*", and "*Parent Request to Bring Food and Beverage from Home form*". *Milk substitutes may only be provided if they are on the C.A.C.F.P. approved list.* Almond milk cannot be brought into the Center as we are a nut-aware 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 doctors' orders that the Center cannot cater for. In this case a "*Parent Request to Supply Food and Beverage from Home Form*" must be completed and approved.

All food and beverages supplied by a parent must be in an airtight container, labeled with the child's name and date. If items brought from home require refrigeration, the items should be sent to the facility kitchen or put in the classroom refrigerator immediately.

THE CENTER IS A PEANUT AND TREENUT AWARE FACILITY

Peanuts and tree nuts are the most common cause of severe allergic reaction including anaphylactic shock, which can lead to death in a matter of minutes if left untreated. The Center requests that parents and employees avoid bringing peanuts and tree nuts, in any form, into the Center. The Center requests that staff and parents pay particular attention to meals, lotions and bird seed/pet food. Due to the fact that peanuts and tree nuts are in many products, the Center cannot guarantee an environment free of exposure to nuts. Individuals allergic to these allergens should keep appropriate medicine on hand in case exposure occurs. In order to maximize awareness, any classroom with a child that has a peanut or tree nut allergy, will post a sign on its door.

Peanuts and tree nuts will not be served as a part of the children's menu, however, we cannot guarantee that a food item will not be contaminated since the Center contracts a caterer.

The Center will use the tree nut list posted on The Food Allergy & Anaphylaxis Network (F.A.A.N.) website as guidance in the definition of a tree nut. Using F.A.A.N. for guidance, the Center will allow classrooms that do not have a child with peanut or tree nut allergies to use acorns and coconuts in their activities as well as cook with commercially prepared products that may have been processed on equipment that processed peanut or tree nut products. Classrooms with children with these allergies will OMIT these activities and find alternatives.

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. The Center has provided a spare nursing cover in each room should one be required.

BREAST MILK

Breast milk may be brought in fresh every day 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, and 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 (not to exceed 120F). Freshly expressed breast milk may be kept in the refrigerator for up to 48 hours. If breast milk 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. 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, unless they are able to sit on their own and hold their bottle. In this case, if a caregiver is feeding a younger infant, the older child will be placed in a highchair to consume the 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 using hot water from a crock pot. 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 7 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. 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 modified 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 ¼ inch square or served to the child according to their chewing and swallowing capabilities.

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

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. Parents then have an orientation meeting with the Enrollment Director and a meeting with their child's new teacher. These meetings are scheduled together so the parent only comes to the center once for these

two meetings. The parent orientation is approximately 30 minutes and the parent teacher meeting approximately on hour. Following that meeting, the child and their parent(s) will visit the classroom. A second parent and child visit to the classroom must be scheduled at a later time before the child's first day. These two visits to the classroom allow a child to have a smoother transition into their new classroom. One visit must be at least one hour (longer is recommended) and the other visit must be a minimum of one half hour. Additional or longer visits may be needed and can be arranged with the teacher. The preferred time to visit is between 10:00 and 11:30. If this time does not work, other arrangements can be made.

Since the Center must know where parents can be located during the time 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 CCD staff members.
- Siblings of children already enrolled at the CCD or children who are already enrolled but need a schedule change.
- Children who have attended the center previously and are returning.
- Legal dependents of K-State student parents
- Legal dependents of K-State faculty and staff
- KSU Alumni 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.

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 12 years in Kansas public schools

SCHEDULING OPTIONS

Full-Time Care

The CCD provides full-time programs Monday through Friday from 7:30am to 5:30pm.

Part-Time Care

In our preschool classrooms, two slots per classroom can be M/W/F and T/Th enrollments. However, any M/W/F enrollment must have a T/TH enrollment and visa versa so the entire M-F slot is filled.

DROP-IN CARE

Drop-in care is available on a space available basis. The drop-in child must have complete enrollment paperwork on file. Once paperwork is on file, the parent may call to request their child drop in and must stop at the front desk to complete and sign the Drop-In Care form upon arrival.

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

Infant:	\$48
Toddler	\$41
Twos	\$38
Preschool	\$33
Summer Camp	\$40

SUMMER SCHOOL AGE CAMP

A before and after school program may be offered if the need is high enough and full enrollment is obtainable. Buses from USD 383 will provide transportation to and from all public schools.

A full-day exemplary school-age summer camp is available each summer if there is sufficient enrollment. Please ask for a brochure for more information about this exceptional summer school-age program.

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

The 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.

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 an opening available.

WHAT TO BRING

Please provide the following on your child's first day:

- 1 box of tissues
- 1 thin handled, non-electric thin-handled toothbrush
- 1 tube of toothpaste (if desired)
- 1 recent photo of your child
- Family photo to frame for your child or photos for a family board in classroom. Parents are welcome to create the family

- poster at home and bring to the center.
- 2 complete changes of seasonal clothing (including socks)
- Sunscreen (non-aerosol) if you would like it used with your child
- lotion if you would like it used for your child
- Bug spray (non-aerosol) if you would like it used for your child (cannot be applied with sunscreen). Bug spray requires a doctor's note and completion of a long term medication form (ask for at the front desk)
- 1 blanket (see infant section for description of approved blanket for infant rooms).
- 1 pillow if your child generally uses one: not applicable for infants.
- 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 (optional) See shoe policy
- Mud-play clothes and shoes to leave at the Center during appropriate months.

Infants should also bring: 4 empty, clean bottles with nipples and lids

- If breast-fed, breast milk in labeled, dated containers (name of child, date expressed, and number of ounces)
- If formula fed and using formula other than the center-provided formula, factory sealed formula labeled with your child's name.
- 1 additional change of seasonal clothing including socks (total of three outfits)
- Comfort items your infant uses (pacifier, soothie, etc.)
- Sleep sack for napping if child is not crawling yet (optional).

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. Teachers allow children to fully explore and discover their

natural environment while indoors and outdoors. As a result, your child's clothing will often become dirty and can be stained. Please provide extra play clothing and rubber water/mud shoes or rain boots during the summer months or as requested by your child's teacher. Please do not send your children in their best clothing. If you need your child to change clothing at the end of the day to be ready for an event you must attend directly after leaving the Center, please inform your child's teacher.

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, due to the high rate of choking these very small items pose. If hair accessories 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 they make your child a target for removal of these items by other children, it may be necessary for us to remove the items and store them safely until your child leaves for the day.

On-Going Supplies Required for Children

Certain items are required by the Kansas Department of Health and Environment (KDHE) childcare licensing regulations and the CCD. These items must be provided continually:

Diapers/Wipes: Parents will be given notice in advance when their child is running out of diapers or wipes. Parents will again be notified, if diapers have not already been brought in, when their child has completely run out of diapers or wipes. Written notice will be given on child's daily sheet or on a "Supplies Reminder" sheet. We understand parents have very busy schedules and supplies can be forgotten. If your child's teacher notifies you they are out of diapers and/or wipes for your child and you have not provided them after three days, you will be asked to keep your child out of the center until you can bring diapers and/or wipes with you. Once you have brought in the item the teachers will take the necessary amount of diapers and/or wipes out of your child's supply to replenish the classroom's emergency supplies used for your child. In this way, we can continue to help parents out for a few days until they can supply what is needed for their child. If there are extenuating circumstances, please talk to your child's teacher as soon as possible.

- **Extra Clothing:** Parents will be given notice when 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:** 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. (see shoe policy) Infants are allowed to wear socks outdoors 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.
- **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 at least two 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. If they do not, the teacher will notify the parent.

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 an 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 and Program 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. Our goal is to meet each child's needs through continual communication between parents, CCD teachers and any outside specialists with a focus of meeting IEP/IFSP goals, child's needs and parent's goals for their child's success.

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 may be 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 child or staff member.

RE-ADMITTANCE POLICY

This policy applies to parents who wish to withdrawal 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 and pay a \$150 Temporary Termination/Re-admittance Application Fee. Once all of the required information is turned into the office 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 \$150 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 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". An invoice will be sent to parents. 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): \$20 per semester
 - ♦Summer Supply fees billed on July 1 (or upon summer enrollment):

Infant	\$10
Toddlers	\$25
Twos	\$25
Preschool	\$30
School-aged	\$100
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 Specialist 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. 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.** These fees will cover the cost of paying two staff members overtime.

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 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.**

Teachers have 15 minutes each evening between 5:30 and 5:45 to clean their room, complete a checklist of closing duties, and sometimes have quick meetings with other teachers. All children must be picked up by 5:30pm and the room vacated in order for staff to focus on their closing duties. If parents would like to let their children play together a little longer or would like to visit with each other, they are always welcome to do so in our hallways until 5:45. **Parents who stay in the classroom after 5:30 will be charged a \$1 per minute fee.** KSU administration does now allow the CCD to include overtime in the budget for opening and closing duties; teachers must leave promptly at 5:45 and have a great many duties to complete between 5:30 and 5:45.

The 15 minutes teachers have each morning and each evening are very important – and very busy for teachers. Please respect the teachers time and help us protect these two 15 minute periods for our teachers. We very much appreciate your help. If you need more time to visit with teachers, please let your teacher know and she will arrange a time to be out of the classroom to meet with you during the day at a time convenient for you. Thank you.

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 Specialist 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.

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.naccrra.org

Several other scholarships are available to be used by income eligible families to reduce their cost for our program. Distribution of scholarships is based on available funds, eligibility, application date, and starting date at the Center. To apply, you can request an application from the office. Scholarships 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 scholarships 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 and Guidance

It is the policy of the Center to use positive guidance techniques with children for correction and encouragement. Punishment does not accomplish anything positive and does not teach children how to handle problems. Therefore, punishment is never used. The goal of discipline and guidance is to foster self-discipline and teach children social competence. 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 did.
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.

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 what the child should do instead. For example, "You

can put the block here on the shelf” 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 of where to play.” 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, Raising Riley, 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 or behavior plans implemented 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 14 days. If the child’s behavior is physically or emotionally dangerous to other children or staff, immediate termination of enrollment will 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 successfully providing care and education 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.

FINAL WORDS

The CCD administrators strive daily to provide quality care and education to all children enrolled in the program. This means balancing the cost of high quality care with a cost that parents can afford. 90% of the budget, like all educational programs, is for staff wages and benefits. The program strives for fair wages and this is a continual goal that is never reached. The balance between quality and affordability means continual choices based on what is best for children, what is best for staff and a budget that has expenses equal to revenue at the end of each year. The CCD administrators truly value parents’ opinions. Please freely share solutions and ideas to help us improve our program. If you have questions about our budget or any part of our program, please feel free to schedule a meeting with a member of management or e-mail any of us. Contact information or e-mail addresses are available at the front desk. We thank you for your support of our program.