

Campbell Child and Family Center

# **A - Z FAMILY HANDBOOK**



**2013 – 2014**

An Early Care and Education Program  
of Fort Lewis College  
1000 Rim Drive  
Durango, Colorado  
(970) 247-7679

# Welcome to the Campbell Child and Family Center (CCFC)!

The handbook is intended to provide you with convenient access to information about center policies, but it does not include information about all center practices. Parents are responsible for reading and becoming familiar with all of the enclosed material. The staff of the center may notify families of certain changes during the year through monthly newsletters, mailers, or through individual contact. Please review the Complaint Resolution Procedure if you feel your needs have not been met through our current communication, practices, and policies.

If you have any questions about the Campbell Child and Family Center A – Z Handbook Policies, please contact us at (970) 247-7679.

Listed below are the names and titles of the professional staff at the center. We also supplement our program each semester with work-study students.

## **Director**

Susan Wanatka

## **Teachers**

|             |                    |  |
|-------------|--------------------|--|
| Toddler 1   | Caterpillar Room   | Arawyn Gibbons, Beka Jacobs & Ali Manuel |
| Toddler 2   | Tadpole Room       | Bill Volz & Abbey Ferguson               |
| Preschool 1 | Lightning Bug Room | Sarah Flores & Tammy Rutledge            |
| Preschool 2 | Rainbow Fish Room  | Peggy Ferguson & Aruna Gabriel           |

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## **A. ADVISORY BOARD COMMITTEE**

The Campbell Child and Family Center Advisory Board serves as an advocate group for the center and seeks to ensure that the children are provided with a high quality early care and education program. The Committee functions in an advisory capacity to the Director by providing assistance with creating and revising center policies and procedures and is further responsible for locating funds to support the Center's program by: exploring fundraising events; identify potential donors such as community agencies and alumni of the Campbell Center; plus finding grant sources and writing grants.

The Campbell Child and Family Center Advisory Board Committee is made up of at least seven affiliates, representing parents, faculty, staff and community members that provide additional assistance in guiding and developing the program. **If anyone is interested in serving as a parent representative please contact the Director.**

### **AGES OF CHILDREN ACCEPTED**

Children ages 12 months to five years are accepted for enrollment at the Campbell Center. There are four classrooms in the center: 12 months-2 year-olds, 2-3 year-olds, 3-4 year-olds and 4-5 year-olds.

Low staff/child ratios enable teachers to develop relationships with children, provide more individual attention and have more time to work with children individually or in small groups. This all leads to better experiences and outcomes for children.

The staff/child ratios for each classroom are:

|                   |     |                              |
|-------------------|-----|------------------------------|
| Toddler 1:        | 1:4 | maximum 12 children enrolled |
| Toddler 2:        | 1:6 | maximum 12 children enrolled |
| Preschools 1 & 2: | 1:8 | maximum 16 children enrolled |

### **ATTENDANCE, ARRIVAL & DEPARTURE**

When a child is ill or must be absent from school, parents/ guardians are requested to call the center by 8:30 a.m. When a child has extended absences without a reported reason, your family may lose their placement at the center.

**Arrival -- You must escort your child** into the building and ensure they remain with you and follow school rules in your care. This includes "walking-feet," quiet voices, and following parent directions. \*Unless you are completing volunteer hours within the classroom, please recognize that some children transition best when parents do not extend their goodbyes or remain in the classroom for more than a few minutes.

**Sign In / Sign Out your child** - A *full signature* of your name is required when signing in. The center is not responsible for a child who is not signed in, therefore for safety and legal purposes, you will be called to return and sign your child in. The reverse is true for signing out.

**Departure** – Only authorized providers may pick-up your child from care. No child will be released to an individual suspected to be under the influence of any intoxicating substance and #911 will be called.

## **B. BEHAVIOR POLICY**

All children served have the right to work and play in an environment that is safe and respectful of their individual needs, including the right to receive clear behavioral expectations having appropriate consequences when challenges occur. Teachers structure the classroom with clear and consistent rules that help maintain the safety of all children. At no time will a child be physically punished, verbally shamed, or have food withheld as a consequence for poor behavior choices. Teachers will use developmentally appropriate measures to help redirect children's behaviors that will often include visual aides that help children understand choices and consequences.

If a child is repeatedly disruptive within the classroom setting, families will be contacted to help the center staff address the issues. Families will then be expected to partner with school staff in developing strategies for managing behavior in the classroom and at home. If the problem persists, the school will refer the family to community resources to provide additional support. If families are unwilling to participate in the referral process, the child may be dismissed from the program.

**Note:** When a child becomes aggressive toward other children or staff members to the point of physical contact injury, parents will be notified for immediate child pick-up. The Campbell Center staff reserve the right to physically separate (carry or pick-up) a child from a dangerous situation until parent pick-up has occurred.

## **C. CELL PHONE FREE ZONE**

We ask that as you drop your child off for the day and when you pick them up that you refrain from using your cell phone. These times are very special & sometimes stressful for your child and your attention should be focused on him/her. **We ask that you do NOT use your cell phone in our building or playground as you drop off or pick up your child.**

## **CONTINUITY OF CARE**

Because learning occurs simultaneously with emotional attachment, it is best for young children to build a secure relationship with a primary teacher throughout their early years. In order to meet this need, all children in our center will have a primary teacher in place that will provide a secure base for the child and a primary contact for the parent. Rather than having children change teachers each year, this teacher – child relationship will remain constant for two years throughout the toddler pod, while a new primary teacher relationship is developed and continued for two years in the pre-school pod. This practice fosters strong attachments and benefits the children by giving them teachers who know them and their parents well. This enables our teaching staff to provide quick responsive care and education. Classroom arrangement and materials are continuously adapted to meet the changing developmental needs of the children in the class.

## **CURRICULUM**

### ***The Goals of Our Curriculum***

*The most important goal of our early childhood curriculum is to help children become enthusiastic learners, and acquire the social, emotional, physical and intellectual skills to succeed in school and life, through guided exploration of their environment.*

## **Creative Curriculum**

Children at the Campbell Child and Family Center are engaged in a developmentally appropriate curriculum called Creative Curriculum® from Teaching Strategies, Inc. Creative Curriculum® is an early childhood development approach that is rooted in educational philosophy and theory as well as in practice. Its underlying philosophy draws from Jean Piaget's work on cognitive development, Erik Erikson's stages of socio-emotional development, and accepted theories of how children learn best.

The Creative Curriculum ® for Infants & Toddlers provides a comprehensive framework that emphasizes that relationships between teachers and children and their families form the basis of curriculum for very young children. The Creative Curriculum ® for Early Childhood describes and demonstrates how to plan a developmentally appropriate program focusing on ten well-organized interest areas: Blocks, Dramatic Play, Music and Movement, Art, Discovery, Sand and Water, Toys and Games, Library, Cooking and Computers. The 10 indoor areas plus the outdoor space allows teachers to use the Creative Curriculum® as the framework to plan and implement an exciting variety of activities, projects, and key experiences in literacy, math, science, social studies, the arts, and technology.

Teachers conduct ongoing informal observations and assessments on each child using Teaching Strategies GOLD™ (a valid and reliable assessment instrument) which features goals and objectives. These tools allow teachers to use the children's interest and needs as the main framework for their lesson planning.

Within each classroom, specific curriculum units will be developed that address the learning needs of all children. Teachers adhere to state and national standards for developmental learning objectives for preschoolers, and individually document the progress of your child through ongoing portfolio assessment. If you have questions about your child's classroom learning experience, please talk to your child's teachers. If you have concerns about your child's development, please let us know and we can help refer your child for assessment.

## **Portfolios**

When your child enters the Campbell Child and Family Center, a "portfolio" is created. The Portfolio is a collection of your child's "work" as well as the periodic Teaching Strategies GOLD™ assessments. The Portfolio becomes a scrapbook of his/her development throughout his Campbell Center experience. Every entry is dated. This portfolio follows your child as he/she advances to the next class. It is the basis for parent conferences and is accessible to you at any time. You are encouraged to add to the content!

Some examples of the Portfolio content are:

- Samples of drawings and "writing", including "dictated" descriptions
- Samples of cutting skills
- Photographs of creations such as block and Lego structures, clay moldings
- Photographs of your child playing in a variety of settings and with different friends, or maybe that one special friend that will become a friend for life!
- Anecdotal notes made by teachers as they observe and record behavior
- Assessments from the Teaching Strategies GOLD™
- Audio tapes of "interviews" with your child, or just talking or singing.

## The Incredible Years

The Incredible Years is a child social skills curriculum (Dinosaur School) that is used in the pre-school classrooms. With the help of child-size puppets, children learn to get along with others, solve problems, control anger and express feelings. Through Dinosaur School, children experience growth and learning in their social-emotional, physical, language and cognitive development. The curriculum instills conflict management and problem solving skills in children ages 3 to 5. The use of puppets Dina, Wally and Molly contribute to the success of Dinosaur School. The program also provides parents with weekly, facilitated discussion groups where they learn to increase nurturing parenting skills while decreasing their children's oppositional behaviors.

## D. DAILY ROUTINE & SCHEDULE

The Campbell Center strives to be a high quality early care and education environment that supports the learning of young children. To accomplish our goals, daily routines and the overall structure of our program are two of the most significant components offered as a part of each child's learning experience. We request that families become familiar with each classroom schedule, and then do your best to ensure that your family's daily routine is consistent, as well.

The most important timeframe for established curriculum occurs between 9:00 am and 12:30 pm, and we hope that you will value the importance of your child being included in such daily activities as morning circles, group meetings, and small group activities. Although we appreciate your busy schedules, creating a consistent daily routine is important for your child, as well as the other children in their classroom. (For example, arriving to pick-up your child during rest will likely awaken other children). Each classroom will maintain their own schedule; however, most classrooms have similar routines that closely resemble the sample provided on the following page for your review. Please check your child's classroom to verify their times for daily activities and communicate with staff when you will have difficulty maintaining a schedule that corresponds with the classroom. If you arrive late to school or come to pick-up your child early and the group is away from the school, please be aware that it is your responsibility to locate your child's class on campus. Your child will not be permitted to join another classroom or remain at the center with other staff.

***For the benefit of teacher planning as well as your child feeling a sense of belonging and a member of the classroom community, we strongly encourage all children to arrive at the center by 9:00 each morning. It is at this time children take part in highly interactive learning activities and become participants in the educational process. Arrangements for your child to arrive later must be discussed with your child's teacher.***

### **Sample Daily Schedule (Toddler)**

We create a safe, predictable environment by maintaining daily care giving routines. The daily schedule and routines at the center provide a structured educational opportunity for your child to learn and grow. The daily schedule for the children is **a guide**. It provides a framework for planning and organizing the daily routine and play activities for the children. The daily routines for children may be a little different based on the age of your child. Toddlers are changed/taken to the toilet before transitions in the day and as needed.

The following daily schedule is an outline of a typical day with the **toddlers**. The schedule includes flexibility by overlapping time and adjustments are made if needed. Below is a *sample* that includes the different types of components to the daily schedule.

### **Sample Daily Schedule (Toddlers and Twos)**

|             |  |
|-------------|--|
| 7:30-8:30   | Arrival / greeting children and parents; Classroom Exploration         |
| 8:30-8:50   | Breakfast  |
| 9:00        | Gathering; begin with hello song / close with the Campbell School Song |
| 9:00-10:00  | Indoor Adventures  |
| 10:00-11:00 | Outdoor Adventures / Large Motor                                       |
| 11:15-11:45 | Lunch  |
| 11:45-12:15 | Outdoor Adventures / Large Motor                                       |
| 12:15-12:30 | Transition for rest  |
| 12:30-3:00  | Nap Time   |
| 3:00-3:30   | Snack  |
| 3:30-5:00   | Indoor Adventure / Outdoor Adventure                                   |
| 5:00-5:15   | Gathering / Dance the Day Away   |
| 5:30        | End of Day Goodbyes  |

### **Sample Daily Schedule (Preschool)**

|              |   |
|--------------|---|
| 7:30-8:30    | Arrival / greeting children and parents; Child Choice-Center Based Activities             |
| 8:30-8:50    | Breakfast   |
| 9:00         | Gathering; begin with hello song / close with the Campbell School Song                    |
| 9:00-9:15    | Group Meeting (Morning Circle Time)   |
| 9:15-10:30   | Child Choice – Center Based Activities<br>(Light Morning Snack Served during Choice Time) |
| 10:30 -10:45 | Small Group Work Time (Literacy, Art...)  |
| 10:45 -11:30 | Collaborative Outdoor Play (Gross Motor Planned)  |
| 11:30 -12:00 | Lunch   |
| 12:00 - 1:00 | Outdoor Play / Free Choice  |
| 1:00 - 1:45  | Quiet Movement (ie: breathing, yoga) > Story  |
| 1:45 - 3:00  | Rest/ Nap Time (Varies based on child age group)  |
| 3:00 - 3:25  | Afternoon Snack   |
| 3:25 - 5:00  | Afternoon Free-Play (Centers, Outdoor, Teacher-Led)                                       |
| 5:00-5:15    | Gathering / Dance the Day Away  |
| 5:30         | End of Day Goodbyes   |

## **DISMISSAL FROM PROGRAM (WITHDRAWAL OR TERMINATION)**

If you have been accepted into our program and choose to withdraw your child, you **MUST** notify the office three weeks (21 days) in advance with a written notice, to ensure the center has time to fill your child's vacated placement. Child care charges may be prorated for the month of attendance if your child is withdrawn mid-month, but parents will be responsible for full monthly payment if advance notice is not provided.

If, by the decision of the director, a family is asked to leave the center, two weeks notice will be provided. Reasons for dismissal from the program include:

- a. Failure to provide health/ immunization and other records within 30 days of enrollment or on annual basis
- b. Failure to pay childcare charges (with no payment plan established)
- c. Failure of the program to meet the needs of the child
- d. Your child constitutes a safety or legal hazard to themselves, other children, staff or the program (see "Behavior Policy")

**Note:** In the case of a violent/ unsafe child, less than 2 weeks notice may be provided by the center to ensure the safety of others

## **E. EMERGENCIES (Local, Accidents & Injuries)**

In the event of an emergency requiring evacuation of the school, staff will attend to the safety of the children first. Evacuation routes are clearly posted in all rooms. Once the children are free and clear, 911 will be contacted to report the emergency. If, after an emergency, the building cannot be reoccupied, the children will be relocated to one of the following campus sites:

Pine Hall

Physical Plant, Conference Room

Center for Southwest Studies (any available meeting room)

Center staff will bring family emergency contact information and contact families to report location of children for pick-up. Parents will be notified by phone if it becomes necessary to close the center for any reason (inclement weather, hazardous conditions, safety concerns).

In the event of a serious accident or injury to your child, staff will follow Emergency Procedure guidelines posted throughout the center. The family will be contacted immediately. All minor accidents and injuries will be documented by staff and reported to you when your child is picked-up from school. Any early signs of illness will be reported, as well (such as colored nasal discharge or diarrhea).

## **F. FEE SCHEDULE**

The following rates apply for registration and monthly tuition for 2013-2014.

|                     |                     |
|---------------------|---------------------|
| Registration        | \$150.00 / one time |
| Toddler 1 Room      | \$750.00 / month    |
| Toddler 2 Room      | \$700.00 / month    |
| Preschool 1& 2 Room | \$675.00 / month    |

Families will receive a copy of the monthly tuition bill (taped inside their child's cubby the 3<sup>rd</sup> week) each month. The statement will be folded, (covering billing info.), and the month will appear at the top

of the paper in red ink. Payment for the *coming* month must be received by the director no later than the 27<sup>th</sup> of the month. Unless specific payment plans are made with the director, late payment will be grounds for program dismissal by the 1<sup>st</sup> week of the coming month. The only exceptions made to billing practices is for the first month of fall and spring sessions (September and January), where families will have until the 5<sup>th</sup> of the month to make payments to correspond with school break closures.

**Child Care fees are based on enrollment, NOT attendance.** If a child is absent due to illness or vacation, the fee will remain in place as the Center will have kept their place open and still have to employ and pay staff.

## **FINANCIAL ASSISTANCE**

Funding is available for low-income families and students. Parents needing financial assistance should talk with the director about available funding and eligibility requirements.

## **G. GUIDELINES FOR ENROLLMENT**

In order to maintain a consistent learning environment, the Campbell Center maintains the highest priority for enrollment when a child will be attending the center full-time. Full-time is defined as at least 5 hours daily, Monday – Friday. Only families needing full-time care will receive placements at the center. As part of the Fort Lewis College community, children of full-time employees and full-time students are given first consideration for full-time enrollment.

When a placement becomes available, families will be provided with a “A to Z Family Handbook” and all needed documents for their child to begin care. All forms must be received within 30 days of your child starting the program, or dismissal may occur.

The Campbell Center is currently placing families from an extensive waitlist, and has adopted several priority policies with regard to enrollment. Please review the following policies concerning placement priority.

### **Enrollment and Waitlist Policy**

The Campbell Center will make every effort to accommodate the schedule needed for your child and family. Families attending the center on a year-round basis will receive the first opportunity to choose their child’s schedule. Our top priority is the safety and wellbeing of your child. It is critical that the center maintain safe and legal ratios in the care of your child throughout the day. Therefore, we will likely be unable to accommodate the requests of all families, but we will make every effort to accommodate as many families as possible.

Schedule assignment will occur based upon the following priorities:

- First Priority: Families with children enrolled full-time year round
- Second Priority: Families with children enrolled during academic year and enrolled in one or two summer sessions
- Third Priority: Families who opt to not enroll their child in any summer sessions and pay the required fee to hold their slot for the fall,

All schedule requests, are based upon the date of returned agreement to the center director (director will date and sign all returned documentation, not based upon the date the family signs agreement).

The Campbell Child & Family Center currently maintains 3 policies that impact enrollment of children. Each of the Campbell Center's four classrooms will be filled in the following priority order:

- 1) All children **must** be enrolled at the center on a “**full-time**” basis.
  - **Full-time** is defined by at least 5 hours daily, Monday through Friday
- 2) Siblings of children who are currently enrolled at the center receive first priority for placement on the waitlist, followed by full-time employees and students of FLC.
- 3) Each month your child's tuition for the **coming month must be paid by the 27<sup>th</sup>**, or your child's placement will be forfeited. For newly enrolling families, a payment of \$150 registration fee and \$675; \$675; \$700 or \$750 first month's tuition (totaling \$825; \$825; \$850; or \$900) **must be paid prior to your child beginning care**. There are no exceptions to this “new family” payment plan.

### **Wait List Policy**

When a particular classroom of the Campbell Center is at full enrollment capacity, all interested families may be placed on a waitlist that designates the priority status and date of placement on the waitlist. Families will be contacted and spaces filled in descending order from first to third priority and by date within each priority category.

## **H. HAND WASHING**

To help control the spread of illness, children are required to wash hands upon arrival at the center and at other times throughout the day. Washing hands is the best way to prevent the spreading of illness. We ask that parents provide lotion for your child(ren) whose hands become dry due to all of the hand washing.

## **HOURS OF OPERATION**

The Campbell Center will observe the following hours of operation year round:

**MONDAY through FRIDAY 7:30 am – 5:30 pm**

## **I. ILLNESS POLICY**

Please do not bring your child to school when he/she is sick. Although we understand the pressure for you to be at work, we are responsible for the health and safety of **all** the children at the facility. Bringing a sick child to school is not only difficult for the child, but also places stress on the staff and may place the other children in an unsafe situation. We strictly adhere to our illness policy which is mandated by the State of Colorado Department of Health and Environment for continued operation of our facility. Our illness policy is also in accordance with the Children's Hospital School Health Program Denver, Colorado 2005, and has been reviewed and approved by San Juan Basin Health's epidemiologist December, 2010.

**There are three reasons to keep (exclude) sick children out of child care or school:**

1. The child is not able to participate in usual activities. Child may be very tired, irritable or cry a lot.
2. The child needs more individual care than the program staff can provide.
3. The illness or symptoms are on the exclusion list.

**Exclusion List:** – We will contact you for immediate pick-up of your child in the event of **ANY** of the following:

- **Fever** of 100 degrees or higher accompanied by behavior changes or other signs or symptoms of illness.
- **Vomiting** 2 or more times during a one day period at the facility or 1 time accompanied by fever or recent head injury.
- **Diarrhea** 2 or more loose or watery stools during a one day period at the facility not caused by diet or medication, or 1 loose or watery stool not contained in the toilet by those children who are potty-trained, or 1 loose or watery stool accompanied by fever or vomiting.
- **Coughing** SEVERE uncontrolled coughing or wheezing and/or rapid or difficulty in breathing.
- **Sore Throat** SEVERE sore throat which interferes with swallowing, eating, and/or is accompanied by a fever.
- **Nasal Discharge** any color of nasal discharge in copious amounts not related to teething accompanied by fever or significant behavior changes.
- **Eye Discharge** any thick yellow, green, or white discharge in copious amounts and/or accompanied by pink color of eye.
- **Scabies or Head lice** any repeated or uncontrollable itching of the scalp or head.
- **Mouth sores and blisters** only if child does not have control of drooling.
- **Rash** only if child ALSO has fever or behavior changes and any rash that spreads very quickly and/or has open weeping wounds, or rash that is not healing.

**CHILDREN MUST BE FREE OF ALL ABOVE SYMPTOMS FOR 24 HOURS  
BEFORE RETURNING TO SCHOOL !!**

If your child contracts an infectious disease, please call the center director so that other children in contact with your child may be notified of potential exposure. We will keep the name of your child confidential.

Please communicate with your child's provider if your child has not been feeling well or has or had any of the above mentioned symptoms in the last 24 hours or at any time over the weekend. This does NOT mean your child will be excluded from attending, but it is a way to alert staff of potential needs your child may have for that particular day.

**Medication Administration** – As general policy, staff members are not trained or expected to administer medications to your child. If your child needs medication it is recommended that it be given prior to or after care. In limited circumstances, and with the approval of the center director, you may receive a physician's note to have medications given to your child during the school day. Medications must remain in their prescription container with Dr's information, prescription dosage, child's name and date filled.

#### J. **"JUST FOR FUN"**

Television or video viewing is not part of the developmentally appropriate curriculum designed for the education of your children. However, there may be times when videos may be used in the classroom for special learning activities. Parents are asked to sign a permission slip with registration packets, if

you are opposed to all television viewing, please report this in writing to the center director to be placed in your child's file.

#### **K. KID'S STUFF (ITEMS NEEDED AT SCHOOL)**

The following list of items will help you be ready for school:

- Items for rest: blanket, small pillow, favorite "soft" toy (Special toys are restricted to use during rest & otherwise must remain in your child's cubby)
- Diapers & wipes (if appropriate)
- Toothbrush and toothpaste
- Water bottle (or "sippy" cup) – water bottles are left at school and must be able to stand up to daily use in sanitizer (hard plastic, stainless steel, etc.)
- Hat (sunglasses recommended)
- Extra Clothes (underpants, pants, shirt, socks, shoes)
- School policy recommends that all shoes have closed toes and closed backs
- Seasonally appropriate clothing (hats, gloves, sweaters, jackets, snow gear, snow boots, bathing suits, towel, etc.)
- Family Pictures for your child's cubby

Please be sure to check your child's cubby often to ensure teachers have a fresh supply of all items (especially clean clothes and diapers).

Keep in mind that active preschoolers get messy as a part of learning! Try not to send your children in special clothing, as we often use fun and messy materials that may cause stains. We do our best to keep kids clean, but we value their learning and play too much to compromise fun (and sometimes untidy) stuff!

#### **L. LATE FEES**

Please be on time to pick up your child from school. We realize that emergencies and unforeseen circumstances occur on occasion, so please call your child's classroom if you will be late coming to pick up your child in those situations.

Late fees will be applied to anyone exceeding their scheduled hours. Anytime you are early dropping off or late picking up your child a \$10.00 fee will be charged for every 5-minute increment before or past your scheduled drop-off or pick up time. No exceptions to this fee will be granted. **Times will be determined according to the digital clocks within the building, not according to personal watches.**

After three late pick-ups, or after one exceptionally late pick-up, a family will be asked to meet with the director. An intractable lateness pattern may result in suspension or termination of service.

#### **LATE PICK-UP POLICY**

When a child has not been picked-up on time, parents will be contacted immediately. In the event an emergency has occurred preventing the family from picking-up the child, the emergency contact provided will be called. If no person authorized to pick-up the child has arrived within thirty minutes

after closing, and no family or emergency contacts have been reached, Child Protection will be called to assume responsibility for the child, an action mandated by Colorado State Law.

## LICENSING

The center is licensed to provide services to children ages 12 months – five years, through the Colorado Department of Human Services. This agency regulates the care we provide and reviews our program through unannounced visits and regularly scheduled re-licensing visits. We are required to meet their standards for Colorado Child Care Rules and Regulations for Child Care Center (less than 24 hour care).

## M. MEALS

Weekly snack menus are posted for parent. Children are sometimes involved in preparing their own snack as part of cooking in the classroom. Substitutions to the main snack menu will be noted.

- The center will serve a light **morning and afternoon snack** daily. The typical morning and afternoon snacks will consist of at least 2 food groups such as: milk, fresh fruits/vegetables, whole grains, and protein.
  - ❖ No items containing more than 6g of sugar per serving will be served.
  - ❖ Teachers need to be informed of children's allergies and special food requirements so that reasonable accommodations can be made.
- Parents need to send a **lunch** with their child each day.
  - ❖ All lunches must be labeled with the child's name. An ice pack must be included in the lunch bag to keep foods cold, or foods that need refrigeration can be removed from the lunch box, labeled, and placed in the center refrigerator.
  - ❖ Children are not allowed to share lunches, as some children may have specific dietary requirements.
  - ❖ Lunchtime provides teachers the opportunity to naturally converse about good nutrition and healthy eating habits. Children are allowed to choose the order in which they eat their foods, including desserts, and to determine how much they want to eat. The teachers will encourage the children to eat a good portion of their lunch; however, will not force them to eat everything.
  - ❖ A healthy lunch has the nutrients and energy children need to grow, learn and play. It usually provides 1/3 of the nutrients and calories children need each day. Although it can sometimes be difficult to decide which foods are healthy choices, there are endless food choices available for lunch boxes. Points to consider in planning a packed lunch:

Five Items to put in a lunch:

1. Vegetables
  - Try vegetable sticks with dips, or a small container with mixed vegetables such as cherry tomatoes, carrot sticks, celery, corn, snow peas, or cucumbers.
2. Fresh fruit
  - Fresh fruit.
3. Dairy food— **Dairy milk for lunch is supplied by the center**
  - Cheese or yogurt, reduced fat cheese slices or cubes, yogurt with honey (rather than going for the yogurt loaded with sugar and food coloring, give your child a

dose of plain yogurt, known to enhance the digestion of other foods, with a little honey, known to have antibiotic qualities).

4. Protein food/Sandwiches
  - hard-boiled egg, beans, salmon or tuna in spring water, Falafel or lentil patties, Hummus, Sliced lean cold meats such as ham, turkey, chicken, or beef, Baked beans or bean salad, peanut butter
5. Starch food-bread, roll, pita or flat bread, fruit bread or crackers.
  - Include a variety of bread and fillings, especially if children begin to lose interest in sandwiches. Include grainy bread or rolls, flat bread, buns, bagels, pita bread and tortillas.

### **Common Choking Hazards for children under four years old:**

Foods that are a choking hazard will not be served.

- **NO** dried fruit. Dried fruit bars and 'straps' are very high in sugar, low in fiber and stick to children's teeth causing tooth decay
- **NO** seeds, popcorn, nuts, hard pretzels, and marshmallows.
- Large chunks of meat (1/2 inch or larger). Needs to be cut into small pieces.
- Hot dogs (whole or sliced in rounds), sausage, toddler meet sticks. Must be cut lengthwise in fourths then sliced.
- Cherry or Grape Tomatoes must be cut into fourths.
- Raw Carrots. Please cook until tender.
- Grapes must be cut into fourths.
- Spoonful of Peanut Butter.

### **Special Occasions**

Treats from home for special occasions such as birthdays, are welcome, however they must be store bought and we ask that you please consider treats that are nutritious and low in sugar. If you are planning to bring a special treat, please let your child's teacher know at least a day in advance so a menu adjustment can be made. We have an increasingly large number of children with specific diet restrictions, and many parents would prefer to limit sugar intake for their children. You are welcome to celebrate in the classroom, but we want to ensure we have options for all children should you choose to bring in food items.

## **MISSION & PHILOSOPHY**

### Mission Statement

We promote the growth and development of all children and families through the supportive education in a safe, nurturing and accepting environment. We welcome higher education students and learners throughout the community to participate in our program and believe that their experience here directly contributes to their professional and personal growth.

### Philosophy

Our program is based on the developmental theory that children learn best when guided to actively explore and experiment with their environment. We acknowledge that children learn individually, in different ways, and at different rates. Children's abilities are challenged, stimulated and supported in an atmosphere of developmentally and age appropriate experiences. We respect families as the

child's first teachers and understand that our primary role is to be supportive of each unique family. We not only care about the educational enrichment and the daily needs of each child, but also about the needs of the individual families we serve. Open communication between staff and families is vital in building a healthy partnership to ensure optimal growth of the children in our center.

## **N. NOTIFICATION OF ABSENCES**

We appreciate a phone call when children will be absent from the center by 8:30 a.m. so that we can better plan for the daily program. If your child is absent due to a communicable illness, we need to know so we can inform other families (i.e., flu, thrush, strep throat, ringworm, etc.).

**All children are encouraged to arrive at the center by 9:00 each morning. Arrangements for your child to arrive later must be discussed with your child's teacher. This is for the benefit of classroom planning.**

- Caterpillar Room            247-7614
- Tadpole Room                247-7360
- Lightning Bug Room        247-7665
- Rainbow Fish Room         247-7673

## **O. OBSERVATIONS**

The center is equipped with observation space in the toddler and preschool pods. In addition to college students utilizing the observation areas to conduct studies of children, this area is also available to parents so they can observe their children at any time during the day. When you are observing, please keep in mind you are probably just seeing a 'glimpse' of a situation, so feel free to talk with your child's teacher if you have any questions or concerns regarding your observation.

## **OUTDOOR PLAY**

**All children who are well enough to be in attendance are expected to participate in outdoor play.** The only exceptions are stormy days, summer days when the heat index is over 100, and winter days when the wind chill factor is below 20 degrees. On these days, children will either stay inside or go outside for brief periods of time. Studies have consistently shown that children do not have lowered resistance to colds or other infections because of outdoor play, but are much healthier and have stronger resistance to illness with exercise out-of-doors. Also, in order to maintain our teacher-to-child ratio, ALL of the children must go out at the same time. Parents **MAY NOT** request for their child to stay indoors while the rest of the group is outside.

## **OUTINGS ON CAMPUS**

Except during summer programming, when outings may take place daily, parents are given notice for all special activities and "field trips." When classes utilize different departments on campus (such as the library and larger playground), teachers will notify families and leave cell phone contact information posted outside of the classroom. For special outing events (like "Barnyard Days"), staff will often request parent volunteers to help facilitate increased supervision, so please let us know if you would like to participate in such outings. (Chaperoning outings is a great way to meet your Parent Volunteer Component hours).

When classes leave the facility, teachers take along packets of emergency contact information for each child. In the event of any emergency, you will be contacted immediately.

If you arrive late to school with your child and his/her class has left for an outing, you will be responsible for locating the group on campus so that your child may join in the activity taking place.

## **P. PARENT COMMUNICATION**

We value our relationship and communication with parents, as we serve as partners in the care of your children. We encourage you to let us know anything that might help us in our work with your child – a move, developmental or medical needs, the birth of a baby, divorce or separation, death in the family, a new pet, etc. All are examples of information that can be helpful to us.

Teachers will share information with you about your child's day on a regular basis. Although we want you to be aware of certain situations and behaviors your child may be exhibiting at the center, we don't expect you to 'fix' it or to punish your child. We will handle the situations that arise, but just want parents to be aware of what we are doing in the classroom as it pertains to your child.

A monthly newsletter is distributed to provide information concerning center curriculum, events, policies, announcements, and general information about young children. Please read these newsletters so you can remain informed about center policies and procedures. To enhance parent-teacher parent-child communication, we ask that you refrain from talking on your cell phone while dropping off or picking up your child.

### **PARENT TEACHER CONFERENCES**

Parents are invited to speak with classroom teachers or a director at any time concerning center matters or your child's development. It is best to talk directly to your child's teacher if you have concerns regarding your child or your child's classroom and to a director if you have concerns about a staff member, center policy, or procedure.

We expect ALL parents to sign up for a conference at the designated time during fall and spring semesters. A parent conference must be held whenever a parent, teacher, or director feels it is necessary.

### **PARENT INVOLVMENT**

At the Campbell Child and Family Center, our approach to early care and education emphasizes the need for parents to be active participants in our program. Parents enrich our program and are vital to the success of our center, as they assist with many school events, fundraisers, and other needs.

The benefits of parent involvement in their child's education are across the board. When parents are active participants in their child's education, studies have shown that the students, families, teachers, and school all benefit. Children respond better to their early care and education experiences if parents wholeheartedly support it. When you are involved, your child is more successful. Each child develops a more positive attitude towards school, has fewer discipline problems, and shows increasing achievement.

We encourage parents to get involved with the Campbell Child and Family Center to the extent that they are able to do so. There are many different levels of participation. We understand that while some parents have a lot of time and energy to commit, others are more limited. There are four ways you can become involved as a parent at the Campbell Child and Family Center:

1. Be an active member of the Advisory Committee,

2. Be an active member of the Parent Involvement Committee which allows parents to participate in center planning and events to benefit the overall quality of the program. Some of the group's initiatives include: fundraising, special events, teacher recognition, center enhancements, and networking with other families,
3. Be a Classroom Parent Coordinator,
4. Volunteer and share your time. For example, you may assist on field trips, come for a special cooking or art project, and make physical improvements at the Campbell Center.

## **PARENT RESPONSIBILITIES**

As a parent of a child enrolled in the Campbell Child and Family Center, you have the following responsibilities:

- To ensure all annual documentation is up-to-date
- To provide all payments on-time (the 27<sup>th</sup> of each month)
- To maintain your child's physical and dental health
- To provide proof of medical insurance for your child (this may or may not include Medicaid, CHP+, or private)
- To provide and update emergency contact information for the primary caregiver as well as your local emergency care provider (relative, friend, etc)
- To support any learning plan developed in conjunction with the school in your home setting to ensure consistency
- To ensure your child attends school regularly and maintains a consistent schedule both at school and in your home (your child arrives at school rested, in good health and ready to play and learn)
- To pick-up your child by the time assigned for your family (See Late Pick-Up Policy, Page 9)
- To read all material sent home from school (newsletters, etc.)
- To actively participate in your child's learning experience, to participate in the Campbell Center Parent Volunteer program.
- To provide ongoing communication and collaboration with center staff to ensure your child's needs are being met.

## **PLAY**

Our program philosophy is based on the premise that children learn about the world around them through play (active involvement with other children adults, and materials).

Children need years of experience with real objects and events before they are ready to understand the meaning of symbols such as letters and numbers. Children learn best in open-ended explorations when teachers help them make connections. Learning takes place as young children touch, manipulates, and experiments with the things, and interact with people. The teachers' role is to create an environment that supports the ideas and experiences of children and invites them to observe, be active, make choices, and experiments. **Learning is not imposed on the child**; rather it is what takes place naturally in an environment that offers a choice of activities created with children's interests in mind.

## **HOW DO I DEFINE PLAY?**

- Play is inquiry and exploration.
- Play offers opportunity for learning.
- Play creates valid and significant questions.
- Play can be thoughtful and intentional.
- Play involves hypothesizing, experimenting, testing, and concluding.
- Play is imaginative, creative, dramatic, and exciting.
- Play is science. It is also math and reading and writing and design and engineering.
- Play is integrated and interdisciplinary.
- Play can be fun and joyful.
- Play can be social and collaborative, and it can be solitary.

## **PRIMARY CAREGIVING**

Setting up a system of primary care giving establishes an environment in which meaningful and lasting relationships can develop between caregivers and children as well as between caregivers and families. These relationships rest on satisfying relationships within the care giving team, which call to mind the principle of continuity of care.

All the children in our center will have a Primary Caregiver. The primary-caregiver system ensures that every child has a “special” teacher and that each parent has a primary contact.

Having a primary caregiver gives children a secure base. They learn to trust someone familiar who will care for them as they explore and who will be there to comfort them when they are tired, upset, or frightened. Their relationship with a primary caregiver helps children feel secure enough to relate to other adults in the child care setting.

The teachers in each room divide the group of children (theoretically, not literally) so each child has a primary caregiver. This person forms a caring, nurturing, and responsive relationship with your child. In the classroom this teacher will be the “expert” on your child, knowing pertinent information like your child’s individual schedule, sleeping habits, individual interests, developmental abilities, and special needs. This teacher will do ongoing observations and create your child’s portfolio. Parents will have a parent conference each fall and spring semester with their child’s primary caregiver and co-teacher.

**Note:** Keep in mind, however, that — “primary” does not mean exclusive. Children should not become completely dependent on the presence of one person. The other staff in the classroom will develop a warm relationship with your child and have caring and learning interactions as your child explores the learning environment.

## **PURPOSE OF THE CAMPBELL CHILD AND FAMILY CENTER**

The center was designed with a twofold purpose in mind; that of creating an environment that allows for a high quality early care and education program to operate, which meets the needs of children and families of FLC and the community. Second, we provide a setting that enables FLC students the opportunity to satisfy their educational requirements and prepare them to work professionally with children in a variety of settings. The Campbell Child and Family Center works directly with the

school's Teacher Education Department at FLC to provide a unique learning opportunity for those students pursuing the field of early childhood. Each semester, faculty of the college presents information to college students about the accessibility and use of the Campbell Center for implementation of course projects and objectives. The center does not limit observations departmentally, where students engaged in coursework for areas such as psychology are also encouraged studying early childhood development.

With the use of mirrored glass, microphones and headsets, college students may utilize the observation areas to conduct semester-long studies of individual children, classroom management, or any other topic of interest. For this reason, **all children enrolled in our program may be observed by FLC students needing to fulfill classroom assignments, unless indicated otherwise on the Permission Form included in your registration packet.** Students are encouraged to utilize the center for more comprehensive projects, where center staff monitors their participation and attendance.

The center's staff remains cognizant of their role as both teachers, and as exemplary models in the field of early care and education. The recruitment and retention of high quality staff ensures that college students pursuing the field of early childhood are able to have exceptional collaborative learning experiences while pursuing degrees relating to childhood development and education.

We expect to model to our families, faculty/staff, FLC students, and community, that quality education includes serving and meeting the needs of diverse populations by providing a strategic framework that addresses the priorities of family involvement, quality curriculum and program planning, and well-trained classroom teachers.

## **Q. QUALITY RATING**

The Qualistar Rating™ is Colorado's Quality Rating System (QRS) and part of the states QRIS (Quality Rating and Improvement System). Participation in the QRS is voluntary. A provider's participation in QRS means they have gone the extra mile to help make sure children are receiving an enhanced learning and care experience. Quality care can help children succeed in school and in life.

By participating in the Qualistar Rating™ programs receive a detailed Quality Performance Profile© (QPP) that includes strengths and areas for improvement specific to their program and classrooms. Families benefit by accessing the program's Quality Rating Report and by gaining an understanding of the components contributing to quality early learning experiences. This helps parents make more informed choices on the type of care they would like for their child. Providers caring for children eligible for the DHS Child Care Assistance Program also receive a quality bonus above the standard payment rate.

The Qualistar Rating™ is a tool that objectively measures the quality of an early childhood education program. Evidence of a high quality early learning experience can be found in many aspects of a program. Strong Family Partnerships, age-appropriate learning experiences, positive interactions between teachers and children, effective health and safety procedures, and the ongoing training and education of the program staff are just some of the critical areas that contribute to the quality of care provided to children and families. These and other criteria are assessed per program by the Rating team.

Points earned in each quality component are combined to determine a total rating score, which ranges from a Provisional to 4-Star rating.

- The quality of the learning environment
- The program's family partnerships

- The training and education of program staff
- The adult-to-child ratio and group size in classrooms
- Whether a program is nationally accredited

The Qualistar Rating™ is a biennial rating and is therefore certified for two years. Campbell Child & Family Center achieved a 3-star rating in March, 2011, and is scheduled for a Qualistar Rating to take place in October, 2013.

## QUALITY STANDARDS

The Campbell Child and Family Center strives to provide the highest quality early care and education as defined by best practices, national and state standards for care, as well as collaboration with the Ft. Lewis College Teacher Education Department.

**What is a high-quality early childhood program?** High-quality programs provide a safe and nurturing environment while promoting the development of young children. NAEYC-accredited programs show their quality by meeting the 10 NAEYC Early Childhood Program Standards, which are based on the latest research on the education and development of young children. All NAEYC-accredited programs must:

1. Promote **positive relationships** for all children and adults.
2. Implement a **curriculum** that fosters all areas of child development – cognitive, emotional, language, physical, and social.
3. Use developmentally, culturally, and linguistically appropriate and **effective teaching approaches**.
4. Provide **ongoing assessments** of child progress.
5. Promote the **nutrition and health** of children and staff.
6. Employ and support qualified **teaching staff**.
7. Establish and maintain collaborative relationships with **families**.
8. Establish and maintain relationships with and use resources of the **community**.
9. Provide a safe and healthy **physical environment**.
10. Implement strong **program management** policies that result in high-quality service

## R. REPORTING CHILD ABUSE AND NEGLECT

### What is Child Abuse?

The following definitions of abuse and neglect appear in the Colorado Children's Code, page 83: **Abuse**: an act or omission (by the caregiver, which threatens the health or welfare of a child, including: physical abuse, sexual abuse, or neglect. **Neglect**: occurs when a child's environment is injurious to their welfare, a child lacks proper subsistence, education, medical care, or any other care necessary for the health, guidance, or wellbeing.

### Types of Abuse/Neglect

- Physical: hitting, shoving, shaking, burning
- Emotional-Mental: screaming, intimidating, ridiculing, rejecting, denying reality, harming pets....
- Sexual: fondling, intercourse, oral sex, masturbation, exploitation...
- Neglect: failure to provide adequate supervision, food, clothing, shelter, medical care or basic needs for reasons other than poverty

## Who Should Report?

In accordance with state and federal laws guiding the Family Violence and Prevention Act, all Campbell Center staff are mandated to report any incidence of known or suspected child abuse or neglect to a local law enforcement agency for investigation (The La Plata County Department of Human Services or Colorado Department of Human Services – Child Care Division).

- La Plata County Department of Human Services - #382-6150
- Colo. Dept. of Human Services (Child Care Div.) - #303-866-5958  
1575 Sherman Street (1<sup>st</sup> Floor) Denver, Colorado 80203

## REST TIME

All children are required to rest on a cot for a minimum of one hour. We make every effort possible to provide an environment that is quiet enough for those who need to nap yet not too restrictive for those who do not. Teachers assist children in resting by reading stories, providing soothing music, and rubbing backs. Children are not required to sleep, but are expected to rest quietly on their cots during this time.

Please keep in mind that if children are tired, they will fall asleep on their own and we will not wake them or prevent them from sleeping based on the request of a parent. The only thing we can do is to instruct teachers not to rub their back or assist them in falling asleep.

We will provide a cot sheet for each child. If you wish, you may bring a small pillow and/or stuffed animal (must be a soft object and be able to fit in their cubby) to help your child rest. Please do not bring toys that encourage children to play during rest time. Teachers will monitor all items brought from home to make sure they are appropriate for naptime. Items brought for rest will be sent home to be washed on a weekly basis.

## S. SAFETY PRACTICE

- All classrooms participate in a monthly fire drill.
- All classrooms practice the same three (3) safety rules to encourage appropriate behavior for themselves and others. Through many discussions children are made aware that:
  1. We keep ourselves safe.
  2. We keep each other safe.
  3. We keep our things safe.

### **Here are some ways parents can help to ensure safety of all children at the Campbell Center:**

- Keep us informed of any potentially unsafe or threatening situation that involves you or your family.
- Keep the number of people who come to drop off and pick up your child to a minimum.
- Do not send someone to pick you your child who is not on your authorized pick up list.
- When entering and exiting the building, your child must remain with you at all times. They should not run ahead to their classroom or run out the front door without you – this is teaching them a very unsafe practice. Children should never be outside the building without **direct adult supervision**. Depending on the time of the year, the street out-front is very busy and often drivers are not mindful of you young children.
- Do not leave your car running outside.

- Do not leave children unattended in your car.
- Drive S-L-O-W-L-Y in front of the school.
- Sign-In and Sign-Out daily. Parents will be called to come back to the school if they neglected to sign their child either in or out.

## **SERVICES FOR CHILDREN WITH SPECIAL NEEDS**

The Campbell Child and Family Center works with the San Juan Board of Cooperative Educational Services (SJBOCES), the San Juan Basin Health Department and Early Childhood Connections (SJ/ECC), and the Southwest Center for Mental Health (SWCMH) to design services for children with special needs and their families. The term “special education” relates to individualized educational planning and instruction, and is delivered at no cost to parents or guardians. The Campbell Center maintains the principle of inclusion for delivery of such services, where individual therapy and strategies are provided within the classroom in the context of the child’s normal daily routine.

## **T. TEACHING STAFF**

Campbell Child and Family Center teachers are passionate about their work in early care and education. They are aware of children’s individual needs and dedicated to developing each child’s potential while they inspire, engage, and awaken the wonder inside every child.

Teachers at the Campbell Child and Family Center have ongoing education in the field of Early Childhood Development. In addition to the required 15 hours of continuing education training, the Campbell Center actively encourages and supports teachers to pursue classes in early childhood education. The goal of the center is to have all Early Childhood Teachers in each classroom obtain a Bachelor’s degree in child development or related field, and every Assistant Early Childhood Teacher obtain an AA in Early Childhood Education.

## **TOILETING AND ACCIDENTS**

The Campbell Center hopes to promote your child’s toilet training within the school setting, but hold each child’s developmental readiness as the defining characteristic for diapering and use of the toilet. Although children may be consistently using a toilet at home, they may often be unready to make this transition fully within the school day. At home, children receive prompts (and sometimes even rewards) for this behavior. Within the school setting, teachers are unable to continually monitor and prompt your child for toilet training. Please send your child to school in diapers/ pull-ups until they have achieved successful toilet training in all settings. Staff will work with you to help determine readiness, but will be unwilling to keep your child in underwear if they continue to have one or more accidents at school daily.

**Diapering** – Children are diapered or changed in the identified diaper changing areas exclusively. Children are never changed on other surfaces. Staff maintains licensing standards in the handling of your child while diapering (including the use of gloves, never leaving a child unattended, and sanitizing the area between each usage). Only disposable diapers are accepted within the school setting, and parents are responsible for keeping an adequate supply of diapers, wipes and necessary diaper creams in the classroom at all times.

**\*NOTE** – It violates local health code regulations to carry soiled items through a classroom for disposal into a toilet or trash receptacle. If your child has an accident while toilet training, your child’s clothing will be sealed into several plastic bags and returned to you with your child’s belongings at the end of the day. It is against regulations for staff to dispose of soiled clothing, even when requested by the

family. Please be prepared to have all soiled clothing items (untreated) returned to you should your child continue to have toileting accidents while toilet training.

#### **U. UNAUTHORIZED VS. AUTHORIZED CHILD PICK-UP**

To ensure your child's safety, only a parent, legal guardian or an alternate authorized in writing may pick up a child from school. All drop-off and pick-up providers must sign the child in and out of the individual classrooms. In order to authorize a person for pick-up or drop-off, parents or legal guardians must complete appropriate documentation with the center. You may not send an unknown individual to drop-off or pick-up your child without completing the appropriate paperwork. We will not accept or release your child to anyone unless the appropriate paperwork has been completed in accordance with licensing regulations. If an unknown party attempts to drop-off or pick-up your child and is not a designated provider on record, you will be contacted to come to the site immediately to complete needed paperwork or access your child.

Anyone who is picking up a child and is unfamiliar to a staff member MUST show identification before the child can be released. Anyone who does not provide identification will be turned away.

**All individual designated on the pick-up list must be at least 18 years of age.  
We will NOT release a child to anyone less than 18 years of age.**

**\*Note:** In families dealing with child custodial issues, state law regulates that biological parents have access to the child at all times unless there are specific court orders detailing the terms of the custodial relationship in the child's case file. Center staff is not authorized to prohibit a parent from picking-up their child unless there is court-ordered documentation on record that restricts visitation or other parental rights.

#### **V. VOLUNTEER COMPONENT (PARENTS)**

All Campbell Child and Family Center families must complete a total of 10 clock hours of volunteer time at the school (per family). These hours may be met in a wide variety of ways, from escorting classrooms during outings to helping staff with classroom planning and ideas. Each classroom teacher will keep an ongoing record for the child's family, and hours will be documented and monitored throughout the year. The total hours may be accumulated through various family members (including grandparents, siblings, etc.), but all visitors must check-in with staff before working within the classroom (see volunteer form in packet).

**\*Opt-Out Option for Volunteer Hours –** If you are unable to make the time to volunteer at the school (or have not completed your hours by the end of April) you will be billed an additional \$25 to purchase materials for use in our classrooms. Materials will be items that are used with frequency by the children, such as art supplies, books, puzzles, etc. Although we would prefer that you spend time collaborating with your child and their peers, we understand some of you have limitations within your work day. We encourage you to get creative and enlist the help of your families when they visit and help us keep a family focus at our center.

#### **W. WEATHER (School Cancellations and Closures)**

The Campbell Child and Family Center follows the same closure decisions as the college campus and the Durango 9-R School District. If either is calling for delayed opening or closure, the Campbell Center will be, as well. The following local radio stations will broadcast such weather info:

**KIQX** (101.3 FM)      **KIUP** (930 AM)      **KRSJ** (104.9 FM)      **KSUT** (91.3 FM)      **KDUR** (91.9 FM)

In addition, families may contact the Durango 9-R School District or FLC information lines to access delay and closure information:

**Durango 9-R Weather Information Line #:** 247-5411 x1500 or [www.durangoschools.org](http://www.durangoschools.org)  
**Ft. Lewis College Information Line #:** 247-6334 or [www.fortlewis.edu](http://www.fortlewis.edu)

During the weeks when the center is open and both 9-R and Ft. Lewis have no students, contact the center directly for closure information (**#247-7679**).

## **X. “X-TRAS”: A List of Community Resources**

We encourage families to take advantage of all of the wonderful community resources available to help enrich the lives of your child. Please utilize the following list of community providers and parenting web resources to help your family and child grow and learn outside of the school setting:

### **Emergency Services (call #911 in any true emergency):**

Durango Fire & Rescue ..... 382-6000  
La Plata County Sheriff..... 247-1155  
Mercy Medical Center..... 247-4311

### **Human / Social Services:**

Alternative Horizons (Domestic Violence)..... 247-9619  
Child Health Plan Plus (CHP+) ..... 800-359-1991

La Plata County Dept. of Human Services ..... 382-6150  
(CCAP, Medicaid, Food Stamps, TANF, etc.)  
Legal Aid ..... 247-0266  
San Juan Basin Health Department..... 247-5702  
SW Colorado Mental Health Center..... 259-2162  
Southwest Safehouse (Domestic Violence Shelter)..... 259-5443

### **Family Services:**

Adult Education Center..... 385-4354  
Family Center of Durango..... 385-4747  
Women’s Resource Center..... 247-1242

### **Children’s Educational Services:**

San Juan BOCS (Special Education ages 3-5)..... 247-3261  
San Juan Kids (Special Education ages 0-3)..... 385-3498

### **Children’s Activities:**

Children’s Museum of Durango ..... 259-9234  
Durango Nature Studies ..... 382-9244

### **Family Activities:**

Durango Arts Center..... 259-2606  
Durango Community Recreation Center..... 375-7300  
Durango Mountain Resort..... 247-9000  
Durango & Silverton Narrow Gauge RR ..... 247-2733  
El Centro De Muchos Colores ..... 247-7654  
Ft. Lewis College Community Concert Hall..... 247-7657  
Trimble Hot Springs ..... 247-0111

## PARENTING RESOURCES ON THE WEB

- ❖ *A Place of Our Own*, [www.aplaceofourown.org](http://www.aplaceofourown.org)
- ❖ Parenting Counts, [www.parentingcounts.org](http://www.parentingcounts.org)  
Parenting Counts is the research-based family of products developed by Talaris Institute to support parents and caregivers in raising socially and emotionally healthy children.
- ❖ *Baby Center*, [www.babycenter.com](http://www.babycenter.com)
- ❖ *Zero To Three*, [www.zerotothree.org](http://www.zerotothree.org)
- ❖ *Growing Child*, [www.growingchild.com](http://www.growingchild.com)

Growing Child is a monthly newsletter that helps you understand your child — why he does certain things at certain times, what he's learning by doing them, and what you can do to help him develop.

Each monthly issue of Growing Child matches the age of your child. Growing Child will keep you informed about what to expect at each stage of your child's development, and how to deal with each month's changes and challenges.

## Y. YOUR RIGHTS (FAMILY/PARENTS RIGHTS)

As a family enrolled in the Campbell Child and Family Center, you have the following rights:

- To enter and be welcomed at the center, at any time during regular business hours (doors never open before 7:30 am)
- To ensure your child is treated with dignity and respect at all times
- To have your child be safe at all times, learning in an environment that encourages education and exploration
- To be kept informed about curriculum, activities, and family gatherings (through postings, newsletter and staff)
- To address concerns about work with, or decisions made, relating to your child's learning experience
- To review your child's file or portfolio during regular operating hours at the center
- To be informed about progress, challenges, or any other issues impacting your child's experience at the center
- To participate as a partner with the center as a volunteer, member of the Advisory Council, or otherwise
- To exercise your rights without fear of discrimination or unfair treatment toward your child or family

## Z. Zzzzzzz...NAP AND REST TIME

Each day, following lunch and outdoor play, all children will engage in a mandatory rest period at the center. During this time, children either sleep or rest on cots provided through the center. We ask that families provide a small pillow, blanket, and a soft toy to be used during naptime. The center provides appropriately sized sheets that are washed at the center. Your personal items can be taken home and laundered at the end of each week.

If you are working to wean your child from afternoon naps, and are concerned about the change from your daily routine, please make arrangements to have your child picked-up prior to our rest periods. Although we want to support your daily routines, all preschoolers must have a state-regulated rest period when in care for periods longer than 5 hours. Your children play hard at school and we want to

ensure they have time to rest their active bodies. Even if your child does not sleep, they will have time to rest and refuel for their busy afternoons and evenings.

**Toddlers:** If your child is unable to walk, you must fill the appropriate form giving permission for your child to rest on a cot. Forms are located in enrollment packet.

## COMPLAINT RESOLUTION PROCEDURE

Coordination between the center and the parents is essential to promote their respective roles and to avoid confusion or conflicts surrounding values. In addition to routine meetings, special meetings can address unique circumstances impacting your experience with the center and its staff. Although we hope to have consistent communication with families to address any issues, there are occasions where perceived conflict may need to be handled through additional meetings and documentation. If you feel a conflict has arisen and remained unresolved, please take the following steps to ensure a resolution through the outlined process:

1. Take your concern to the person closest to the problem. No matter what the issue, please initially address your concern to the individual or staff member directly involved with the situation. It is best to make time for regular communication with staff about your child and center policies before problems arise or escalate. However, when specific incidents result in miscommunication or misunderstanding, **you must first attempt to resolve the issue with the staff member involved.** You may contact the individual staff member and request a meeting during school hours. Sometimes issues result from staff oversight or limited contact with families before and after care, where simply opening the lines of communication may resolve the issue without further involvement of center and Ft. Lewis College staff. Concerns will not be handled during “on-the-spot” meetings. The staff at the center will schedule a meeting in a private forum that corresponds with your schedule. Issues will never be addressed publicly or in front of children.
2. Present your concern to the next level. The center director is responsible for the direct supervision of all teachers and support staff within the facility. If you are unable to resolve the issue with the individual staff member, take your concern to the center director and identify that the issue has been addressed, but remains unresolved. Share the steps that have already been taken, and identify why there has been no resolution to the situation. At this point, any family member engaged in perceived conflict must document their concerns in writing for review by the center director.
3. Talk with the Director of Teacher Education. After you have taken the above steps and addressed your issue with the staff member most closely involved with the situation and the center director and still have found no resolution, the Director of Teacher Education may be contacted for further support. Both the family and center director will submit documentation concerning the issue to the Director of Teacher Education, and the family may request a meeting to address possible resolution strategies. The Director of Teacher Education is responsible for the oversight of all aspects of the Ft. Lewis College School of Education, and may be unfamiliar with all aspects of center operations relating to specific problems. As such, families are required to provide clear, written documentation of all issues and efforts made to resolve problems prior to addressing concerns with the Director of Teacher Education.

The center will provide information to parents at the time of admission, and staff members at the time of employment, on how to file a complaint concerning suspected licensing violations. If parents or center staff feels that the center has violated licensing regulations, they may contact the Colorado Department of Human Services – Child Care Division at 1575 Sherman Street, Denver, CO 80203, or at: **(303) 866-5948** .

## **Campbell Child and Family Center** **2013 Summer School Calendar**

*The calendar is subject to change. Parents will be given notice prior to any changes.*

### **Summer Session 2013**

Monday, June 3<sup>rd</sup>, 2013.....Center Opens (1<sup>st</sup> Day of Summer Session)

Thursday, July 4<sup>th</sup>, 2013 .....Center Closed for 4<sup>th</sup> of July Holiday

Friday, August 2<sup>nd</sup>, 2013 .....Last Day of Summer Session

Mon. Aug. 5<sup>th</sup> – Friday Aug. 9<sup>th</sup> .....Center Closed for yearly building maintenance

Mon. /Tues. Aug. 12<sup>th</sup> - Aug. 13<sup>th</sup> .....Center Closed, *(for Staff review of Policies and Procedures; required training in CPR, First Aide, and Universal Precautions to meet licensing requirement, staff development (to go towards required continuing education units that must be done during paid work time as stated in the Fair Labor Act), and classroom preparation).*

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#### Important Notes for 2013 -2014 Campbell Center Calendar:

- \*All Teacher Work Days are days in which teachers are present at the Campbell Center for classroom cleaning and organization, activity preparation, curriculum development, etc. If you are interested in learning more about what is accomplished by teachers and staff on Teacher Work Days please contact the Director.
- Our school observes 5 Federal holidays in conjunction with the Thanksgiving and holiday break periods. This allows greater flexibility for families with employers who remain open on these dates. (See below)
- The school observes the following holidays during the Thanksgiving break:  
Martin Luther King Day (Nov. 29)
- The school observes the following holidays during the Dec. holiday break: President’s Day (Dec. 26), Labor Day (Dec. 27), Columbus Day (Dec. 30), Veteran’s Day (Dec. 31).

## **Campbell Child and Family Center** **2013– 2014 School Calendar**

*The calendar is subject to change. Parents will be given notice prior to any changes.*

### **Fall Session 2013**

Wednesday, August 14<sup>th</sup>, 2013.....Center opens (1<sup>st</sup> Day of Fall Session)  
 Friday, November 22<sup>nd</sup>, 2013.....Center Closed for Parent Conferences  
 Thurs/Fri, Nov. 28<sup>th</sup> / 29<sup>th</sup>, 2013 .....Center Closed for Thanksgiving Holiday  
 Tuesday, Dec. 24<sup>th</sup> 2012 .....Last Day of Fall Session  
 Wed. Dec. 25<sup>th</sup> – Tues. Dec. 31<sup>st</sup> .....Center Closed for Holiday Break

### **Spring Session 2014**

Wed. January 1<sup>st</sup> .....Closed for New Year’s Day  
 Thurs. /Fri. Jan. 2<sup>nd</sup> – 3<sup>rd</sup> .....Center Closed for Staff Development Day (*to go towards required continuing education units that must be done during paid work time as stated in the Fair Labor Act*).  
 Mon. January 6<sup>th</sup> .....Center Opens  
 Friday, March 21<sup>st</sup> .....Center Closed for Parent Conferences  
 Mon, March 24<sup>th</sup> – Fri. 28<sup>th</sup> .....Center Closed for Spring Break  
 (*Teachers take one week vacation time*)  
 Friday, May 2<sup>nd</sup> .....Last Day of Spring Session

### **Summer Session One 2014**

Monday, May 5<sup>th</sup> .....1<sup>st</sup> Day of Summer Session One  
 Monday, May 26<sup>th</sup>.....No School – Memorial Day  
 Friday, June 6<sup>th</sup> .....Last Day of Summer Session One

### **Summer Session Two 2014**

Monday, June 9<sup>th</sup> .....1<sup>st</sup> Day of Summer Session Two  
 Friday, July 4<sup>th</sup> .....Center Closed for 4<sup>th</sup> of July Holiday  
 Friday, July 11<sup>th</sup> .....Last Day of Summer Session Two

### **Summer Session Three 2014**

Monday, July 14<sup>th</sup> .....1<sup>st</sup> Day of Summer Session Three  
 Friday, August 1<sup>st</sup> .....Last Day of Summer Session Three  
 Mon. Aug. 4<sup>th</sup> – Friday Aug. 8<sup>th</sup> .....Center Closed for yearly building maintenance  
 Mon. /Tues. Aug. 11<sup>th</sup> - Aug. 12<sup>th</sup> .....Center Closed (*for Staff review of Policies and Procedures; required training in CPR, First Aide, and Universal Precautions to meet licensing requirement, staff development (to go towards required continuing education units that must be done during paid work time as stated in the Fair Labor Act, and classroom preparation*).  
 Wednesday, August 13<sup>th</sup> .....Center opens (1<sup>st</sup> Day of Fall Session)

# IMPORTANT SCHOOL INFORMATION & CONTACT NUMBERS

Center Main Number: (970) 247-7679  
Center FAX: (970) 247-7682

My Child's Teachers are: \_\_\_\_\_  
\_\_\_\_\_

The Number to my Child's Classroom is #247-\_\_\_\_\_

|                       |                  |                   |
|-----------------------|------------------|-------------------|
| Toddler 1 Classroom   | <u>(1-2yrs.)</u> | <u>#247- 7614</u> |
| Toddler 2 Classroom   | <u>(2-3yrs.)</u> | <u>#247- 7630</u> |
| Preschool 1 Classroom | <u>(3-4yrs.)</u> | <u>#247- 7665</u> |
| Preschool 2 Classroom | <u>(4-5yrs.)</u> | <u>#247- 7673</u> |



# Campbell Child and Family Center

## A to Z Handbook

### Family Signature Page

\_\_\_\_\_ I received a copy of the 2013-2014 A to Z Handbook.  
*Please initial.*

\_\_\_\_\_ I have taken the time to read and review the  
handbook policies and practices of the Campbell  
Child and Family Center. *Please initial.*

\_\_\_\_\_ I understand the “Parent Volunteer” component and  
agree to complete 10 hours of service. *Please initial.*

Family Member Name (print): \_\_\_\_\_

Family Member Signature: \_\_\_\_\_

*2<sup>nd</sup> parent, please sign here:*

Family Member Name (print): \_\_\_\_\_

Family Member Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Center Director Signature: \_\_\_\_\_

