

Center for Early Childhood Education

Parent Handbook

revised 1/11/19

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 EMPORIA STATE UNIVERSITY

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SECTION I: Overview of CECE

I. A. The Center for Early Childhood Education (updated 12/1/15)

The Emporia State University Center for Early Childhood Education (CECE) exists to provide a high-quality early childhood environment for children of ESU students, faculty, and the surrounding community. In addition, our school serves as a practicum and observation site for Emporia State University students training to be early childhood and early childhood special education teachers. Our campus location also makes it an ideal location for research and developmental activities for both ESU faculty and students studying young children.

We are licensed by the Kansas Department of Health and Environment to provide childcare for children 12 months-old through school-age. Children are grouped by classroom according to their age as of August 31st of the school year. CECE's license capacity is 60 children as follows:

1. The Toddler I Classroom (ages 12 mo. - 2 1/2 years) = 10 children
2. The Toddler II Classroom (ages 12 mo. - 2 1/2 years) = 10 children
3. The Preschool I Classroom (2 1/2 - School Age) = 20 children
4. The Preschool II Classroom (2 1/2 - School Age) = 20 children

The CECE operates using a calendar that is *similar* to the academic calendar used by Emporia State University during the fall, spring and summer semesters. The school is open Monday through Friday from **7:30 a.m. until 5:30 p.m.** Staff are at the center from 7:15 am until the last child has been picked up at 5:30 pm. Please see the director for a copy of the upcoming academic calendar.

I. B. Mission & Philosophy

The ESU Center for Early Childhood Education welcomes all children and their families. We strive to provide a healthy, safe, nurturing, and inclusive environment that encourages young children's natural

growth and development. Our early childhood program is designed to foster each child's social-emotional, cognitive, language, and motor development through child-centered activities that are developmentally appropriate.

We believe early childhood education should excite curiosity, stimulate creativity, encourage the development of problem-solving skills, create and expand cognitive abilities, language, and motor skills, as well as helping each child to better understand himself/herself and the world in which he/she lives. We believe that spontaneous learning takes place through guided play and through interaction with others. We hope to help children learn how to live harmoniously with adults and with their peers while also learning how to become more independent and self-reliant.

We understand and respect that families are the primary decision-makers for their children. Please visit with your child's teacher about classroom daily schedules, planned activities, your child's special needs, your goals for your child's early childhood education and care, etc. We also encourage you to share your talents and interests and take an active role in your child's classroom whenever possible! We strive to work with families to provide consistent learning experiences between home and school.

Based on research which vigorously supports the value of nurturing touch, this program will provide a warm, nurturing atmosphere in which children will be hugged, held, and supported when needed. We are confident in the professionalism of our staff and will not withhold this very important aspect of a quality early childhood program.

I. C. Staff

The Center for Early Childhood Education employs staff experienced in providing developmentally appropriate early childhood education. Our office is staffed by a full-time director and an office manager. The director provides leadership to staff to implement the program mission and responds proactively to changing conditions to enhance program quality. The program administrator and faculty from The Teacher's College systematically support an organizational climate that fosters trust, collaboration, and inclusion.

The classroom teachers are full-time employees who have obtained bachelor's' degrees in education or a closely related field. Some of our staff have their Kansas teaching certificates in Early Childhood and/or Elementary Education. Staff is encouraged to pursue post-graduate degrees in Early Childhood Education.

Our part-time teacher assistants (TA's) are ESU students who are majoring in education or related fields. The majority of our TA's also have previous experience working with young children.

Being part of the university campus, the CECE is affiliated with The Teachers College. Through this affiliation, we are part of the Early Childhood, Elementary Education, and Special Education Department. An early childhood faculty member is assigned to serve as a liaison between the department and the center. The liaison is responsible for facilitating an appropriate chain of communication and decision making.

In addition, our school serves as a resource for the University students and faculty for observation, class projects, field experiences, and research. Therefore, ESU undergraduate and graduate students, as well as faculty and staff may be found in our classrooms working with the teachers and the children.

SECTION II: Admission and Enrollment Information & Policies

II. A. Nondiscrimination Statement

All children are welcome at the CECE. We do not discriminate on the basis of race, color, religion, national origin, gender, or ability. The staff of our school supports the elimination of gender-role stereotyping in all activities.

II. B. Program Information and Tours

Information is provided to potential parents via phone, email, our website, and/or personal appointments. Any inquiries concerning the program and its services are addressed immediately. Should a potential family desire a tour, which is recommended, these will be arranged individually with the director at a time that is best for the family as well as center operations.

II. C. Admission & Waiting List Policy

The CECE strives to serve children of ESU undergraduate or graduate students, faculty/staff, and the Emporia community. Interested families will complete and return a waiting list application, regardless of whether there is actually a wait for enrollment. When the classrooms are fully enrolled, their child's application will go into the waiting list book. Parents will be notified when an opening exists. Priority enrollment for new students is given in the following order:

- Siblings of children currently enrolled,
- Children of ESU students,
- Children of ESU faculty/staff,
- Emporia community.

All children admitted to the CECE have priority enrollment for the following semester. However, if required paperwork is not returned to us by the stated deadline, children from the waiting list may be enrolled. Children cannot be placed on the waiting list until after they are born.

Classroom rosters are filled based upon the licensing criteria for each classroom. Placements in the two toddler rooms are on five day a week schedule. The preschool age classrooms do offer partial week enrollments based on the ability of the center to maximize enrollment and based on ratios for the particular room. The fee schedule is set to only offer full day versus any kind of prorated care. Parents are the ultimate decision makers as to how much of each day their child attends.

While following the licensing guidelines for each specific room, we try to keep children placed into age cohorts as much as possible. Initial placement/enrollment with the Toddler rooms is contingent upon a few factors:

- Children must have had their first birthday on or before their start date.
- The child must be walking independently.
- The child must not require a bottle while at school.

If the child is not yet walking independently by their start date, the parents may choose to hold the spot while paying tuition until the child is walking, or withdraw and go back on the waiting list for consideration the next semester, or the next time a spot opens for which they are eligible. Walking skills will be assessed on a case by case basis by center staff (director/lead teacher).

Once a parent has been contacted about an opening and accepted a placement at CECE, there is a \$50.00 non-refundable deposit which needs to be paid immediately. Parents are given an enrollment packet to be completed by the child's first day of school (forms to be completed prior to child's first day of attendance are indicated with *). Once the forms are completed, contact the director to finalize child's enrollment. All children will remain enrolled in the program until they age out, or parents and/or center staff decide that discontinuation of services is warranted. In order to maintain enrollment at the center, the following forms will need to be updated at least annually, as indicated in bold. This packet includes the following informational documents and forms that need to be completed for enrollment.

- Parent Handbook (can be found online)
- Cover Sheet with details regarding directions for each form.
- Family Registration, Pick-up Authorization, and Consent Form *
- **Enrollment Contract ***
- Enrollment Parent Questionnaire *
- **Emergency Medical Care Authorization ***
- **Parental Permission for Off-Premise Trips ***
- Medical Record/Child Health Assessment (physical & immunizations)
 - Date of health assessment must be within six months prior to enrollment
 - Schedule of Immunizations information handout
 - However, parents/caregivers have up to 30 days to submit the forms as listed below as long as they can document scheduled appointments for completion of these requirements with their healthcare provider.
- Non-Prescription Medication Consent Form *
- **CACFP Income Eligibility Form ***
- Building for the Future CACFP handout
- **Health Care Plan (given as needed) ***
- Permission for Long-Term Medication Administration (given as needed) *
- Parent Class Schedule (if student parent) *
- Transition from Home to School information handout
- Supply list
- Center Calendar
- Book About Me (if desire hardcopy over electronic)

If the parent is an ESU student, proof of their student enrollment will be required each semester.

Additionally, if a child is overdue for any routine health services or has received abnormal results from a visit, evidence of a scheduled appointment and/or follow-up must be provided to continue services at the center.

II. D. Contract

A ***Parental Agreement Contract*** is included in your enrollment packet. This contract lists some specific policies that reflect commonly asked questions, which are addressed in this handbook. More detailed

information may be included in the complete Policy & Procedures Manual. **By signing this contract you are indicating that you understand and agree to follow all policies and procedures listed on the contract and in this handbook.** Failure to adhere to school policies and procedures may result in termination of services. These contracts are completed upon initial enrollment of the child and then at least annually starting the fall semester and are good for one year.

II. E. Confidentiality Policy

Family files and information are kept in strict confidence, electronic information is password protected and all hard copies are kept in locked storage. This includes information contained in the Enrollment & Income Eligibility Form for the Child and Adult Care Food Program. The Center for Early Childhood Education is regulated by several state agencies including the Kansas Department of Health and Environment (KDHE) and the Kansas State Department of Education (KSDE). Only authorized representatives of the above listed agencies and pertinent school staff having a legitimate and validated reason for access, will have access to family/child records. Parents may review information contained in their child's files at any time. Release of information for outside third party review, or receipt of any records from CECE must be signed by the child's parent/legal guardian.

II. F. Semester Scheduling

While enrollment is continuous once a spot at CECE is accepted, "enrollment" is completed each semester in order to accommodate any necessary changes in scheduling, etc. as we are part of a dynamic campus and have changes in schedules, student status, etc. to consider. Families currently enrolled have first priority and maintain enrollment status before new families on the waiting list are contacted. Full-time enrollment is given priority.

Approval for a decrease of your child's original schedule is contingent upon finding another family willing to enroll for the remaining time. If the remaining hours cannot be filled, the CECE reserves the right to maintain optimum enrollment. ***This policy helps us to enroll the maximum number of children allowed based upon our child care license. Our budget is based upon a maximum enrollment which helps us keep the cost to parents at a minimum.***

Being a year round facility, summer enrollment is expected; however, again being a service to university students and faculty/staff foremost, we make attempts to offer the summer semester off as requested/desired. These requests are taken into consideration with the enrollment numbers, transitions, etc. and honored when possible. Parents may choose to withdraw for the summer; however, they will be required to submit a new waiting list application to be placed by current guidelines. If a spot should open and parents are then called to for re-admittance.

II. G. School Supplies

We will provide parents with a list of all required school supplies at the beginning of the child's enrollment. Typically we will issue a list in August that will contain supplies for the fall and spring semesters. Some of the items on this list will be shared amongst the classroom/center, others are personal items only used by the child him/herself. A separate list is issued for summer enrollees. Some supplies may need to be replenished throughout the year, depending upon use (e.g kleenex, paper towels, etc.). Parents will be asked to replenish supplies via notes, email, etc. New toothbrushes will be required at each new semester. Parents need to bring all required items on the child's first day of attendance. The

items will stay at school. All items that are considered personal items and only to be used by the child him/herself shall be clearly marked with the first and last name.

Further information regarding the specific classroom schedules, curriculum, teaching, and assessment may be found in Section V: Curriculum, Teaching, and Assessment.

SECTION III: Financial Policies

The CECE being affiliated with the University, adheres to all ESU policies and guidelines for financial responsibility and works closely with a variety of offices across campus to assure this responsibility. This affiliation means that CECE accounts are managed through the university management software, Banner. More information on how the center maintains a balanced budget is available upon request and further details are included in the Policy & Procedures Manual.

III. A Tuition Fees (updated 1/11/2019)

Fees are set by the director and are based upon classroom placement, and fees are approved by the university. Changes to the fee schedule generally will only be made at the beginning of the fall semester, unless a change is necessitated by a substantial change in a major funding source or catastrophic event. Parents will be notified in advance of any changes to the fee schedule.

Classroom	Age	Student Rate*	Faculty/Community Rate
Toddler Classrooms	1 – 2 1/2 years	\$29.00/day	\$31.00/day
Preschool Classrooms	2 1/2-6 years	\$25.00/day	\$27.00/day

Fees and Deposit amounts subject to change

* “Student” rate applies to parent / guardian enrolled in at least 12 undergraduate hours (9 hours in summer semester) or 6 graduate hours. Students enrolled in their final semester before graduating are an exception. Please inquire with the director if this situation applies to you. Your current ESU class schedule must be on file in order to receive this discount.

III. A. 1. Additional Fees

Type of Fee	Amount	Purpose

Enrollment Fee	\$ 50.00	Required to reserve your enrollment slot, non-refundable
Administrative Fee	\$ 2.00	Applied only if you require additional copies of your year-end account statement (for tax purposes). One is printed for you at no charge.

III. B. Enrollment Deposit is Non-Refundable

The Enrollment Fee is non-refundable

III. C. Withdrawal Policy

Parents wishing to withdraw their child(ren) from our program may do so by giving a 2 week written notice. The family is responsible for paying for tuition/fees through the date stated in the 2 week notification. If the child's actual last day of attendance is prior to the date in that notice, the parents/caregivers will be billed for these 2 weeks regardless of the reason for withdrawal.

III. D. Termination of Services

CECE reserves the right to terminate services if needed due to irreconcilable differences and/or parent's failure to adhere to school policies and procedures. We will give parents 2 weeks notice prior to termination of services.

III. E. Billing & Tuition Payment

Your monthly tuition fees are based upon a set daily fee. *You are not charged when school is closed due to scheduled holidays and breaks unless otherwise noted (See inclement Weather Information).* Bills will be distributed around the 15th day of each month for the coming month's service. **Your tuition fees are due on the 1st of every month.** (If the 1st falls on a weekend, it will be due the following business day.) If the due date changes for any reason, you will be notified in advance. Tuition payment policies include:

- Payments may be made by cash, checks payable to CECE, and credit/debit card.
- **Student discounts cannot be figured into your statement unless we have your current class schedule on file, you will be billed at the regular faculty/community rate until this is received. Once the student schedule is received and verified we will make adjustments to your account.**
- *Note*, we DO NOT retain petty cash/change per university procedures, so please bring exact amount due, or plan to apply overage to your child's account. If paying by cash, please see staff to obtain a cash handling receipt. If the administrative assistant or director are not available to handle your cash, please obtain receipt from office staff, then have them place cash and pink receipt into an envelope and place it in the payment drop box. Mark the child's name on the outside of the envelope.
- Our office cannot "hold" a check until you have sufficient funds in your account. University policy dictates that all checks must be deposited the next business day.
- Parents wishing to pay by credit/debit card may request a Credit Card/Debit Card Approval Form from the office.

III. F. Returned Check Policy

All payments made to CECE are deposited with Emporia State University's business office. If your check is returned to ESU due to insufficient funds, ESU policy states that:

- The responsible party must make repayment by cash, cashier's check, or money order for the amount of the original check **plus a separate, additional payment of \$30.00** to pay the return check charge.
- If the payee is a student parent, a financial hold will be placed on the student's ESU record until payment is received in full.
- Payment by check will no longer be accepted if our office receives more than one insufficient funds check. All future payments will then be required in the form of cash, cashier's check or money order.

III. G. Credit/Debit Card Policy and PCI Compliance

Payments made via credit/debit card will be made under PCI guidelines. Parents wishing to pay by credit/debit card may request a Credit Card/Debit Card Approval Form from the office.

- The person responsible for making a payment by credit/debit card shall fill out the Credit Card/Debit Card Approval Form, including signature. In certain circumstances the payee may provide all information and verbal signature over the phone to the administrative assistant or director if unable to complete this form in person.
- Forms will be given to the administrative assistant, director, or placed in the secure drop box. Approval forms will only be handled by the administrative assistant or director and will remain in the secure lock box, safe, or secured drawer until a deposit is made.
- The child's account will be credited the amount as indicated by parents on the approval form, and the original sent to University Cashiering services for processing. Copies of the approval authorization will not be kept on file at CECE. If for some reason the card is denied, cashiering will return the form to CECE. Parents will be contacted immediately to verify information and re-submit payment.

III. H. Receipts for Payments

Cash receipts will automatically be provided, receipts for all other payments will be provided upon request and will be placed in the child's mail cubby. When making payments in the office, payment should be made directly with a staff member, if possible.

Forms for cafeteria plan reimbursement of dependent child care expenses should be turned in to the front office. The administrative assistant or director will review the dates and amounts of the claim, sign the form, and return the form.

III. I. Additional Service Days

Those children in the preschool or school age classroom on a 2 or 3 day schedule may find from time to time the need for additional educational care. Pending the current enrollment and anticipated attendance for the requested day(s), these requests will be honored and parents will be billed the additional daily rate based upon the number of extra days the child is attending or has attended that month. These additional service days will be billed to the family ledger card and will appear on the next month's billing. It is not intended to take the place of a regular enrollment schedule.

III. J. Late Payment Penalties

If payment of monthly tuition is not received within 5 business days of the due date, late fees will be charged to all accounts not paid in full. Late notices will be posted in your child's mail cubby and on ProCare.

- On the fifth business day after the due date, a \$30 late fee will be assessed .
- If payment has not been received by the end of the grace period, your child will be withdrawn and deposit forfeited. Consideration for future enrollment will be made if a wait list application is submitted.
- If circumstances prevent you from making full payment on time, please see the director to set up an individualized payment plan. Such payment plans are developed at the discretion of the Director.

If full payment is not received at the end of said grace period or a payment agreement has not been reached and developed, your account will be turned over to the ESU Business Office for collections. ESU students will have a hold placed on their student records until full payment is received and will have to make their payment with the ESU cashier's office.

III. K. Fines for Late Pick Up Times

The CECE is licensed to provide care between the hours of 7:30 am and 5:30 pm. Our school closes promptly at 5:30pm. All children and parents/guardians need to be out of the building by this time.

Although circumstances may arise causing an occasional late pickup, parents are expected to contact our school to make alternative arrangements to assure that someone arrives to escort the child home by closing time. Parents/pickup persons will be allowed a grace of 5 minutes to arrive to get their child from the classroom and clocked out. Beginning at 5:36 pm, a \$1/minute late fee will be charged until the child is picked up and clocked out. If a child is not picked up or the center has not been contacted by 5:45 pm, then the center staff will attempt to contact parents and any/all authorized pick up persons. If these attempts fail and no contact has been made by 6 pm for pick up arrangements, then the Emporia Police Department will be contacted.

III. L. Absences

The CECE guarantees your child's enrollment space will be available to you each day that we are in operation. Therefore, no refund is available if your child misses scheduled days at school for any reason (vacation, illness, family visits, etc). You cannot substitute alternate times for your regular schedule. If your child is unable to attend, please notify CECE by 8:45 am (620-341-5290). If your child is sick, please describe the illness. This helps us to keep us aware of current health problems. The school must be notified if your child contracts a communicable illness, such as strep throat, chicken pox, pink-eye, head lice, measles, mumps, impetigo, etc. Any reported cases will be posted.

III. M. Tax Information-End of Year Statements

Child care payments may be deductible on your federal income tax return. For your convenience, we will provide you with a copy of the tax year's child care payments at no charge by the end of January. Our federal identification number (FEIN) is **48-1124839**. There is a \$2 administrative fee for each additional copy.

III. N. Emergency/Inclement Weather Closings & Fees

As the Center incurs costs related to salary and other fixed costs, and plans for these costs and revenue based upon our scheduled calendar, parents will be charged for closings due to unavoidable, emergency or

inclement weather conditions. The director may make consideration for partial refund if an extended closure occurs.

It is possible that bad weather such as heavy snowfall/ice could prevent or delay the opening of our school. We **usually** operate on the same hours or closures for inclement weather as ESU. If **ESU is closed for inclement weather, our school is also closed**. We do not always close when the school district does. Closings and delayed openings will be reported via Topeka and Wichita television news stations, and the local radio stations (KVOE 1400 am) before 7 am. Information is typically also posted on the ESU homepage at www.emporia.edu. If our school closes due to inclement weather, parents are billed for the day.

CECE reserves the right to cancel services or alter our hours if weather conditions are extremely dangerous for our staff and families. In the event there is an emergency affecting only CECE (no heat, water, etc.), we will be closed or will operate on reduced hours. In the rare case of a serious health emergency affecting the center or the ESU campus, we will notify all families and will follow directives from the local Health Department and the Kansas Department of Health and Environment (KDHE) concerning our operations.

SECTION IV: Health, Nutrition, and Safety Policies (Standards 5, 10)

As part of the mission of the center, every effort is made to assure that the safety and well-being of the children is considered foremost. As part of this mission, the center works to assure the health and well-being of all its staff as well, including providing referrals for staff to resources that support them in wellness, prevention, and treatment of depression and stress management. The following sections address the health, safety, and nutrition of the children while in our care.

IV. A. Health 5.A, 10.D

The center maintains a preventive approach to the wellness of all staff and children. Through daily healthy practices, we hope to assure the healthiest and safest environment for all. We do realize that even with the best of prevention practices, not all illness, disease, or injury may be avoided. When intervention is required, all lead teachers, teacher assistants, and office staff have current CPR and first aid certification. All staff also receive training on recognizing signs and symptoms of illness.

Children in attendance at the center are required to be up-to-date on immunizations and have a health assessment completed per enrollment policies. Center staff also complete requirements to assure their health when working with the children. The health records are verified upon enrollment and updated as needed. In the least all children's records and paperwork is verified and checked for needed updates and accuracy at the beginning of each semester. Annual "Emergency Medical Care Authorization" forms are obtained for each child in attendance, which includes family insurance information. Additionally, parents are asked to verify Family Registration information that includes emergency contact information annually. When necessary, the family's emergency designee will be contacted if the parent cannot be reached, as such, you will need to have two local (Emporia area) adults on your

pick-up list other than the child's parents so that we can reach a responsible adult at all times. This is especially important if one or both of the child's parents work out of town.

Originals of all paperwork are found in the child's confidential record; however, a copy of the Emergency Medical Care Authorization, field trip permission, Medical Record/Child Health Assessment, and health plan (if applicable) will be in the "emergency/first aid bag" along with basic first aid supplies with each group.

IV. A. 1. Handwashing

The first line of defense in preventive health practices includes frequent and proper handwashing. Handwashing is practiced throughout the day by all children and staff. Staff are responsible for assuring that children are practicing proper hand washing procedures.

Children and staff are asked to wash their hands upon arrival each morning. Throughout the day, handwashing will be completed before/after meals; before/after administering medication; after toileting/changing diapers or assisting with toileting; after contact with center pets; after coughing/sneezing or using a tissue; after handling garbage; before/after handling food, food dishes or prep surfaces; touching cuts/lacerations, sores or infected areas on skin; and when hands become visibly soiled. Staff wear gloves when contamination with blood may occur. Handwashing sinks are not used for bathing or cleaning fecal matter.

Please see the "Daily Task Procedural Guidelines" for details.

IV. A. 2. Health Care Plans

Children with on-going medical needs such as diabetes, seizures, severe allergies, asthma, etc. will have an individualized healthcare plan, including pertinent information from medical professionals if necessary. This plan will be completed with the parents prior to the child's first day of attendance and will be shared with any authorized employee of the center providing direct care to the child and in need of the information. Information within the plan will include: the condition, triggers that may cause problems, signs/symptoms to watch for, steps staff should follow including when to call parents and emergency personnel. This form shall be reviewed at least once each semester and updated as needed.

IV. A. 3. Food and Environmental Allergens

It is the responsibility of parents to notify CECE if their child has any food and/or environmental allergens. The center will make every reasonable effort to accommodate these known allergies and to notify staff as well as other families when necessary to maintain the safety of the children. An example of this would be a peanut allergy. CECE IS NOT a Nut Free center; however, whenever we do have children in attendance with peanut/nut allergies we do make every effort to keep products containing nuts away from the affected children. This includes notifying staff and other families that there are children present with allergies to these items and to avoid bringing them or items containing them to the center.

Every reasonable attempt is made to keep children safe from environmental allergens; however, if accidental contact is made, procedures on individual health care plans will be followed.

IV. A. 4. *Illness*

The CECE will follow the stated “**Guidelines for Exclusion of Children (or Staff Working With) Who Are Ill As Recommended in *Caring for Our Children: National Health and Safety Standards: Guidelines for Out-of-Home Child Care Programs (third edition).***”

Children and staff are not to attend school if they have shown signs of illness; such as fever, vomiting, or diarrhea, or other symptoms of communicable illnesses **within the last 24 hours**. Ill staff members can find more detailed information in Section VII. Personnel Policies.

Please note: Your child must be symptom free for 24 hours without the aid of medications (such as Tylenol, etc.) before returning to school.

CECE staff will not deny admission to or send home a child or staff member because of illness unless one or more of the following conditions exists. The parent, legal guardian, or other person authorized by the parent will be notified immediately and asked to pick up their child immediately when a child has a sign or symptom requiring exclusion from the facility, as described below:

Children with fever are managed differently in child care. The presence of fever alone has little relevance to the spread of disease and may not preclude a child's participation in child care. A small proportion of childhood illness with fever is caused by life-threatening diseases, such as meningitis. It is unreasonable and inappropriate for child care staff to attempt to determine which illnesses with fevers may be serious. The child's parents or legal guardians, with the help of their child's healthcare provider, are responsible for these decisions. Parents should be notified anytime a child has a fever.

- **The illness prevents the child from participating comfortably in facility activities;**
 - **The illness results in a greater care need than the child care staff can provide**
 - **The child/staff has any of the following conditions and poses a risk of spread of harmful diseases to others:**
- An acute change in behavior including lethargy/lack of responsiveness, irritability, persistent crying, difficulty breathing, uncontrolled coughing, noticeable (spreading) rash, or other signs or symptoms of illness until medical evaluation indicates inclusion in the facility.
 - Fever (temperature above 101 degrees Fahrenheit orally, or 100 degrees or higher taken axillary (armpit)) and behavior change or other signs and symptoms (e.g., sore throat, rash, vomiting, diarrhea). Oral temperature should not be taken on children younger than 4 years (or younger than 3 years if a digital thermometer is used).
 - Uncontrolled diarrhea, that is, increased number of stools, increased stool water, and/or decreased form that is not contained by the diaper until diarrhea stops; blood or mucus in the stools not explained by dietary change, medication, or hard stools. Will call if 2 or more in 3 hours.
 - Vomiting illness (two or more episodes of vomiting in the previous 24 hours) until vomiting resolves or until a health care provider determines the illness to be non-communicable, and the child is not in danger of dehydration.
 - Rash with fever or behavior change, until a health care provider determines that these symptoms do not indicate a communicable disease.
 - Purulent conjunctivitis (defined as pink or red conjunctiva with white or yellow eye discharge), until 24 hours after treatment has been initiated.

- Untreated scabies, head lice, or other infestation.

CECE will provide space, supervision, and comfort for a child waiting for pick up due to illness. Illness reports are completed if children leave during the day and it is indicated when the child can return, obtaining subs for sick staff, and if the director distributes notification of infectious illnesses that are diagnosed.

Parents and staff shall notify the administrative assistant and/or director of illness so that if/when notification of other staff and families is necessary, this notification can be made.

IV. A. 5. Medications

Please inform your child’s teacher if your child has taken any type of medication prior to arriving at school so that the teacher may watch for any adverse reactions. If at all possible, medications should be given at home by the parents/guardians, so as to eliminate the need or decrease the doses needed while in care. If medication is needed while in attendance at the center, the following guidelines and policies shall be followed.

A parent must fill out the medication permission form. Once the form is on file, prescription and non-prescription medication are only administered by the lead teacher, the director, or the administrative assistant. All staff are trained and allowed to administer “emergency” medication (i.e. Epi-pens, inhalers).

1. Prescription medications can be administered when:
 - i. Prescription is brought to school in its original container bearing prescription label w/ child’s name & dosing instructions. For prescriptions such as eye/ear drops or tubes/inhalers that may be in boxes, the container itself must be labeled or brought in the original box with the prescription label on it.
 - ii. If prescription doses are needed at school and missed doses may be problematic, parents may want to consider asking the pharmacist to divide the prescription, if possible, so you may leave a properly labeled one at school and have one at home.
 - iii. In cases where siblings may require/take the same medication, each child must have their own properly labeled medication.
2. Non-Prescription medications can be administered when:
 - i. Medication is in it’s original container and dosing information is included on the label.
 - ii. Child’s first and last name is written on the medication container.
 - iii. Specific time is indicated for the dosage to be administered, we will not administer OTC meds “as needed”.
 - iv. Information is available on the packaging for dosing for the age of the child or if the OTC medication is accompanied with a doctor’s order when these instructions are not available. *Note: many OTC cold/allergy type medications are not recommended for children under the age of 24 months.*

Additional policies for dispersing medication include:

- Medication for the reduction of fever will not be administered at the center and should not have been administered at home prior to coming to school.

- Medication will only be given at the time specified by the parent, unless it is an “emergency” medication such as an inhaler/epi-pen that would be used as needed. These type of medications will have a specific health care plan to be followed by staff to aid in determining when the medication is needed.
- Medication for “pain” is strongly discouraged unless needed following a specific medical procedure. This should be given at a very specific time and not “as needed.”
- All medication must be handed directly to the teacher or TA for proper storage in the designated locked cabinet in the room or in proper refrigeration storage if refrigeration is required.
- A written permission form must be completely filled out and signed by the parent/guardian.
 - If your child has a diagnosed medical condition and requires medication on a long-term basis, a special form must be completed. Please contact the director in these instances as a health care plan will also be required.
- We will not disperse cough drops to your child at school, as they pose a choking hazard. Children will not be allowed to have cough drops or other medications in their possession.
- All Lead Staff, administrative assistant, and director are trained to administer all medication using the Healthy Futures “Medication Administration in Early Education and Childcare Settings” training modules through online or face to face training. If this training is not available a like program that includes components related to forms and policies, how to administer, documentation, and problem-solving will be taken.
- Assistant staff are trained through their First Aid course to administer emergency treatment (i.e Epi-pens, inhalers, etc.) Additional components of the Healthy Futures “Medication Administration in Early Education and Childcare Settings” training modules are provided to assistant staff through their center orientation in order that they might assure proper administration, documentation of, and follow up in the case of emergency medication administration.

IV A. 6. Emergency Care and Treatment

Per state licensing, at all times and with each group of children all staff are certified in CPR and first aid (5.A.03). Should an injury occur that warrants care and treatment beyond basic first aid, parents will be contacted immediately. If urgent care is deemed necessary, 911 will be contacted for appropriate transport of child or employees in need of further care. In the case of urgent care needs, the parents or emergency contacts will be contacted after 911 is called and asked to meet at the hospital. In every situation, staff members should evaluate the situation, and only address the situation when their safety is not compromised. Staff will employ first aid and CPR as trained. The staff responsible for the child will document treatments and any action that took place due to the injury or illness.

Urgent care needs will be met by the local health care facility:

Newman Regional Health Emergency Room
 12th and Chestnut □
 Emporia, KS 66801□
 620-343-6800

The director or other assigned staff member will accompany the child/staff member with child’s file, containing the emergency care authorization and other medical forms until their parent or emergency contact arrives at the hospital.

IV. A. 7. Outdoor Play

Not only is outdoor play mandated by our licensing regulations, it is necessary to support strong, healthy growth. Children spend at least 30 minutes outside during the morning and afternoon sessions or a total

of 1 hour daily per licensing guidelines, unless extreme weather conditions prevail. We will limit time outside based upon information from the National Weather Service and the “Child Care Weather Chart” provided by KDHE. We always go out if we are in the “green” area, will use caution and go out only for short periods of time while in the “yellow”, and will avoid outside play/activity if conditions place us in the “red” according to the weather chart. Based upon these pieces of information, we may go outside if it feels as cold as 13 degrees fahrenheit or as warm as 102 degrees fahrenheit. Shorter amounts of time will be based upon staff member judgment, but will typically be 15 minutes or less. Classroom schedules may be adjusted pending anticipated weather to allow for sufficient outdoor play.

During cold weather, your child will need a warm coat, hat, and gloves. The child’s clothing must cover legs, such as long pants or heavy tights. When in doubt during fall and spring months, dress your children in layered clothing that can be added or removed according to the weather. The center recommends that your child’s spare clothes box be maintained. A light jacket or sweatshirt is suggested to be kept on hand.

If your child is not well enough to go outside with his/her class, please do not send your child to school. We do not have the staff to have one teacher remain inside with one child. In addition, it is our philosophy that it is healthier for children to go outside whenever possible rather than being confined indoors.

IV. A. 8. Application of Sunscreen/Insect Repellent

Between the months of April through October, the children will have sunscreen applied if they are going outside between the hours of 10 am and 3 pm. Whole classroom or “community” bottles of sunscreen provided by parents and/or center will be used unless the child has a sensitivity/etc. for which the parents will provide sunscreen only to be used on their child. If for any reason the parent does not wish for sunscreen to be used with their child, a written notification must be received. Staff will follow the “Daily Task Procedural Guidelines” for application of sunscreen and bug spray.

When public health authorities recommend use of insect repellents due to a high risk of insect-borne disease, parents may choose to give permission and provide repellent for their child. Only repellents containing DEET are used, and are applied no more than once a day.

IV. A. 9. Caring for Children in Diapers

Diapers are changed when soiled, at least every two hours, and when children awake from a nap. Diapers are changed in the designated area and procedures in the Cleaning and Sanitation Frequency Table, which are posted, are followed. When changing a child on an elevated surface, the staff member has at least one hand on the child at all times. Changing surfaces are not used for other purposes and soiled diapers are placed in a trashcan with a lid, which children do not have access.

Please see the “Daily Task Procedural Guidelines” for details.

IV. A. 10. Toilet Learning

Our school makes every attempt to support toilet learning in a manner that is consistent with the child’s developmental level and the parent’s practices at home. We encourage parents to communicate with the child’s teacher regarding the child’s signals/phrases used at home as well as the child’s on-going progress in this area.

Toilet learning begins in the Toddler I classroom if a child shows interest, signs of being developmentally ready, and in cooperation with the parents. This process, will continue in the Toddler II classroom, and if needed the Preschool I classroom. Children generally are completely potty trained before entering the Preschool II class as the classroom. Exceptions may be made due to developmental disabilities or documented medical conditions.

Parents are free to choose between the use of disposable pull-ups or cloth training pants. If cloth training pants are used, plastic over pants must also be worn for sanitary reasons. Please note that the Health Department does not allow us to clean out soiled pants. Soiled pants will be sent home in a marked bag. We encourage parents to use the thick training pants and not regular underwear for this process until the child is fairly consistent at successfully using the toilet. If the child has consistent accidents while wearing regular underwear, we will request that parents use training pants and plastic over pants for sanitary reasons.

Please see the “Daily Task Procedural Guidelines” for details.

IV. A. 11. *Nap/Rest Time*

All children, except in the School Age program, lay down for naps/rest after lunch. Individual cots are provided for each child. In order to allow for sufficient, quality rest for all children, you must have your child at school PRIOR to naptime. Children typically begin laying down as they finish lunch shortly after 12 pm. You may not drop your child off during naptime for any reason. Naptime is usually finished by 2:30 pm. Pick up of children during naptime is STRONGLY discouraged as comings and goings during this time is highly disruptive to the classrooms. If it is absolutely necessary for you to pick up your child during nap time due to a family emergency or appointment that could not be scheduled at another time, please let the office and room staff know so that we may have your child up and ready when you come to get them. Please allow office or classroom staff to bring your child out to you so that we do not have the parental distraction with other children who may not be asleep, but are resting quietly.

All staff will be aware of and actively supervising the children during naptime. In the toddler rooms, children will be able to be seen and heard by all staff through their positioning in the room. In the preschool rooms, staff must be able to see or hear all children. When children are awake, staff must maintain supervision and ratio at all times.

IV. A. 12. *Environmental Health and Sanitation*

In addition to prevention, precaution, and intervention related to the health of all individuals attending or working at the center, we strive to maintain a healthy environment for all. The primary manner in which this is carried out is through daily cleaning practices followed by center staff throughout the day and custodial staff in the evenings. Specifics for a variety of cleaning and sanitation tasks may be found in the “Daily Tasks Procedural Guidelines.”

IV. B. *Nutrition*

CECE participates in the federally funded, Child and Adult Food Care Program administered through the Kansas State Department of Education. Participation in this program supports our efforts to provide for the adequate nutrition of the children in our care for breakfast, lunch, and an afternoon snack. In addition to actual service of meals, the center strives to provide educational opportunities related to healthy eating, physical activity, and gardening. Through regular audits and training requirements, CECE staff practice

safe food handling and storage practices with all food prep and serving whether completed in the kitchen or the classroom setting. Information gathered for this program is confidential and protected. (see confidentiality for more information)

The center encourages family style eating across all classrooms. Due to the developmental levels of children in the youngest classroom, teachers serve and all eat together with conversation encouraged. All older classrooms are provided with child-sized serving utensils and servers from which children and staff serve themselves. During family style service, table manners, food information, and conversation is encouraged.

The director develops weekly menus that meet the requirements of the CACFP and are distributed to all families and classrooms. Breakfast and snack are prepared daily at the center. CECE contracts for lunch service with campus food service, Sodexo. Menu offerings are coordinated for lunch with the center director and Sodexo staff. In order for family style service to be most effective, children eating meals at school are expected to arrive before the meal's scheduled start time. It is the policy of CECE not to serve late meals; however, we do understand that on **RARE** occasion a scheduled appointment, etc. may interfere with your ability to have your child(ren) here before a meal begins. **Children must be here and ready to eat within 15 minutes of their meal service beginning time.** If children are arriving consistently late for any meal, it will be at the discretion of the director to visit with the parent(s) to discuss mealtime arrangements.

Mealtimes are as follows:

- Breakfast is served at approximately 8:30 a.m.
- Lunch is served in a staggering time schedule.
 - Toddler Classrooms: 11:20 am
 - Preschool Classrooms: 11:30 am.
 - School Age Classroom: 11:30 am.
- Snack is provided after the rest period at approximately 2:30-3:00 p.m.

Meal preparations begin early in the day based on our scheduled enrollment. We are required to contact Sodexo **before 8:30 am** to lower our lunch meal count. Please call before this time if your child will not be at the center for meals. This will allow us to make an accurate count for meal preparation.

For sanitary reasons, we cannot give toddlers bottles. If your child has trouble falling asleep without a bottle, please discuss this issue with the Director and teacher prior to enrollment.

Water is available to all children throughout the day and is offered regularly. Staff may opt to have individual water bottles for children to access during the day as needed/desired.

IV. B. 1. *Special Dietary Needs*

Children present at mealtimes will serve all items (including milk) on the menu per CACFP guidelines. Food from home is not allowed. Exceptions to this policy will only be allowed if a child has special dietary needs due to a diagnosed medical condition/food allergies or cultural/religious restrictions. If a child requires **special foods/modifications/substitutions due to diet restrictions, the director will work with each family regarding their child's individual needs. In some cases, the center may provide for the substitutions, in other cases, the family may be asked to provide the appropriate substitutions.**

- If your child has an allergy or diagnosed medical condition that requires a special diet, the child's doctor is required to complete a CACFP Meal Modification form. **This policy also applies to milk allergies. Only CACFP eligible/creditable milk substitutes will be provided by the center.**
- If your child has culture/religious dietary restrictions, a note from the parent is required. The note should include a list of what foods the child cannot have and should be based upon a reasonable rationale (i.e. vegetarian = no meats, no pork products = all other meat sources acceptable). Parents may be asked to complete a Meal Modification form without having to have a doctor's certification.

If, for the reasons stated above, your child needs special food brought from home, please inquire in the office for guidelines as to what can/cannot be brought to school for meals and which portions you will be responsible for providing.

Please note: Because some children arrive so early in the morning, we understand that some children may have a light snack prior to/on their way to coming to the center. We strongly encourage parents to have their children finish these items prior to coming into their classrooms. Should they have the need to finish an item, they will be asked to immediately sit at a table to finish the item. Unfinished portions will not be saved/stored for later.

Should a child have special feeding needs, staff will work with the parents to address appropriate documentation regarding the types and quantities of food consumed daily.

IV. B. 2. CACFP-USDA Nondiscrimination Statement

The U.S. Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the basis of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual's income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov.

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish).

USDA is an equal opportunity provider and employer.

IV. B. 3. Toothbrushing

Dental hygiene is encouraged in each classroom. All children will brush their teeth/gums after breakfast and lunch. Staff will support the variety of developmental levels within each room. Parents will supply toothbrushing materials each semester. Parents are requested to send a new toothbrush at

the beginning of each new semester, approximately every 3-4 months or as needed. Staff utilize procedures found in the “Daily Task Procedural Guidelines” to support the toothbrushing routines in each classroom.

IV. C. Safety Policies

CECE staff are committed to the safety of the children in our care throughout the day and across all settings. This is maintained by close supervision and development of interpersonal relationships. While at the center, toddlers will be supervised by sight and sound at all times, while older children may be supervised by either as long as they are visually checked frequently and supervision by sound is not primary. When any class is away from the center for a field trip, activity, library visit, etc., staff will maintain sight supervision at all times for all ages, except if child is in a bathroom stall at which time the staff will have sight on the stall until the child exits. The safety of the children and staff truly is focal throughout each day and activity as well as each activity/environmental setting. Some safety issues may fall best under other categories such as health and nutrition. Herein, the information more closely relates to general environmental safety which may include interpersonal relationships (behavior) as well as physical structures and materials. Due diligence is taken to assure that the physical facilities and all equipment and materials therein and on the playground are maintained and safe for use and play each day. CECE collaborates with the ESU facilities and grounds to maintain our building and equipment, through cleaning and maintenance/repair to reduce and/or eliminate environmental and occupational hazards.

IV. C. 1. Insurance

The ESU CECE does not carry specific insurance for children, families, or staff. Emporia State University is an Agency of the State of Kansas and as such, participates in the self-insurance program with the State of Kansas. In addition, claims for personal injury and/or property damage made against Emporia State University are subject to the provisions of the Kansas Tort Claims Act (K.S.A. 75-6101 et seq.). The Kansas Tort Claims Act describes and limits the extent of the liability of a state agency and of those acting on behalf of the state agency for claims of personal injury and/or property damage. Emporia State University does not maintain liability insurance for the situation described in the claims form. Every effort is made to ensure the health and safety of your child while he/she is in our care. However, the CECE is not responsible for any accidents or related expenses incurred during supervised activities. The Controller’s Office of Emporia State University will handle all loss claim filings and procedures. Employee injuries or illness resulting from employment related activities are covered by workman’s compensation.

IV. C. 2. Building Access

Only the main front doors of the center are to remain unlocked during business hours. All other entrances to the center are kept closed and locked. Due to licensing regulations, only those persons that have business with CECE may be in the building. This would include staff, TA’s, parents, the children, maintenance, and delivery personnel. No person shall be permitted to be in our portion of the building without authorization from the director or administrative assistant. Please direct “visitors” to the office. Students, staff, and visitors requiring ADA access to the Sociology department will be given this access. CECE will be notified on a semester basis as to students needing this access.

- Students may not “cut through” the building to go to Sociology or Visser Hall. This includes TA’s when off duty.

- Restrooms – We do not have public restrooms. You may direct persons to Sociology or Cremer Hall. Restrooms at the center are only to be used by staff, parents, and children of CECE, and official visitors.

IV. C. 3. Emergency & Crisis Preparedness

CECE has written and posted disaster preparedness and emergency evacuation procedures. Procedures designate the appropriate person(s) to assume authority and take action in an emergency. The procedures include: plans that designate how and when to either shelter in place or evacuate; including a specific location for evacuation. Plans for handling lost or missing children, security threats, utility failure, and natural disasters are outlined in the Emergency Operation Plans. Arrangements for emergency transport and escort from the program are included in CECE’s Emergency Operation Plans and monthly practice of evacuation procedures with at least yearly practice of other emergency procedures takes place.

All staff have been trained in procedures to follow during a crisis. Children and staff will participate in monthly fire and/or tornado drills (in season) at school. If parents and visitors are present during these drills we ask their participation as well. We encourage you to discuss the experience with your child when he/she tells you about it. If a real disaster occurs while your child is at center, we urge you to follow the procedures listed below:

- Do not call the center. Phone lines become jammed during disasters preventing their use by law enforcement personnel. We will attempt to call you as soon as we are able.
- Do not come to the center. The safest place is off the streets and out of the way of emergency rescue equipment. Please be assured that we will provide the best possible care for the children. In case of threatening weather, we will be in the center basement taking cover as directed by the weather service.
- Community disasters will be reported on the radio. Tune your radio to a local station and listen to it for directions. We too will be listening to the radio and will be hearing and following the same directions.

IV.C.3.a Missing Child

If a child is not within the immediate vicinity, (i.e., are not visible and are not heard according to sight and sound policy) the staff supervising the child will immediately call the ESU Police and Safety Dispatch at 620-341-5337, if on-campus or 911 if off-campus, to advise them of the situation. The staff supervising the child will then contact the Director of the center or equivalent to apprise them of the situation and to help coordinate in the search of the child. The ECU Program Liaison or equivalent will then be contacted to assist. Contact parents here. If the child is located prior to ESU’s Police and Safety arriving on scene, staff will call dispatch to cancel. Police and Safety will help assess the situation to determine at what point outside agencies should be contacted to assist in the search. Once the situation is resolved the Director will contact appropriate agencies (KDHE, NAEYC).

IV. C. 4. Off-Campus Evacuation Plan

Evacuations from campus will be announced on the local radio stations. Parents need to go to the evacuation site, **NOT the center**, to pick up their children. Children will only be dismissed from the evacuation site to authorized adults.

- In the event that our school must be evacuated, we will evacuate to the Visser Hall atrium (1st floor).
- In the event that the entire ESU campus must be evacuated (bomb threat or other emergency), all staff and children will proceed with the following evacuation plan:

First evacuation site: Emporia Senior Center

Alternate site not disclosed to public

IV. C. 5. Occupational & Environmental Hazards

To avoid injuries, the facility will move children and materials safely, maintain clear walkways, fire egresses, and follow OSHA standards of safety in a workplace. Maintenance of the facility and documentation of environmental hazards (air quality, asbestos, lead) will be noted by facilities and/or center staff. Notices received from ESU via BuzzIn/email/text notifications and/or the safety officer and/or public health department notices will be reviewed and followed up. CECE reserves the right to prohibit firearms, smoking, and other significant hazards posing risk to the children and adults of the center. Procedural guidelines for appropriate cleaning and disposal following child/staff illness involving bodily fluids will be followed by all staff to help prevent hazards related to infectious disease. These may be found in the “Daily Task Procedural Guidelines.”

Daily safety procedures are practiced at CECE, such as using “walking feet” in hallways and on stairs. 2. Staff supervise infants and toddlers/twos by sight and sound at all times, but primarily by sight. For preschool age children and for short durations of time, teachers can supervise by sound as long as children who are out of sight (e.g., those who can use the toilet independently, who are in a library area, or who are napping) are checked on frequently.

IV. C. 6. Temporary Emergency Closings Due to Mechanical Failures

Center closings due to unavoidable, emergency mechanical failure (i.e. plumbing, electrical, HVAC problems) are extremely rare. However, in the event that a situation like this should occur, we reserve the right to charge parents for the emergency day(s) that we are closed. Should an emergency arise during the day that dictates early closing, all parents will be called immediately and asked to pick up their child(ren) as soon as possible. If the emergency is such that it dictates the movement of children and staff to an alternate location, parents and staff will be notified immediately.

IV. C. 7. Inclement Weather Policy

If ESU is closed for inclement weather, our center is also closed. The director may use discretion to consider closing even if ESU has not closed. We do not always close when the school district does. Closings and delayed openings will be reported via Topeka and Wichita television news stations, and the local radio stations (KVOE 1400 am) before 7am. Information is typically also posted on the ESU homepage at www.emporia.edu. If our center closes due to inclement weather, parents are billed for the day.

IV. C. 8. General Safety Expectations and Behavioral Guidance/Discipline

Safety is the primary concern of all staff for the children. Staff will encourage children to respect other people, to be fair, respect property, and learn to be responsible for their actions. Staff will guide children to develop self-control and orderly conduct in relationship to peers and adults. Aggressive physical behavior toward staff or children is unacceptable. Staff will intervene immediately when a child becomes physically aggressive to protect all of the children and encourage more acceptable behavior. Staff will use guidance that is consistent, clear, and understandable to the child. Conscious Discipline curriculum is used in the classrooms.

Children will be encouraged to explore and play while staff monitor their safety. Staff will equitably use positive guidance, redirection, planning ahead to prevent problems, encouragement of appropriate behavior, consistent clear rules, and involving children in problem solving to foster the child’s own ability to become self-disciplined. Where the child understands words, discipline will be explained to the child before and at the time of any disciplinary action.

Our center does not use negative and/or physical methods of punishment at any time. Teaching staff never use threats or derogatory remarks, or withhold or threaten to withhold food as a form of discipline. We implement various forms of positive discipline to teach children self-control.

The method(s) used with a child is determined by his/her developmental level using the Conscious Discipline Curriculum. Rather than focusing on stopping negative behaviors, children are praised whenever possible to encourage positive behaviors. We also strive to prevent negative behaviors by engaging the children in interesting, educational activities so there isn't time to misbehave! When disagreements do occur, children are taught to talk out their differences and take responsibility for their actions. Teachers may redirect a child to another activity, or offer the child age-appropriate choices. Quiet time away from activity may be used to provide a child with time to calm himself/herself before rejoining the group. We also work with the children on a daily basis to help them problem solve and to understand that they are responsible for their behavior and the choices they make. We believe that they should be involved in the problem solving process (when appropriate) rather than having their problems solved by staff members. We do this on an individualized basis, depending on the age and developmental level of each child. When problem solving, we listen to each child's "side" of the story and discuss possible solutions. Then we help the children come to a compromise. The teacher and child also discuss "good choices" as applicable to the situation and the results or outcomes of each option. **Our goal is to help the children to develop the ability to make informed choices and take responsibility for their actions.** Rather than focusing on stopping negative behaviors, children are praised whenever possible to encourage positive behaviors.

In order to provide the best possible care for your child, please be sure to inform your child's teacher of any situations that may affect your child's behavior such as a night without sleep, family changes, etc.

While promoting positive social interactions amongst children and children to staff, there may be times when the teaching (discipline) through natural consequences, redirection, changes to environment, problem solving processes, etc. are not enough in themselves to stop and/or change certain behaviors (ie., excessive aggression or biting). If a child continues to engage in sustained or excessive behaviors that may be harmful to themselves, others, or the environment, parents will be notified. There may be occasion when parents and/or staff feel that taking the rest of the day "off" from the center may provide an appropriate release of behaviors. Informal plans with the family and teacher may develop into more formal individual plans to meet the needs of the child based upon what is believed to be the purpose of the behavior, while creating a nurturing and safe environment.

IV. C. 9. *Non-Violence Statement*

The goal of our discipline policy is to teach children self-control. In all interactions, the child's developmental level is taken into consideration and teachers assess the function of the child's behavior. When a child's actions are repeatedly inconsistent with his/her developmental level, the teacher and/or director may request a meeting with the parents. If needed and with the parent's permission, outside input from a developmental specialist will be requested and possible further referrals to specialists.

Because we provide education and child care in a group setting, we must be concerned for the welfare and safety of all of the children and staff. When a particular child's or adult's behavior threatens the safety, or becomes abusive towards other children/adults in the center, we may suspend or dis-enroll the child,

discontinue services to the family immediately, or relieve staff of assigned duties temporarily or permanently.

IV. C. 10. Sensory & Water Table

Communal sensory tables provide for a wealth of social experiences and sensory experimentation. Care is taken to decrease and/or prevent the spread of infectious disease. Before any sensory play, children are encouraged to wash their hands. Children are discouraged from eating or drinking any sensory table materials. If water is the sensory medium, only fresh potable water is used and is changed daily. Other materials and the table itself will be cleaned and sanitized daily.

IV. C. 11. Playground Safety

The outdoor play spaces are great places to explore, experiment, get messy, and enjoy. Children should be allowed to explore their natural environments and those items within the environment with respect to the natural habitats and living creatures/plants in them as well as the safety of one another in mind. Adequate supervision of the playground is key to maintaining playground safety. Adults will be spread across the playground in order to provide the widest range of sight and sound supervision to all areas of the playground. Supervision should be based on common sense, safety requirements and developmental make-up of the classroom using the playground. Additional guidance may be found in “Daily Task Procedural Guidelines.”

IV. C. 12. Wading Pool Safety Guidelines

During the summer months of operation, wading pools may be utilized for expanded water play. Please adhere to the following guidelines when using the wading pools at school:

- Staff: Child ratios shall be maintained at all times.
- Children must be supervised at all times.
- Each child needs to have his/her own towel.
- Walking, no running on cement.
- Children not COMPLETELY potty trained need to wear a disposable swim diaper OR a regular diaper covered with infant swimming pants.
- Waterproof sunscreen needs to be applied at least 20 minutes before water exposure if parents have consented to use of sunscreen.
- Pool water will be emptied as soon as the group has completed their outdoor water play. Pool will be sprayed with sanitizer after water is emptied.
- Pool will be set and filled on cement patios, not the grass.

IV. C. 13. Mandated Reports of Child Abuse

All employees of the CECE are mandated by the State of Kansas to report suspected child abuse. According to regulation 28-4-430(c), *“Any evidence of neglect or **unusual** injuries, including bruises, contusions, lacerations, and burns, shall be noted on the child’s record, and shall be reported immediately to the person in charge of the facility. The person in charge of the facility shall report immediately to the Kansas Department of Children & Families, any evidence of suspected child abuse or neglect. If for some unforeseen reason a report cannot be made to the offices of the Department of Children and Families, reports shall be made to local law enforcement agencies.”*

Staff shall record the date, time and description of their observations and/or any comments made by the child. Should staff feel that there is reason to suspect abuse and not accidental injury, that staff member will ask for coverage so that the report may be made immediately. If available, the staff member should report to the director who will assist in making the report and providing any additional information that

may not be known to the staff member. If the director is not available to assist with information, the report will be made with what information is available and the director notified that a report has been filed. Additional direction that may be given by DCF will be followed by the director and staff member making the report.

Staff who report suspicions of abuse or neglect are immune from discharge, retaliation, or other disciplinary action for that reason alone unless it is proven that the report is malicious.

All classified and unclassified staff who are accused of child abuse may be placed on leave with pay pending investigation of the accusation by DCF and the director/Executive Council. Depending upon the ongoing investigation, staff may also return from paid leave to duties outside of the classroom and given a job that does not require interaction with children. Student employees will be removed from the work schedule until the investigation is complete. Parents or legal guardians of suspected abused children will be notified. Parents or legal guardians of other children in the program will be contacted by the director if a caregiver is suspected of abuse so they may share any concerns they have had. As per the confidentiality statement, no accusation or affirmation of guilt will be made until the investigation is complete. Staff members found guilty of child abuse will be summarily dismissed or relieved of their duties.

SECTION V: Curriculum Policies & Expectations

V. A. CECE Curriculum and Learning Philosophy

The Center for Early Childhood Education (CECE) believes a child's natural development should be fostered in a play environment. The child's parent is the child's first teacher, and it is the role of the family and early childhood educator to partner in the efforts of support in a child's development. Child development consists of major developmental domains: Cognitive, Language, Physical: Fine and Gross motor, as well as Social and Emotional. It is important for both the parent and early childhood educator to understand the interrelated nature of these developmental domains. Grounded in Bronfenbrenner's theoretical understanding, each child has a unique ecosystem. It is both the center's and families role to continue to understand how these relational systems affect the individual development of a child.

To create an early educational climate focused on play, the center provides numerous opportunities for child-directed learning opportunities. It is the role of the early childhood educator, the lead teacher, to set up a safe environment that allows children to explore language, social interactions, express emotions, and experience activities that allow for both fine and gross motor movement. This environment provides scaffolding for individual developmental, based on the needs of the children present in the early childhood classroom.

Based on children's needs and teacher observation, lead teachers will plan themed units, select classroom materials, and activities that go across days, weeks, and months. These units incorporate child initiated, developmentally appropriate activities such as play, creative expression, sensory stimulation, social interaction, and address the developmental domains by utilizing instructional strategies that involve center environments, large and small groups. For our Toddler curriculum and experiences, the focus is on opportunities for exploration, discovery, and experimentation, especially in the area of sensory and motor

learning and developing physical skills through self-initiated movement. Lead Teachers and teacher assistants make appropriate adaptations and modifications to the learning environment to meet the individual needs of the children. Staff also create a classroom environment that values the children's and families culture as well as presenting an awareness and acceptance of diversity through children's literature that is rotated and selected by lead teachers on an ongoing basis.

The Center for Early Childhood Education believes that assessment of young children should be conducted in the child's natural environment. Multiple assessment information is used to make instructional decisions and adaptations for individual children as needed. Lead Teachers intentionally implement curriculum goals and objectives through the use of Creative Curriculum, Kansas Early Learning Standards, as well as information from on-going observational assessments and child portfolio data to make instructional decisions and conduct curricular planning.

Assessment of curriculum goals and objectives is an on-going process, children needs are assessed and teachers make decisions based on both the assessment information and curriculum guidelines when planning and implementing future instruction.

V. B. Valuing the Individual Family

CECE values the individual dynamics of each family of the children who attend the center. Initially, a survey allows CECE staff to be aware of the specific dynamics of the family of children within each classroom environment. Based on this awareness, it is essential that staff members are sensitive and responsive to honoring the values and beliefs, language, and culture of each family.

V. C. Curriculum Philosophy

Children in all CECE classrooms experience a play-based early childhood education experience, which addresses areas of development: cognitive, social, emotional, language gross and fine motor, and self-help/adaptive skills. Curriculum implementation allows children to engage in play through topic/units of study.

This is accomplished through multiple child-directed activities. Children engage in activity such as dramatic play, art and sensory experiences, activities that promote health and safety, music and movement, and outside play. Time is also dedicated to teacher directed activities as needed through facilitating small group, one-on-one and whole group experiences. When developmentally appropriate, Lead Teachers plan developmentally appropriate activities that address pre-literacy, pre-math, and pre-science skills in an authentic manner. To promote problem solving and creative thinking, children are allowed to use materials freely and to move with spontaneity. Conflict resolution skills are modeled as needed and as children grow and develop are encouraged to initiate these strategies independently.

V. D. Curriculum

Each classroom's curriculum and learning environment is based on the Constructivist Theory and the ways in which this learning theory applies to young children's development. Curriculum, lesson plans, and learning environment are planned within the *CreativeCurriculum* framework. Creative curriculum allows for flexibility and fluidity versus a lockstep program that allows teachers to pull in unique family customs, situations, community, national, and state events. CECE utilizes

Creative Curriculum and the Kansas Early Learning Standards (KELS) as a guide for planning and implementing learning experience for the children and families of CECE. The KELS provide the foundation needed for the criteria and expectations of the Kansas College and Career Readiness Standards (KCCRS) that are implemented in Kindergarten. Using the philosophy presented in Creative Curriculum Lead Teachers strive to meet the developmental needs of the children represented within their classroom (Cognitive Development, Social and Emotional Development, Language, Physical, Self-Regulation/Self-Help, Health and Safety)

Toddler Curriculum: “In the *Creative Curriculum*, your ability to meet children’s needs is essential to providing responsive care and education. Children are able to learn and grow when they feel safe and cared for, are appropriately challenged and guided, and have strong relationships with nurturing adults.” (The Creative Curriculum for Infants, Toddlers, Twos, 2nd Edition, page 3) At this stage of development the Creative Curriculum focuses on the following (but is not limited to): **Social & Emotional Development** By fostering a safe and supportive atmosphere, the children will develop in their overall trust. Through cultivating positive experiences and social cues, children build their emotional regulation. Attachment and resilience are also a key component within the growing development of the Toddler stage in the creative curriculum. **Physical Development** Motor skills are in prime development at this stage. Coordination, balance, and eventual control are emphasized in daily activities. Through positive encouragement of self and group activities, along with proper health nutrition, physical skills build. **Language Development** The ability to relate to their peers is emphasized greatly through rapidly advancing in their verbal and nonverbal communication, as well as listening skills. **Cognitive Development** Through anticipation, realization, and eventual understanding toddlers cultivate their problem-solving skills through the creative curriculum. Repetition, routine, and memory are of importance at this stage.

Preschool Curriculum: The overall environment of the center is intentionally made to help foster all areas of positive and supportive development. “According to NAEYC, developmentally appropriate practice provides children with opportunities to learn and practice newly acquired skills. It offers challenges just beyond the level of their present mastery and it takes place ‘in the context of a community where children are safe and valued, where their physical needs are met, and where they feel psychologically secure’ (Bredekamp & Copple 1997, pp. 14-15).” (The Creative Curriculum for Preschool, Fourth Edition, page 1) At this stage of development the Creative Curriculum focuses on the following (but is not limited to): **Social & Emotional Development:** Competence in this area plays a significant factor in school success as well through providing educational objects that encourage and challenge problem-solving and risk taking. Trust is of the utmost importance in building at this stage. **Physical Development:** Purposeful play & memory development through exploration **Language Development:** Language builds rapidly and also impacts confidence. **Cognitive Development** Includes integrated pre-academic in a developmentally appropriate manner i.e. literacy, math science, technology, creative expression and the arts, health and safety, and social studies.

V. D. 1. Social and Emotional Development

Play drives the learning experiences with CECE’s classrooms. Children are encourage to develop friendships. Throughout the day Adult-child interactions are often lead by questioning statements such as: I wonder, what if, how, why to assist children in developing thinking skills that will allow children to problem-solve during social interactions. Children help each other throughout the day. Additionally, opportunities are provided throughout the day with teaching staff who are attentive and responsive to them, and facilitate their social competence and ability to learn through interacting with others. When

conflict arises, and children need modeling, adults are expected to model think alouds that assist children identifying their feelings, establish strategies to manage feelings, consider other's perspectives and feelings. These teachable moments, allow opportunities for children to become empathetic to one another.

V. D. 2. Language Development

When addressing language environment within curriculum implementation, Lead Teachers take into consideration the language acquisition, perspectives, and oral experiences of the families represented within their classrooms. Through authentic experiences (field trips) and play, children are provided the opportunity through adult and peer modeling to develop competence in verbal and nonverbal communication, responding to adults and peers questions; communicating needs, and when developmentally appropriate, describing experiences in their own way. Through these authentic experiences language can further develop. When necessary, adaptations are made to allow all children to be able to communicate through alternative communication strategies. Within CECE's Preschool classrooms Lead Teachers provide opportunities and materials throughout the year that encourage children to solve problems as well as related to physical world as well as provide opportunities for children to engage in discussions with one another.

V. D. 3. Physical Development

Lead teachers provide a variety of opportunities and materials that promote fine-motor development. Toddlers are able to move freely around their learning environment and achieve mastery of their bodies through self-initiated movement opportunities to practice coordination, movement, and balance and perceptual-motor integration. The materials within the Toddler classroom environments encourage Toddlers to explore and further develop fine motor skills. Additionally, Preschool classrooms provided both opportunities and equipment that allow children to engage in large motor experiences that stimulate a variety of skills, enhance sensory-motor integration, develop movement control. Both indoor and outdoor play, provide opportunities to help Preschoolers learn physical games with rules and structure.

V. D. 4. Health and Safety

This is a top priority within early learning environments, through daily interactions all children are encourage to practice and learn good health practices as well as safety. This can be seen at meal times when children are encouraged to serving and feeding themselves and make good nutritional choices in food selection. Children take time to wash hands prior to meals and after eating. Morning routines include brushing teeth before transitioning from meal to play. As developmentally appropriate, children are made a part of developing rules for their classroom. These rules are linked to rules in the community and home through classroom discussion and awareness. In daily interactions, children are encouraged to help peers who may be injured or sick, especially if they have been involved directly in the injury. Children are also taught and practice life safety skills such as exiting the building when fire alarms are sounded.

As topics arise in the natural daily interactions at mealtimes, circle, and through play, staff allow children to express any questions or concerns they may have related to health and safety. Responses to children are developmentally appropriate and bring the topics of visiting the doctor or dentist, getting shots, having allergies, and taking medicines into the classrooms naturally as such events may happen. From time to time, special visitors such as dental hygienist or extension educational specialists are brought in to talk about topics such as toothbrushing or hand washing.

More specifics regarding a host of policies in this specific domain area may be found in SECTION IV: Health, Nutrition, and Safety Policies.

V. D. 5. *Cognitive Development & Pre-Academics*

Aligned with CECE’s curriculum and learning statement and philosophy, pre academic skills are also addressed through play. Some learning will come about informally as children explore their learning environment. At times teachers will directly initiate activities that promote and address specific skills and development.

V.D.5.a Early Literacy

Children at CECE have opportunities to see environmental print within their learning environment. Classrooms are labeled with words, rules and routines are posted (when developmentally appropriate, children have written these rules with teacher transcriptions) so that children begin to make connections between oral and written language. Classroom libraries and book collections allow children to experience read alouds, independent “reading” and exposure to multiple sources of children’s literature in board book, paperback, and hardback form as well as some digitized storytelling. Within the toddler classrooms a variety of opportunities to experience board books, songs, rhymes, are a part of the children’s routine schedule. Within Preschool classrooms, center time and carpet time focus on opportunities to be exposed to new phonological understanding as well as access new and familiar reading and writing materials.

V.D.5.b Early Mathematics

When developmentally appropriate, adults model language focusing around pre-mathematic skills. Toddler classrooms provide materials and adult modeling that expose young children to language that can provide vocabulary necessary for learning mathematical concepts in future development. When appropriate exposure consists of using vocabulary that brings attention to size, shapes, color, number awareness, less/more, counting, etc. However, within our Preschool classrooms children have routine opportunities to engage in understanding numbers, recognizing and vocalizing numbers in relationship to physical objects. Preschoolers are exposed to opportunities through play and authentic experiences to categorize based on attributes. When appropriate, Lead Teachers will use mathematical terms in conversation, to model and expose children to necessary vocabulary. Children are exposed to pattern recognition and development. Within the authentic context of learning units, opportunities to explore measurement are integrated into the play and exploration. Through a predictable routine, Preschoolers begin to understand their lives have schedules and routines within a context of time.

V.D.5.c Science

Lead Teachers provide opportunities for exploring science through integration of concepts within planned units. Within the Toddler’s learning environment children are encouraged to use their senses to learn about the environment, discover how they can make things happen, and engage in simple problem solving tasks through the modeling of adult and peer interactions. Within the Preschool classrooms, children are exposed to science through the five senses as they explore, experiment, and observe concepts such as living and nonliving, life cycles, etc. Through these experiences children are encouraged to collect information, ask questions, make observations, and engage in dialogue. Adults encourage and model vocabulary and language most commonly used within the context of the science.

V.D.5.d Social Studies

Toddler classrooms expose young children to conversation and vocabulary focusing on concepts such as friendship, responsibility, fairness, etc. Through fieldtrips, campus walks, and play, Toddlers are exposed to the geography of their region and the characteristics of their physical environment and their interaction with this environment as well as actions necessary to care for this environment. With a focus on social and emotional development, Preschoolers are exposed to concepts that allow them to develop a positive identity of self and others and understand what it means to be part of a diverse community. Through dramatic play and field trip opportunities Preschoolers learn about social roles and the characteristics of a working community and the world around them.

V.D.5.e Art and Sensory Curriculum

CECE provides developmentally appropriate opportunities for Toddlers and Preschoolers to engage in music, art, and dramatic play. To sing, dance, move, create, construct or pretend is a very real part of a child's world. The Lead Teachers will provide a variety of materials or props, show an interest in what the child is doing and help when the child expresses need for assistance. Children will have the opportunity to get their hands messy, explore, and nurture their individual abilities to creatively express themselves. Further enrichment and enhancement of experiences especially related to music and movement may occur through the use of the Kindermusik ABC Music and Me program.

Toddler classrooms provide opportunities for exploring and manipulate age-appropriate art materials. Toddlers are encouraged to express themselves creatively through freely moving to music and engage in pretend or imaginative play. Preschool Lead Teachers provide opportunities for open ended art projects and expression, such as 3-D and 2D exposure and the integration of artistic language, when appropriate.

It is important to understand, when young children create artwork, it is vital to express an interest, but not impose adult standards or expectations. For young children, the product is not necessarily as essential as the process of making the art. Therefore, focus is placed on the process of the art experience, rather than the finished product. Comments should pertain to color, texture, or lines. Adult and children interaction should consist of appreciation without judging it or labeling it. Adults will date and display Toddlers and Preschoolers artistic endeavors at the center, in the Children's Art Gallery, as well as allowing children to take art home and displayed around CECE for short periods of time.

V. E. Anti-Biased Curriculum

Lead Teachers at CECE, based on the Valuing the Individual Family, incorporate the use of diverse children's literature and materials that promote anti-bias content. When purchasing materials, the center Director purposefully selects materials that discourage stereotypes and promote diversity awareness in authentic ways. Additionally, families are encouraged to contribute artifacts such as family photographs, to authentically represent the diversity currently present at the center. "All About Me" books encourage families to create an authentic representation of each child attending the center. "All About Me" books are displayed in the classroom for children to read and learn about each other, while avoiding stereotypical representation of culture and family dynamics. All genders are encouraged to engage in creative and imaginary play.

V. F. Daily Schedules and Lead Teacher Lesson Planning

CECE's typical daily schedule within each classroom is created to meet the developmental needs of the age of children in which it serves. All classroom schedules are predictable but flexible in order to be responsive to individual needs of the children. All classroom daily schedules provide time for transitions, allow for play based indoor and outdoor experience, center times, whole group and small group time, as well as a rest period. Two meals (breakfast and lunch) are provided for children and are served family style, plus an afternoon snack. During this time teachers model and engage in activities that further develop both social and language skills (i.e. conversation, assisting in serving one another, etc.).

Lesson plans should have the following criteria posted weekly for both family and Teacher Assistance to reference as needed.

- Daily Schedule (with estimated timeframes allotted to specific activities)
- Description and/or specific criteria relating to each of the activities within the predictable daily schedule.
- Connection to Early Learning Standards and Creative Curriculum
- Weekly goals
- Important information for Teacher Assistants and/or Families.

V. G. Assessment (4)

The Center for Early Childhood Education values the individual growth and development of each unique child. The ultimate goal for CECE is to document an individual child's on-going development and utilize this documentation to provide further support and experiences for each child to further develop. Due to the nature of CECE's assessment philosophy and seeing each child as an individual, all assessments take into consideration the family culture, language, and interests.

The assessment process utilized by Lead Teachers and support staff is focused on collecting multiple pieces of documentation of the developmental domains for each child. Through an individual child portfolio, a collection of documentation consists of a combination of photographs, videos, anecdotal notes, observation documents, artifacts, child work samples, and family input. In addition to this portfolio, Lead Teachers use the portfolio documentation complete a Creative Curriculum Continuum Summary, which summarizes each child's developmental progress in regards to all developmental domains. This extensive summary is completed twice a year and shared with the child's parent. Parent Teacher Conferences are routinely scheduled twice a year. However, additional conferences can be scheduled at anytime a parent requests a more formal conversation around their child's learning and developmental needs.

Each classroom has a classroom assigned iPad. This iPad is used by Lead Teachers and support staff to collect and organize individual child documentation using an application that syncs with each Lead Teacher's desktop computer. This allows teachers to utilize planning time to further review individual child development data and information as they are preparing upcoming learning experiences. When possible, applications which have the potential to allow Lead Teachers to confidentially share specific individual child information with parents as well as allowing parents to share information about their child's growth and development in the home setting are utilized. Classroom teachers, may choose additional informal assessments such as checklists to record specific developmental information and observable criteria to add to the portfolio and/or developmental summary. As Lead Teachers collect

developmental documentation, this information is used in the on-going planning and implementation of a developmentally appropriate learning environment.

V. H. Curriculum, Assessment, and Center Family Communication

CECE promotes ongoing communication between families and center staff. Face-to-face communication between classroom teaching staff and families typically occurs when primary caregivers arrive at the center. Caregivers are welcome to drop in and observe classroom activities throughout the day within the classroom, and/or through the observation glass. However, to assure children have adequate rest time, visiting during this afternoon activity is discouraged.

V. H.1. Daily Notes, Weekly Notes, and Monthly Newsletters

Each classroom has individualized daily notes that allow primary caregivers to be aware of daily activities unique to their child. In addition to the daily notes, weekly notes are distributed to all families summarizing the weeks events for the classroom. Each month a center wide newsletter is electronically distributed to all families sharing upcoming events, curriculum, and other current and essential information.

V. H.2. Parent Teacher Conferences

Parent teacher conferences are scheduled twice a year at the end of fall and spring semesters to help promote communication between family and center. Conferences run approximately fifteen minutes. Teachers go over the summary form which summarizes individual child development based on on-going assessments implemented by Lead Teachers and families. Parents may also set up additional conferences during the year, by contacting the CECE.

V. I. Adaptations and Accommodations for Individual Children

Children generally follow a typical rate and sequence of development; however, from time to time children may, for whatever reason, deviate from this development. This may come in the form of delayed speech/language, pre academic deficits, behavior & social/emotional challenges, etc. Staff and families of CECE should maintain open communications to be able to recognize and monitor any difference in development from the typical so that each child may fully participate in program services. Initially, parents and center staff may work together to provide general or more targeted support to areas of concern, including individualized plans to address the concern. Should this support be insufficient or if any of the child's caregivers feel that further evaluation and/or intervention may be needed, appropriate outside support shall be encouraged and supported.

CECE may refer families to a variety of community resources for support, evaluation, and/or intervention. These may include medical providers, mental health specialists, special education services, etc. One of the primary sources of collaboration regarding developmental concerns is the Flint Hills Special Education Cooperative through the local school district, USD 253. Children may be referred for developmental delays and disability screenings held throughout the year. This service is free to families and provides extra support. Parents are notified of these screenings through letters to the parents. Additionally, screening and evaluation services may be provided at the center with appropriate permissions from the parent. Should need for more intense/specific intervention be recommended, CECE staff, the child's parents, and the evaluation team may work together to develop an Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP).

V. J. CECE Learning Environments

V. J.1. Center-Based

CECE has two Toddler rooms. These classrooms generally focus heavily all year long on self-help, language, social/emotional, and motor development. Children will gain experience and knowledge through both child-initiated and teacher-directed activities with a strong emphasis on curiosity and exploration through play. The teaching staff maintain a warm, nurturing environment for Toddlers while supporting self-help skills for health and safety.

CECE has two Preschool Classrooms. These classrooms are generally designed to offer a stimulating learning environment in preparation for school, while maintaining a play-based approach with developmentally appropriate activities. These rooms also continue to build on the Toddler Early Preschool rooms' foundation of self-help skills, independence, and social development. There is a balance of child-initiated and teacher-directed activities, and children have many chances to participate individually, in small groups, or as a large class. Children will also begin to do a great amount of choice making in the Preschool and Pre-K classrooms, providing them experience in controlling their own activities. The lead teacher's plan engaging projects and use innovative ideas that address the diverse needs of each group and promote creativity and exploration. As they approach the transition to Kindergarten, pre-academic skills increase to assure understanding of expectations as well as success in an elementary school setting.

V. J.1.a Outside Play Area

CECE has two outside play areas. One play area is designated for the Pre I and Pre II classrooms. The other play area is designated for the Toddler I and Toddler II classrooms. Developmentally appropriate play equipment and materials are selected with the purpose to promote fine and gross motor movement as well as encourage social, emotional, and language development through self-direct play activities.

V. J.1.b Indoor Multi-Purpose Room

CECE has a designated indoor play area for all children to play when weather does not permit classrooms to spend extended time outside. This space can also be used for special activities such as music and movement, as well as special guest activities.

V. J. 2 Field Trips

Field trips are vital to allow the children to gain new experiences and sense of community while still being in the care of CECE staff. These field trips may involve a wide variety of partnerships with community agencies such as the Emporia Public Library, Roga Pumpkin Patch, The Orchard, David Traylor Zoo, the Emporia Arts Council, other local businesses, etc. Field trips are scheduled in advance and parental permission is obtained prior to the trip. Parents are encouraged to join their children and support the classroom staff as they may be available to do so.

Field trips may include destinations that are within a reasonable walking distance or those which require driving (generally no more than 10 miles one way). Aside from field trips for which permission has been obtained, and extreme cases of need to evacuate, no children will be transported by vehicle.

No matter if the designated field trip activity is one in which walking or vehicular transportation is

needed, the safety of the children is always foremost. Appropriate staff:child ratios will always be maintained, with consideration made when possible to have a higher ratio of staff. The following conditions will be met prior to any type of field trip:

- Parental permission is obtained.
- Staff ratios will be maintained.
- Class “emergency” packs will be maintained (first aid kits, medical authorization forms & physical/immunization forms, emergency meds, extra diapers, a change of clothing)
- Staff supervising the children will assure that their phone is turned on and available to make/receive calls if needed.
- As children are taken from the classroom a headcount is taken. If riding in vehicles a head count is taken once loaded and after unloading at the site. If on a walking trip, head counts will be taken throughout the field trip.

The following policies will be followed while on the field-trip:

- When any class is away from the center for a fieldtrip, activity, etc., staff will maintain sight supervision at all times for all ages, except if child is in a bathroom stall at which time the staff will have sight on the stall until the child exits.
- If a child is not within the immediate vicinity, the steps under the *Missing Child* section will be followed

V. J. 2. a. Transportation

CECE utilizes the motor pool which is maintained by ESU. Typically the largest 12-15 passenger vans or minivans are utilized from the ESU vehicle pool. All vehicles are monitored by ESU Facilities for scheduled maintenance and safety assurance. Insurance is maintained by the university on all pool vehicles.

Drivers

- All drivers of university vehicles shall be university employees and will carry a valid driver’s license when operating university vehicles.
- It is recommended, if possible that drivers be at least 21 years of age. Drivers must complete a van driving and safety class prior to driving 12-15 passenger vans.

Carseats & Boosters

Per state licensing regulations and state driving laws, all children will be transported in a car seat or booster appropriate for their size and age. Parents are asked to leave their child(ren)’s car seat or booster seat on the day of the field trip. Staff will then secure these in the vehicles being used for the trip.

Seats will be labeled with the child’s name.

If a child does not for some reason have a seat or an appropriate seat, there may be a limited number on hand to borrow from the center. If there are no seats available, the child may not go on the trip and the parent may be asked to come in to care for the child during the trip as staff may not be available for appropriate supervision. There are a wide variety of reasons a child may come without a proper seat. Parent education may be needed to understand safety of children in vehicles and the laws surrounding this safety. Parents may also need support/education to understand the differences between car seats and booster seats. It is not the responsibility of the center to enforce car seat safety laws, but rather to educate parents regarding these laws and appropriate usage of restraints to assure the safety of their children. In spite of this education

staff find that children are repetitively being transported to/from CECE without proper seating/restraints a report of neglect may be made with the Department of Children and Families.

V. K. Campus Involvement and Collaboration

As an affiliate of Emporia State University, our primary neighborhood community involves the campus. Housed on the campus, we are able to access a wide variety of resources quite readily as well as become a site for a great number of collaborative experiences not only for the children in our care, but also for the university students and faculty/staff. Center staff have developed several ongoing “partnerships” to provide various experiences and opportunities. Additional resources and collaboration are sought on a continuous basis. Some ongoing collaborative practices between the center and university programs include the following.

V. K. 1 University Library Reading Program

V. K. 2 Specific Departmental Collaboration

V. K. 3 Kansas Future Teacher Academy

V. K. 4 Children’s Art Gallery

V. L. Emporia Community Involvement and Collaboration

Aside from the strong campus involvement and partnerships, CECE staff feel it is important to provide experiences, publicize opportunities, and otherwise create partnerships with vital resources with the Emporia and surrounding communities. As all children will eventually enter the community schools, partnerships have been developed with USD 253 as well as local private christian schools to share information as pertinent to families, especially when related to transition to kindergarten. Other forms of community involvement may include activities/opportunities for field trips, monetary/other support, advertisement of family/child events, special visitors to the center, etc.

V. M. Classroom Rules and Expectations

The majority of the classroom rules for the children are based on the safety, health, and developmental needs of the classroom. Each Lead Teacher develops and adheres to rules that mirror developmentally appropriate practices for his/her classroom. TA’s are responsible for learning and aiding children in following each classroom’s guidelines.

V. N. Guiding Behaviors, Social and Emotional Needs

Curriculum outcomes should be designed to be proactive in the experiences and exposure to meaningful positive social and emotional interactions. Lead Teachers should first respond to children by guiding and teaching appropriate skills needed to successfully manage and monitor social and emotional interactions. When individual situations or circumstances arise positive behavior interventions will be put into place. On-going communication between the Lead Teacher, parent, Director, and Teacher Assistant will allow for all adults to be aware of the protocol for each individual child’s need in managing and regulating behavior as the individual child grows and develops the necessary language, social, and emotional skills.

V. O. Computer & Technology Policy

Technology is rapidly growing. Due to this rapid growth, early childhood education has limited research findings on the effects of technology on child development. Therefore, technology use at CECE must address the following criteria:

- assures individual/solitary use of technology is limited
- promotes social and language interaction
- authentically enhances the learning experiences for all children
- should be accessible for all children under the guidance of an adult
- provides assistive technology and/or accommodations for individual children's' developmental needs.

The Preschool classroom and Summer School Age classrooms have computers for the children to use. A variety of educational programs and games are available for children who choose to use the computers for a limited amount of time during a classroom's daily schedule.

V. P. Music Policy

1. Listening to music in the classroom is acceptable as long as it is purposeful and enhances the environment and curriculum.
2. Music played in the classroom needs to be one of the following genres:
 - Music files, tapes or CD's owned by the CECE
 - Children's music
 - Classical music
 - New Age/Cultural Instrumental (Enya, Jim Brickman, etc.)
3. Because some parents disapprove of their child(ren) listening to pop music, our policy is that sources of current pop music will be approved by the Director or classroom teacher ahead of time so as to limit exposure to less developmentally appropriate themes. Generally sources should be "child friendly" such as certain Kidz Bop or the like. Merely adjusting settings on web-based sources so that explicit language is not included is not acceptable. Should anyone find offense with "approved" sources, that source will be discontinued.

Preferably, children will not bring music files, tapes and CD's from home. Any sources brought from home must be approved by the Director or classroom teacher.

V. Q. Video/DVD Viewing Policy

- DAP and best practice dictates that movies are only appropriate if used to enhance the curriculum. They are not appropriate if used as a "filler" to occupy the children's attention. To avoid overuse or using videos as "time fillers", all video viewing needs to be approved by the Director ahead of time. Therefore, videos should be written into the lesson plans and serve a specific purpose in the lesson plans.
- Movie days or movie parties planned for special events are still acceptable if used sparingly and when prior approval is given by the Director.

All videos/DVD's viewed at school must be rated "G" or "PG"

SECTION VI: General Policies & Procedures

The following information relates to general operational procedures and policies of the center.

Knowing the diverse nature of families and those raising children, the CECE chooses to simplify language used in policies and procedures by using the term “parent” to mean the primary caregiver responsible for the child on a daily basis.

CECE utilizes a computerized office management program to assist in tracking of enrollment information, attendance, billing, immunizations, special notes, etc. This system includes a family kiosk. At this kiosk, depending upon the level of authorization provided, primary caregivers/parents may check children in/out, reference accounting information, verify immunizations, and receive messages. Primary caregivers as well as persons authorized to pick up the child from school will each have individual codes for use in accessing the information kiosk.

This system is very useful to assist in recordkeeping and assuring the safety and well being of the children and staff; however, we strive to always maintain our family atmosphere.

VI. A. Drop Off/Pick Up Policies

Drop off and pick up times are very important transitions in each child’s day. Contact amongst staff and families at these times supports these portions of the child’s day significantly. Good communication amongst all parties is key. The office management system allows for individual identification codes and passwords to assist in authorized contact with the children, especially the picking up of children from the center. Primary caregivers/parents must have on file those persons who are authorized to be contacted in case of emergency as well as pick up their child. A child NEVER leaves CECE with anyone who has not been authorized by the parent or guardian. Authorized adults may be designated at enrollment and parents can update this list as needed in writing. Authorized adults will need to bring a driver’s license or other picture ID to verify their identity. If the authorized person will be dropping off or picking up on rare occasion, the office staff may do the clocking in/out in these cases. If the kiosk is inoperable, please use the paper sign-in sheet.

Center staff appreciate knowing if someone other than the primary caregiver will be dropping off or picking up. If you know that another adult will be picking up your child on a particular day, please notify the child’s teacher or the office. Please tell us the person’s name and estimated time of drop off/pick up, if available. Even if the parent/primary caregiver has forgotten to call in these types of information, if the person coming to pick up said child is on that child’s authorized list and properly identified, CECE staff will release the child.

PLEASE TAKE HOLD OF YOUR CHILD’S HAND WHEN EXITING THE BUILDING to avoid any accidents in the parking lot! You are responsible for your child prior to drop off in the classroom, and after picking your child up from the classroom. Please do not forget to clock in/out before exiting the building.

At the end of the day, both preschool classrooms will be combined into the Pre II room.

Parents/caregivers must clock their children IN AND OUT each day.

Please clock your child in BEFORE you drop your child off in the classroom

Please clock your child out AFTER you’ve picked him/her up from the classroom (as you leave the building).

VI. A. 1. Arrival

Arrival time is an important time for your child. Parents **MUST** accompany their child into the classroom and remain until the child has been acknowledged by the staff. Please accompany your child to their classroom and help them to put all belongings in their cubby. Then help them to wash their hands to prepare to start their day and sign in if part of their classroom routine. **Never drop your child off at the door or leave them in a classroom if there is no staff person present.** If there is no staff person present, please check with the office immediately. This rule applies to school-age children, as well as younger children.

When your child arrives in the classroom, one of the adults in charge will perform a quick health check before you leave. This allows teachers to make sure there are no signs of illness or injury that they should be aware of and provides a moment for you to share information with the teacher if needed.

VI. A. 2. Departure

When you come to pick up your child, make a point of saying good-bye to the adult in charge and gain acknowledgement of departure. If your child has seen you arrive at the building and comes out to the hall, etc. please go back with them to acknowledge to staff that you have picked them up. **Check your child's cubby daily for messages, artwork or written work. Then check your child out.** CECE staff members are trained to never release a child to an unidentified or unauthorized person. Please keep your child with you at all times when leaving the classroom and the building.

If an authorized person, who the CECE staff suspects is intoxicated or impaired, insists on removing a child from the center, the staff will immediately report the incident to the local police department.

VI. B. Policies Involving Child Custody Issues

In situations involving parents who are divorced/separated, staff will request specific information to assist us in implementing policies. We will require a photocopy of the most current court orders regarding custody and visitation when enrolling the child. Other pertinent information must be in writing, dated, signed by both parents and kept current. If necessary, we might ask parents with shared custody to provide a calendar listing the days/dates each parent will pick up the child(ren).

Names and phone numbers of those authorized to pick up the child must be provided in writing by the parent enrolling the child. In the case of shared custody, both parents must sign this document and any changes to it cannot be made without the signed consent of both parents.

All school information and billing information will be posted to the parent who has enrolled the child and/or has primary custody. Our enrollment information should provide us with any information pertaining to the parents/caregivers of the children and with whom they reside. In the cases of shared payment, this information shall be shared via the family enrollment form which is signed by both parties and both parties will sign a contract. Family billing may be set up in our system to be shared so that each parent receives his/her own statement and is then responsible for his/her own statement and receives applicable payment information for tax purposes. CECE will not arbitrate any disputes between divorced/separated parents and always have the well-being and safety of the child as their primary focus.

CECE may not deny any parent rightful access to their own child unless we have documentation that parental rights have been severed.

VI. C. Parental Involvement

Parents are welcome in our school at anytime. We do ask that families respect the routine nap/rest-time in each room and not visit classrooms during these times. Parents/family members are welcome to assist in classrooms by sharing their talents, special skills, reading to children, etc. Please let us know if you would like to volunteer your time in the classroom or in some other manner! We always need volunteers to help us with field trips and other special events.

You are welcome to eat lunch with us anytime. Please notify us by 8 am so we can order your meal. There is a small fee charged to cover the cost of each adult meal.

VI. D. Communications

Communication between families and staff is critical to the relationships we maintain at CECE. We have an open door policy, and encourage a variety of methods of communication. There is a wide range of communication reasons, informal and formal, to convey general information, details about special needs, individual child/staff issues/concerns, great things happening with children, staff, and the center. The key points to our communication is that it be kept open, confidential when necessary, and timely. No matter what the type or reason for communication we encourage it in many different ways and ask that parents and staff attend to email, phone messages, newsletters, posted notices, whiteboards, etc. to keep up to date on center events, activities, and news.

Face to Face Communications: Parents are encouraged to visit with any staff at drop off and pick up times provided the staff may still provide appropriate supervision. If a more private or lengthy meeting is necessary, we will attempt to provide coverage for staff to visit at that time. However, if coverage is not readily available, a meeting may be arranged when both parties are available. Staff may also request meetings with parents as needed.

Email & Phone Calls: We encourage communication via phone and email when face to face time is not available. Email addresses of all parents will be maintained to facilitate these types of communications. Parents are encouraged to email lead teachers, the administrative assistant, and director when needed. Addresses of these staff members will be shared with families.

Due to the need to supervise children throughout the day, classroom staff will have limited availability to address email communications or phone calls until their breaks and/or plan times. If there is an immediate need to speak with a classroom staff member via phone, every attempt will be made to cover that person to answer the phone.

If you have a pressing question, concern, or information to share, it is best to call the center directly so that this information may be shared and attended to as soon as possible. Information shared via email may not be seen in a timely fashion which could cause parental and staff frustration. If you are calling after hours, we do have an answering machine that can receive messages.

Other written forms of communication: We utilize posted signage around the center, especially near the check in kiosk, on whiteboards outside of classroom doors, individual notes home, classroom newsletters, monthly center newsletters, etc. to inform parents and others about the events and happenings at the center. Aside from center information, there are two bulletin boards and a brochure holder near the front entrance. One bulletin board contains menus and other pertinent food program information. The other large bulletin board provides a variety of campus and community information. The brochure holder provides a wide range of information on parenting, safety, developmental issues,

child care, etc. and is available as desired. A monthly newsletter is distributed via email to parents and staff at the beginning of each month. A hardcopy is available from the office upon request. It is published by the director with contributions from each classroom teacher. The newsletters contain information about center events, deadlines, etc. They also cover classroom information pertinent to parents and staff. Articles on child development and other parenting/educational issues are also given to parents. TA's are expected to read the newsletter and to be up to date on all center information so they are able to answer parents' questions appropriately.

VI. E. School Directory

A directory of all students and staff may be available to families and staff. This directory information will consist of basic family information including child's name, parent's, address, and phone number. This directory is available upon request from the office.

The purpose of the directory is to assist parents when setting up play dates and when sending out invitations to birthday parties, etc. Parents also use it to find evening/weekend childcare when necessary; however, babysitting cannot interfere with CECE in-service days. Staff information may be available parents to contact staff as may be needed. Both families and staff have the option not to provide directory consent, in which case only name will be shown as contact.

VI. G. Parking

Parking is available when bringing or picking up your child at school. You may obtain a Parent Parking Pass in the office. These passes are good during the entire school year and allow you to park in the spaces marked "Butcher Parent Parking." Please note: Tickets received for parking in metered or unauthorized spaces cannot be "dismissed" by our office! We request that you please:

- o Do not allow your child to walk or run to your car unaccompanied.

- o Turn your motor OFF before entering the building. An unattended car with a motor running is a hazard to others and may be ticketed by ESU Police!
- o Do not leave your car parked in Parent Parking to attend classes or run errands on campus. Unless there is a special event at the center or you are in the center, we will call Police and Safety to issue tickets if your car is left in parking spaces more than 30 minutes.

VI. H. Children's Dress

We suggest that you dress your child in washable and comfortable play clothes. We are very active (and sometimes that means messy! ☺) We will be painting, playing outside, climbing, and playing in the sand and water. Please DO NOT send your child in expensive or special clothes which would upset you to be stained, soiled, torn, etc during messy and active play. Children should also wear comfortable shoes that fit. We suggest tennis shoes as we are involved in a lot of active play and other activities. Please, no slick dress shoes or flip-flops! Even on special occasion days such as PJ day, we expect that the clothing will be weather appropriate and will include proper foot covering as children will play outside and inside every day.

Children are expected to have at least 2 complete changes of season appropriate clothing in their cubby if they are not toilet trained or are prone to clothing changes. At least one seasonal appropriate change of clothing is required for all other children.

The center recommends that as weather begins to change across seasons that clothing is monitored by parents. We also suggest that a light jacket or sweatshirt be kept at school.

All clothing should be marked with your child's name.

Dressing is a developmental skill that will be worked with at the center. We ask that you consider this, as your child is ready we will encourage learning and independence with these skills and they will be most successful if they don't feel frustrated by clothing that is overly difficult to pull on/off. If they have reached the age when they may be in the process of toilet learning, please avoid "onesies" and other garments that make it difficult for a child to get undressed or dressed.

VI. I. Toy Policy

The center provides a variety of play materials and toys to meet the developmental needs of all children.

We ask that personal toys **NOT** be brought to school on a daily basis. There are exceptions to this policy if the classroom is doing a special activity or event such as a "Friday Share Day." When children are invited to bring a toy/personal item to share, the following guidelines should be followed:

- ONE toy/item per child.
- The toy should be marked with the child's name to help avoid lost items.
- Please, no toys with small, removable pieces or accessories.
- Parents should monitor the toys/items to see that they do not promote or imply violent actions.
- Our school is NOT responsible for lost or broken toys/personal items.
- Children who bring toys/personal items to school are encouraged to share with their peers.
- If the toy in question is causing problems, the toy/personal item will be kept in the child's locker or put in the office until it's time to go home.
- The toy/item needs to be taken home at the end of the day.

Items that may be brought daily or kept in their nap cubby would include those comfort items for the child to rest/nap successful. These need to be items that are only for nap and will not make any noise during the rest time. These may be “taggies”, special blankets, stuffed animals, or other soft natured sleeping items.

VI. J. Holidays & Birthdays

CECE is fortunate to have families and staff who represent a variety of cultures, faiths, and personal beliefs. Our children benefit every day from opportunities to interact with children and adults from different countries and cultures and we welcome the sharing of activities and customs with your child’s classroom.

Given the diversity of our families and staff, the center does not celebrate all holidays in the traditional manner. We attempt to find creative, child centered ways to recognize and learn about holidays that are meaningful to the children in each classroom, and to learn about others who may not be like them. We do plan some celebrations or projects around holidays such as Halloween, Thanksgiving, and Valentine’s Day. Families who do not wish their children to take part in celebrations at the center should discuss possible options with the classroom teacher and director. Alternative activities may be provided in the office or in another classroom or the family may choose to keep the child home when these activities are scheduled.

We do not feel that we could adequately provide the depth and experiences of every family’s practices of holidays and celebrations and encourage families to share their own heritage and background with children and staff. As times of holidays and celebrations approach we encourage families to coordinate the sharing of these with the child’s classroom and/or the center through the classroom teacher and/or director.

If your child would like to celebrate a birthday with classmates, you may bring a treat to share with the class, generally at snack time. Please talk to your child’s teacher before making plans to bring birthday treats. We will try to give you hints on what is appropriate for the age group in your child’s classroom, as well as provide specifics regarding food allergies that need to be considered. We enjoy celebrations, and want to help make your child’s birthday a meaningful one, while at the same time, cutting back on the amount of sugar that children eat. Instead of sending a sugary treat to school for your child’s birthday, you might consider letting your child treat the class to a special gift such as a book, puzzle, game, etc. Please ask the teacher for specific ideas. The birthday child can bring the gift (wrapped in birthday paper) to give to the class. This gift will become a permanent part of the classroom. What a nice way to commemorate your child’s time at the CECE!

If you are going to let your child pass out party invitations at school, you must include an invitation FOR EACH STUDENT IN YOUR CHILD’S CLASS. If you are choosing to invite only a select number of children from the classroom, invitations must be mailed. Addresses of your child’s classmates can be found in our Directory.

VI. K. Slumber Party Fundraisers

Our school strives to provide as many additional services and conveniences to parents as possible. One “parent perk” that we offer is overnight slumber parties. Parents have the opportunity for a night out or

just quiet time at home while the children spend the evening playing with friends, eating popcorn, and watching a movie before going to sleep.

The cost is \$20 if your child stays until midnight (or earlier) and \$25 if he/she spends the night. (Prices subject to change.) Siblings receive a 50% discount (1st child is full price). The staff donates their time for these events, so these parties also serve as a major source of fund-raising for the center. Siblings not currently enrolled at the CECE are also welcome to attend the slumber party if a current medical authorization form and medical information/shot records are on file.

VI.L. Social Media

In order to protect the confidentiality of families and staff, the center does not participate in any form of social media outside of our website at present. We secure express permission for photos to be posted to our website. Parents and staff may take photos of events and activities for their own personal use, but are asked not to share personally identifiable information/pictures via any form of social media.³

SECTION VII: Personnel Policies

SECTION VIII: Program Evaluation, Accountability, and Continuous Improvement

Provision of high-quality early education services is cornerstone to our work at CECE. To ensure that we are providing these high-quality services we look for continuous improvement in every aspect of center operations. Open communication is at the heart of being accountable to ourselves, the children and families we serve, as well as the surrounding community.

Our annual licensing process ensures that we are meeting state licensing standards in the care and early education of the children enrolled. This process follows guidelines set forth by the Kansas Department of Health and Environment and includes an annual directors report, annual renewal application which contains general information, immunization reporting, and confirmation of center affiliates through the KBI background form. Following completion of renewal documents an annual onsite survey is completed by our local surveyor. The findings of this survey along with renewal documentation determine annual renewal of state license.

In addition to our overall program license review, we complete annual applications and review of materials for the federal food program (CACFP). This review includes a comprehensive application, center management plan, budget, training documentation, and menu planning and service documentation.

On a day to day basis through strong communications and valuing the input and feedback of others we seek to have parents, children, and staff provide information regarding the services and programming of the center through some shared decision making. Whether done in an informal conversation to email surveys and feedback, or a very formal survey of teachers and families

information is sought and valued for its impact that we can then have on our functioning. Self-reflection is a strong point of our program that we look to what we are doing and reflect on what works/what didn't, what was good/what wasn't, what needs adjustment/what doesn't, etc. Along with this day to day self reflection, we may have certain items/topics which the lead staff address during staff (director, lead teachers, administrative assistance, liaison) meetings to work on improvements, changes, revisions as well as additions to how we function day to day in serving the children in our care.

Program Evaluation:

- 1) Program goal(s) will be established by Director and Lead Teachers based on center needs and reviewed by advisory board.
- 2) Create flexible timeline for accomplishing goal(s) and implementation.
- 3) Determine who will be part of the evaluation process.
- 4) Determine what data will be collected and how it will be collected.
- 5) Goal(s) will be reviewed and addressed at least once a month at staff meetings.
- 6) Timeline documentation will determine completion date and data analysis timeline.

Goals will be determined based on accreditation recommendations, and aligned with NAEYC accreditation standards, family and staff input survey. Documents such as TA, Lead Teacher, and Director evaluations along with curriculum data will be used to create center-based goal.

Annual collection of data:

- Personnel evaluations
- Curriculum developmental continuum
- Family input survey

Months	Evaluation Timeline
August	Lead Teacher Goals, Review Program Goal
September	Teacher Assistant Self-Evaluation & Reflection
October	
November	End of November: Teacher Assistant Evaluation
December	Parent-Teacher Conferences, survey if needed
January	
February	Teacher Assistant Self-Evaluation & Reflection
March	

April	End of April: Teacher Assistant Evaluation, Parent-Teacher Conferences, survey if needed
May	
June	
July	Evaluate Lead Teacher Goals

Appendices

Appendix A DIRECTOR

Required Qualifications:

- Bachelor's degree with at least 9 hours in college-level work in administration, leadership, or management and 24 hours in early childhood education, child development, elementary education or early childhood special education that addresses child development and learning from birth through kindergarten
- Experience with young children.
- Knowledge of developmental needs of young children.
- Experience working with parents
- Good interpersonal skills and effective communication skills
- Evidence of flexibility and creativity
- Valid Driver's License
- Able to pass KBI background check and health assessments
- Physically able to lift or move up to 50 lbs.

Preferred Qualifications:

- Knowledge of Kansas Department of Health and Environment regulations for classrooms
 - Working on Master's degree or hold a Master's/ higher degree in EC or related field
- Program Development and Evaluation**
- Assumes leadership in planning, implementing, and evaluating changes in program emphases and policies to support quality programming
 - Oversees and assures compliance with state licensing regulations
 - Completes and submits state license renewal applications
 - Supervises food services including menu planning and CACFP implementation
 - Oversees compliance with accreditation criteria and submits accreditation reports
 - Follows NAEYC Code of Ethical Conduct when interacting with children, families, co-workers or members of the community; maintains confidentiality
 - Serve on and report to Advisory Board and Executive Committee

Staffing

- Responsible for hiring for any available positions

- Oversees maintenance of all staff files according to licensing regulations and accreditation criteria
- Completes and oversees staff performance evaluations
- Provides and seeks appropriate ongoing staff development opportunities for all staff
- Oversees submission of relevant information to State Department of Health and Environment for SRS and KBI registry checks of all staff members
- Coordinates all staff schedules
- Provides an atmosphere of shared decision-making and seeks out staff input on issues
- Develops personnel policies specific to the center in compliance with university policies

Enrollment

- Works with the Administrative Assistant to prepare enrollment forms for each semester
- Maintains waiting list applications
- Coordinates tours and information meetings with prospective families
- Establishes enrollment for the classrooms
- Notifies Administrative Assistant and Lead Teachers of enrollment and any enrollment changes

Families and Children

- Manages and implements policies and procedures that promote the health, nutrition, safety, and ongoing development of all children and families
- Fosters a welcoming and accessible environment for all families and children
- Provides an atmosphere of shared decision-making and seeks out family input on issues
- Facilitates problem-solving and decision making when issues or concerns arise

Planning and Maintenance

- Oversees the maintenance of the building and grounds
- Works with University Facilities in planning major renovations and repairs

Budgeting and Financial Management

- Prepares the yearly budgets for the programs
- Oversees expenditures and the collection of fees
- Institutes changes in fee structures
- Reconciles center accounts
- Seeks out and writes grants for additional funding
- Coordinates fundraising

Support to Lead Teachers

- Serves as support to lead teachers on matters of child development, child management, assessment, evaluation, curriculum, space arrangement, scheduling, parent involvement and education, and staff evaluation
- Procures supplies and curriculum materials as needed for lead staff
- Supports staff activities
- Conducts annual evaluations with Lead Teachers and Administrative Assistant

Public and Professional Relations

- Works with the media to publicize the programs
- Builds community relationships
- Coordinates with the local school district to assure necessary support services for children having special needs are in place

- Maintains professional contacts with directors of other centers and laboratory schools at the local, state, and national levels

Professional Development and Activities (

- Maintains ongoing professional development based on KDHE licensing and NAEYC guidelines (currently required 12 hours of in service annually);
- Shows interest in increasing knowledge of early childhood teaching and program planning
- Presents a professional image to parents, other teachers, and visitors

Service

- Maintains membership in relevant professional organizations
- Participates in professional activities at the local, state, regional, and national levels
- Provides local and state service to early childhood activities and events as available and appropriate.

Other Responsibilities

- Other duties as assigned by the liaison and/or The Teacher's College

Appendix B

Administrative Assistant

Required Qualifications:

- High School Diploma
- Computer skills related to word processing, spreadsheets, basic program use
- Good interpersonal skills and effective communication skills
- Evidence of flexibility and creativity
- Valid Driver's License
- Able to pass KBI background check and health assessments
- Physically able to lift or move up to 50 lbs.

Preferred Qualifications:

- Experience with young children
- Knowledge of developmental needs of young children
- Experience working with parents
- Knowledge of Kansas Department of Health and Environment regulations for classrooms

Program Management and Development

- Maintains waiting list applications
- Provides information regarding the program to potential families, including helping to coordinate tours and informational meetings with the director
- Works with the director to prepare enrollment forms for each semester
- Notifies director of any enrollment changes
- Processes enrollment paperwork
- Monitors and evaluates student attendance and follows up with families
- Oversees the collection of fees
- Assists in reconciliation of center accounts
- Gathers information that may be requested for preparation of annual budgets, grants, and other reports as necessary

- Assists in completion and submission of state license renewal applications, food program documents, payroll, accreditation, etc.
- Copies and submits reports for payroll, student employment, licensing, food program, accreditation, etc.
- Understands CACFP program, meal patterns, etc. and assists in the implementation of proper food service
- Assists and participates with in-service training as needed
- Informs the director of special events and problems
- Follows KDHE licensing regulations and NAEYC accreditation criteria, including careful supervision and awareness of all children at all times and excellent maintenance of health and safety and helps other adults do the same.

Staffing

- Assists in preparing and ensuring that all staff paperwork required for human resources and licensing is completed
- Oversees maintenance of all staff files according to licensing regulations and accreditation criteria
- Submits relevant information to State Department of Health and Environment for SRS and KBI registry checks of all staff members

Early Childhood Teaching

- Communicates with each individual child at their developmental level
- Collaborates with other staff to develop philosophy and goals for the children's programs
- Promotes healthy eating
- Monitors children when they need time away from the classroom due to illness or social/emotional needs
- Maintains a warm and nurturing environment that is consistent with the program philosophy and conducive to reaching the program goals
- Follow NAEYC Code of Ethical Conduct when interacting with children, families, co-workers or members of the community; maintains confidentiality

Working with Parents of Enrolled Children (

- ~~Maintains and/or coordinates informal daily contact and information exchange with parents at drop-off and/or pick-up and notifies director and other staff~~
- Posts information for parents (menus, relevant notifications)
- Provides relevant information to the director for the monthly newsletter for families

Support to Lead Teachers (

- ~~Serves as support to lead teachers on matters of providing necessary paperwork and materials for day to day classroom functioning and procuring supplies and curriculum materials.~~
- Serves as liaison with parents to support information exchange
- Supports staff activities
- Assists in assuring room ratios when needed

Service Standard

- ~~Participates in professionally related activities at the local, state, regional, and national levels~~

Professional Development and Activities (

- Maintains ongoing professional development based on ESU, KDHE licensing and NAEYC guidelines
- Takes an active part in program development and improvement
- Shows interest in increasing knowledge of early childhood teaching and program planning
- Presents a professional image to parents, other teachers, and visitors

Physical/Other

- Maintains a clean and sanitary environment
- Assists in the maintenance of the building and grounds by submitting work orders as necessary
- Maintains own health and well-being in order to provide the best care and education
- Other duties as assigned by the director or The Teacher's College

Appendix C

LEAD TEACHER

Required Qualifications:

- A Bachelor's degree in Early Childhood Ed., Child Development, Human Development or closely related field
- Relevant teaching experience with young children
- Knowledge of developmental needs of young children
- Experience working with parents
- Good interpersonal skills and effective communication skills.
- Evidence of flexibility and creativity
- Valid Driver's License
- Able to pass KBI background check and health assessments
- Physically able to lift or move up to 50 lbs

Preferred Qualifications:

- Certification in Early Childhood Education or Elementary Education or closely related field
- Experience planning and implementing lessons
- Previous experience in a licensed child care facility/preschool program
- Previous supervisory experience
- Knowledge of Kansas Department of Health and Environment regulations for classrooms

Early Childhood Teaching

- Communicates with each individual child at their developmental level
- Plan and implement developmentally appropriate daily teaching and classroom management techniques through daily lesson plans
- Collaborates with other staff to develop philosophy and goals for the children's programs
- Conducts on-going assessments of the children
- Coordinates curriculum planning for his/her group of children and participates and facilitates children in their activities
- Establishes daily schedule

- Coordinates physical arrangement of classroom
- Promotes healthy eating
- Maintains a warm and nurturing classroom environment that is consistent with the program philosophy and conducive to reaching the program goals
- Follows NAEYC Code of Ethical Conduct when interacting with children, families, co-workers or members of the community; maintains confidentiality

Working with Parents of Enrolled Children (

- Maintains and/or coordinates informal daily contact and information exchange with parents at drop-off and/or pick-up
- Posts lesson plans and other pertinent information for parents
- Provides relevant classroom information to the director for the monthly newsletter for families
- Conferences formally with each family at least twice per year

Program Management

- Supervises and evaluates assistant teachers
- Supervises volunteers and observers
- Assists with in-service training which includes orientation to his/her room
- Informs the director of special events and problems
- Participates with director in interviewing/selecting lead teachers
- Follows KDHE licensing regulations and NAEYC accreditation criteria, including careful supervision and awareness of all children at all times and excellent maintenance of health and safety. Supervise and help other adults do the same.

Service

- Maintains membership in relevant professional organizations
- Participates in professionally related activities at the local, state, regional, and national levels

Professional Development and Activities (

- Participates in and maintains ongoing professional development based on KDHE licensing and NAEYC guidelines (currently required 12 hours of in service annually)
- Takes an active part in program development and improvement
- Shows interest in increasing knowledge of early childhood teaching and program planning
- Presents a professional image to parents, other teachers, and visitors
- Sets annual professional goals and actively participates in an annual evaluation process

Physical/Other

- Plans and participates in/facilitates physical activities of children
- Maintains a clean and sanitary classroom environment
- Maintains own health and well-being in order to provide the best care and education
- Other duties as assigned by the director or The Teacher's College

Appendix D

STUDENT TEACHER ASSISTANT

Required Qualifications:

- **High School Diploma or GED**
- **Current enrollment at Emporia State University**
- **Relevant experience with young children**
- **Good interpersonal skills and effective communication skills**
- **Able to pass KBI background check and health assessments**
- **Physically able to lift or move up to 50 lbs.**

Preferred Qualifications:

- **Working on degree in Early Childhood or Elementary education or very closely related field (e.g. psychology, sociology, nursing)**
- **Previous experience working with children in a licensed child care/preschool program**
- **Valid Driver's License**

Early Childhood Teaching

- **Assists the lead teacher in the classroom and on the playground by participating and facilitating children in their activities**
- **Assumes responsibility for individual activities, areas, routines, and duties, as assigned by the lead teacher and/or as they see necessary**
- **Communicates with each individual child at their developmental level**
- **Maintains friendly, warm relationships with the children and other teachers**
- **Shows enthusiasm for the planned activities, the routines, the children, the parents, and the goals of the center**
- **Intervenes quickly in situations where the health or safety of the children might be in danger**
- **Promotes healthy eating**
- **Maintains a warm and nurturing classroom environment that is consistent with the program philosophy and conducive to reaching the program goals**
- **Duties as assigned by the lead teacher through nap and closing checklists and other communication which may include laundering, preparing and repairing materials, preparing and straightening the classrooms, etc.**

Professional Behavior

- **Adheres to center policies**
- **Follow NAEYC Code of Ethical Conduct when interacting with children, families co-workers or members of the community; maintains confidentiality**
- **Presents a professional image to parents, other teachers, and visitors**
- **Reliable and punctual, follows scheduled hours or makes arrangements for sub**
- **Exhibits a positive, cooperative attitude**
- **Asks lead teacher for clarification when in doubt about assignments or recommended procedures**
- **Follows guidance and suggestion of lead teacher and/or director**
- **Refers questions from parents and visitors to the lead teacher or director if necessary**
- **Alerts lead teacher and/or director to problems that might jeopardize the health and safety of children, the trust of parents, or the morale of teaching staff.**

Program Management

- **Informs the lead teacher and/or director of classroom issues, incidents, and needs**
- **Follows KDHE licensing regulations and NAEYC accreditation criteria, including careful supervision and awareness of all children at all times and excellent maintenance of health and safety. Supervise and help other adults do the same.**

Service

- **Volunteers in center activities outside of scheduled hours (fundraising, field trips, family activities, etc)**

Professional Development and Activities

- **Maintains ongoing professional development based on KDHE licensing and NAEYC guidelines (currently required 10 hours of in service annually)**

Physical/Other

- **Participates in/facilitates physical activities of children**
- **Maintains a clean and sanitary classroom environment**
- **Maintains own health and well-being in order to provide the best care and education**
- **Other duties as assigned by the classroom lead teacher or director**