

Parent Information Handbook



Child and Family Development Center

DEPARTMENT OF FAMILY AND CONSUMER STUDIES
THE UNIVERSITY OF UTAH

Revised 04/13, 08/15, 07/16

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Contact information

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 Salt Lake City, UT 84112

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Alfred Emery Building
 225 South 1400 East Room 228
 Salt Lake City, UT 84112

Hours Open 8:00am-5:15pm

School Calendar and Holidays

CFDC Schedule Aug 2016-Aug 2017

Event:-----	Dates:
Registration due -----	March 1, 2016
First Month's tuition due -----	June 30, 2016
School Procedures & Policy Interviews -----	July 25-Aug 5, 2016
First Day of CFDC -----	August 30, 2016
Parent-Teacher Orientation -----	August 17, 2016

No classes held the following dates:

Labor Day Holiday -----	September 5, 2016
Fall Break -----	October 10-14, 2016
Thanksgiving Break -----	November 24 & 25, 2016
Winter Holiday recess-----	December 26, 2016- January 3, 2017
Martin Luther King Jr. Day -----	January 16, 2017
President's Day-----	February 20, 2017
Spring Break -----	March 13-17, 2017
Memorial Day -----	May 29, 2017
University Graduation -----	May 5, 2017
Independence Day -----	July 4, 2017
Pioneer Day -----	July 24, 2017
Summer Break -----	August 14-18, 2017

In case of **extreme weather**, we will be closed if either the Salt Lake School District or the University of Utah is closed.

Tuition & Fees

REGISTRATION

The \$100 registration fee is non-refundable and not applicable to any tuition. It is an *annual* fee due in the spring to secure enrollment for the upcoming school year.

TUITION

Tuition varies by class and is based on a 48 week calendar year Aug 2016-Aug 2017

All tuition is due no later than the 15th of each month. All tuition reminders will be sent through email. The first month's prepaid tuition due in June is non-refundable after July 31st of the incoming school year.

Annual Registration -----	\$100.00/child \$175.00/family
Infants (Nido) 12 weeks-23 months-----	\$1,000/month \$250.00/week
Toddlers 18 months-3.5 years -----	\$860.00/month \$215.00/week
Early Childhood 3 years-6 years -----	\$740.00/month 185.00/week

PAYMENTS

- Online payments can be made with a credit/debit card. There will be a \$2 service fee for paying tuition online. Credit cards will *only* be accepted online. To pay tuition online, go to: <http://fcs.utah.edu/cfdc/forms/pay-tuition.php>
- Cash and checks will be accepted in the CFDC office.
- Mailed payments should be sent to: CFDC, 225 S 1400 E, Salt Lake City, UT 84112
Payments postmarked on the day tuition is due will not be considered late.

ADDITIONAL FEES

- Every late payment will be charged a \$25 fee. The late fee will go into effect at midnight on the 21st of the month.
- Additional \$25 fees will be charged each month tuition is not received.
- A \$25 fee will be charged for a late pick-up.

Philosophy

As a laboratory school, the Child and Family Development Center is linked to the academic University setting and aligns itself with the mission of the University of Utah that includes teaching, research and service. The laboratory classrooms provide learning opportunities for children, students

and parents. The Center also provides research facilities and opportunities for University of Utah faculty and graduate students. Thus, the Center's four main objectives are:

- Facilitate student, parent, and child education
- Provide research opportunities for University faculty interested in studying young children & families
- Provide an enriched learning environment for young children with a social and emotional development
- Explore children's creative ability through play

Our curriculum is informed by the standards and objectives contained in Utah Early Childhood Standards and Teaching Strategies GOLD; use of a Montessori-inspired approach, and the Utah Core Curriculum.

LEARNING LAB FOR UNIVERSITY STUDENTS

In our program, we integrate students working on the Human Development and Family Studies major. The students are learning how to observe, lesson plan, set up environments, and provide a high quality learning community for children. They are required to pass a background clearance and are always supervised by the teachers and the director.

Montessori Approach

Montessori primary education approaches the 2-6 year old child based on the application of three specific principles:

- (1) Observation;
- (2) Individual Liberty;
- (3) Preparation of the Environment.

Observation

“Observation” - - as a Montessori principle - - is a total sensory awareness of an event or occurrence. Such profound sensory awareness by the adult is comparable to that of scientist - - open-minded, non-prejudicial, inquiring, humble, patient.

Individual Liberty

The adult’s commitment to “individual liberty” permits mistakes to occur in the classroom. Coercion, force or control of the child is inappropriate. Dr. Montessori observed that such complete freedom of choice for the child is vital to enable such qualities as self-discipline and independence.

Preparation of the Environment

“Preparation of the Environment” views the source of misbehavior in the child’s environment. Thus, the Montessori approach to managing misbehavior and supporting the child’s inner psychic development is: “control the environment, not the child”. The “environment” of the child consists of other children, the adult and the physical objects around the child. The adult’s own personality - - attitudes, values, beliefs, feelings - - is notably most resistant to effective “preparation”. Dr. Montessori considered as vital the inner preparation of the adult. Integrity, courage, patience and humility are the foremost qualities of an effective Montessori teacher.

Combining the Principles

The effective Montessori teacher applies these three principles with children as a “control of error” which effectively guides one in a creative process of conscious disengagement from direct involvement with the child. Dr. Montessori viewed this process as “doing nothing.” She stated that “When I ask the child (what I can do to help him), he is so kind to answer me: “Personally, please do nothing. You can do nothing directly for me.””

The adult’s effective application of these principles creates the right conditions for young children to achieve a natural state of being whereby learning is a spontaneous, self-directed experience in complete harmony with the child’s environment.

Normalization

The purpose of the Montessori primary environment is “*Normalization*” - - a fundamental shift in a child’s nature from misbehavior and domination by character defects to a sense of calm and satisfaction consistent with the child’s true nature. The “*normalized*” child reflects in its behavior a love of order and constructive activity, independence, joy and spontaneous self-discipline. Such “*normalization*” spontaneously occurs in an environment consistent with a commitment to Montessori principles.

The Committed Adult

The adult’s commitment to Montessori principles is the basis for an effective Montessori environment. This commitment expresses itself as a creative process of conscious disengagement from direct involvement with the child. The adult’s demeanor is generally slow and passive- - observing the child to engage and resolve detrimental influences in the environment. Misbehavior is never directly engaged by the adult through force, fear, manipulation or punishment against the child itself.

Montessori Materials

Specially designed materials are a significant aspect of the Montessori primary environment. The child’s work with these materials enhances “*normalization*” and develops basic academic skills, such as language and math. The young child’s uniquely “absorbent mind” and special sensitivity to acquiring certain functions enables it to sensorially acquire much fundamental knowledge through direct interaction with the physical environment.

Practical Life

Materials aim specifically to develop the child’s concentration, order, independence and coordination. Exercises to care for the environment are included under the Practical Life area. The Montessori Sensorial materials aim to sharpen the senses in preparation for later academic learning in areas such as math and language. Activities in the Sensorial area include visual awareness of size, color and form and sensitivity to sound, touch, taste, smell and sight. Math materials develop concepts such as numeration, place value and basic operations through the senses by manipulation of various apparatus. Language materials respond to the young child’s particular sensitivity to language. This area employs a phonetic approach to learning to read, developing from a sensory awareness of the look, feel and sound of the individual letters.

Parking Information

Drop off & pick up

There are seven CFDC parking spots in front of the Alfred Emery Building. When picking up or dropping off your child – park only in these designated preschool zone spots for a **MAXIMUM of 10 minutes**. You will receive a hangtag for these spots. One hangtag is issued per family. Hangtags can be used in multiple cars. Parents will receive one free hangtag. Additional hangtags can be purchased in the office for \$10.

If the CFDC parking spots are full you may:

- Park in a regular meter parking spot in President's circle (**NOT a 20-minute loading meter**) with your flashers on (no payment needed for the first 15 minutes).
- Wait by the red curb in your car until a CFDC spot becomes available (Be careful! Any car along a red curb without a driver will be fined a \$30 non-appeal fire lane violation).

Parking over 10 minutes

If you will be here longer than 10 minutes, you may:

- Use metered parking
- Park and pay in the bookstore parking lot. The bookstore visitor parking lot charges \$1 per hour but you can get validations from the FCS office. Please bring your parking ticket with you to the office.

Additional parking policies

- **PLEASE DO NOT BLOCK** other vehicles from exiting or entering any parking spot or thru traffic.
- **DO NOT leave your children unattended** in vehicles.
- **Vehicles parked illegally and left unattended will be ticketed!** The campus parking enforcement is very diligent in issuing tickets!
- Last but not least: **PLEASE CURB THE CARBONS!**

We understand that parking can be difficult but we appreciate your cooperation!

Policies & Procedures

PARENT COMMUNICATION

Every week, you will receive a parent letter online through your email informing you of the activities, stories, snacks, etc. that are planned for the upcoming week. Occasionally children are requested to bring something special from home and the information might be in the parent letter.

CHILDREN'S PROJECTS

Children's work may be taken home daily. Each child will have a cubby. Please check for these things each day. We would like to save some of the children's work to display on the bulletin board, for their portfolio or to present at conferences the teachers attend. You will receive most of these projects at parent-teacher conferences.

*Please keep in mind that our program stresses the **process** rather than the **product** of children's work, and it is important that parents reinforce what the child did, rather than what he/she made.*

ASSESSMENTS

Our approach to teaching and learning involves ongoing authentic assessment methods (informal and formal) that are used to evaluate and record children's developmental progress. The results are used to plan daily curriculum, support the individual needs of children, and share children's progress with families. Assessment data is also used to evaluate instruction and program effectiveness. (All information will be kept confidential and children's files will be stored in teacher cabinets).

Assessment Tools

- Daily ongoing child observation in the classroom setting
- Anecdotal records – an account of an event in a child's day
- Portfolios* – compilation & documentation of children's work using TS Gold and the Early Childhood Standards for Utah and the Common Core as a framework for scope and sequence.
- Data collection is ongoing and used to formulate a concise 'picture' of the child's progress at two checkpoints during the school year – in the fall and in the spring

**Portfolios include written observations, anecdotal records, photos and samples of children's work that reflect their progress in all areas of development and learning. This information is shared with parents on a daily basis and/or during parent/teacher conferences where mutually agreed upon goals are set. These portfolios are given to the families at the end of the school year*

PARENT TEACHER CONFERENCES

Parent-teacher conferences will be arranged twice during the school year. The first conference will be held in the fall. Parents will share information concerning their child at this first meeting to help the teacher get better acquainted with the child and family. The second parent/teacher conference will be held in the spring. This conference will focus on sharing informal assessment information showing a child's progress, along with goals for growth and development. Parents will need to coordinate with their child's teacher to sign up for a scheduled time.

HEALTH

Health Records

All children need the following records in order to be enrolled in the program:

- Immunization records (updated as needed)
- Health assessment (updated annually)
- Physical form signed by a physician

Illness

If your child exhibits symptoms of illness (fever, vomiting, diarrhea, sore throat, frequent cough, heavily running nose, frequent sneezing, unknown rash, Conjunctivitis (pink eye) etc.) during the 24-hour period prior to scheduled attendance at the Center, your child **should be kept home** until the symptoms mentioned have disappeared or a note is obtained from your physician stating that your child does not have a contagious condition.

Children must wait 24 hours **after** the last fever, vomiting and diarrhea episode before returning to school. *Please note with Conjunctivitis your child cannot attend the center until he/she has been on medication for 48 hours. This is highly contagious.*

If a child is not well enough to play outdoors, the child is not well enough to come to school.

Most illnesses are contracted by exposure to others who are ill; the best prevention of contamination is regular **HAND WASHING**.

See the state guidelines at <http://health.utah.gov/>

Sick Child Pick-up

If your child becomes ill while at school, you will be contacted immediately and will have 1 hour to make provisions to pick-up your child. If you cannot be reached, we will contact individuals on your emergency list to pick-up your child. Please make sure your record card is updated.

Medication Administration

In an effort to clarify our policy regarding the administration of medications to children enrolled in our program and to bring our policy in-line with the recommendations of both the National Association for the Education of Young Children (NAEYC) and the American Academy of Pediatrics each CFDC center's staff will institute the following procedures.

We expect that parents/guardians assume the responsibility of administering any necessary medications their child may require and informing the teaching staff what they have been given prior to drop-off. We further expect that the first dose of any medication given at home be observed at home so that side effects (i.e. drowsiness, diarrhea etc.) can be identified and communicated to us prior to care. We discourage use of **Over the Counter** medications that only treat symptoms of illness, when a day or two of rest at home might be what is needed most.

Requirements for special medication authorized by a health care provider's order for acute or chronic conditions such as allergic reactions, and asthma, should in addition to the above be accompanied by a written plan for staff to follow in identifying reactions to be alert for in the child's behavior or physical condition. (Special CCL forms for nebulizer/inhaled meds are available for parent/guardian to complete at the center.)

EMERGENCY PROCEDURES

Handling Emergencies

In the event of an earthquake or other major disaster, parents may not be able to contact the center by phone. Staff will remain with the children at the center until they are picked by an adult designated on the emergency card unless they have been evacuated from the center. A Center Disaster Plan is posted in each classroom, and fire, intruder and earthquake drills are conducted regularly with the children so they will know how to respond and follow instructions in emergency situations. Please become familiar with the evacuation location listed in your classroom in case of relocation of the center.

Fire Drills

Each month the classroom teachers conduct fire drills so that children practice how to evacuate the room and meet outside at a designated location. The classroom teachers and university students practice "stop, drop and roll" as part of the monthly fire drill procedure.

Emergency Evacuation

In the event that it becomes necessary for the children to be evacuated from the center, they will be at Gardner Hall (first building on the North side of President's Circle). Every Spring the University of

Utah participates in the “Great Shake-out” Emergency Earthquake Drill. CFDC staff and children participate in this drill.

Teacher Responsibilities

The teacher will make sure all the children are accounted for and bring small items to keep the children entertained during a short-term emergency. If the emergency is of a serious nature, the teacher will bring storage containers with long-term items, such as food, blankets, flashlights, etc.

Parent Information

Parking officers or emergency personnel will be located at the bottom of President’s Circle to direct parents and to inform them of where the children are located

BASIC GUIDANCE TECHNIQUES

1. *State suggestions or directions in a positive way* – Tell children what they should be doing: i.e., “walk,” “talk softly” instead of “don’t run,” “Don’t yell.”
2. *Give children choices whenever possible* – Give choices when the situation allows.
3. *State limits/consequences* – Basic classroom rules; things not allowed are hitting, shouting, or running. State what you want the child to do. For example: “use your walking feet” or “keep your hands to yourself.” Be consistent so that children will know what to expect.
4. *Redirection* – Move children to other activities that appeal to their interest if they become involved in undesirable activities: e.g., from playing chase in the room to block building.
5. *Focus on the positive* – Try and find ways to give children attention for desirable behavior such as helping a friend or putting the toys away.
6. *Encourage independence* – Never do for children what they can do for themselves.

CHILDREN WITH SPECIAL NEEDS

Our goal is to meet the needs of every child that attends the CFDC, acknowledging that all children have their own special needs at one time or another. We are often the first educators to identify these needs and we see facilitation of early intervention services as a critically important aspect of our work with young children. We closely watch the development of all children in our care and should we have a question we will do the following. Throughout this process we ensure that the confidentiality of the child is protected:

1. We will document development and note when behaviors seem outside the normal range over time for children of this age (through anecdotal notes, and samples of work) and meet with the director.
2. We will contact the family and communicate our concerns in writing and verbally. We will request their permission to arrange for an observation from an outside source and offer support where needed.
3. If the family refuses to pursue a screening or consult with a professional, and the need presented by the child requires additional programmatic resources, families may be asked to assume the costs.
4. Should the results of the observation indicate an area of concern in a child's development, teachers and parents will develop a written plan for the child.
5. Typically these plans will involve modification to the classroom environment or practice, and guidance will be provided to teachers to support their work.
6. In some cases, the outside source may recommend that the child be enrolled in a different program, where there may be more resources available to provide early intervention.

7. In some cases, certain adaptations to our program may be impossible (as additional teacher for example) and we may recommend a different placement for the child. Please know that whenever possible, we will draw upon all resources to meet the child's needs.

8. The CFDC may determine that we are not able to serve the child. Staff and administrators will give the family notice if this is a possible outcome, so that the family can pursue other placement options. The family will be notified verbally and in writing.

9. The program has two considerations when asking a child to leave:

- a) Has implementation over time resulted in improvement? or Have the symptoms persisted or escalated?
- b) Is the program able to meet the needs of the individual child and the needs of the group as a whole?

Each situation is considered on a case to case basis, and the program will apply every recommended strategy to support the child's progress before considering termination.

10. Our staff regularly consults with specialists in the field so we can talk about children without identifying names. No child is observed from an outside source without prior permission from the parent/guardian.

11. University administration will review any case where there may be any possibility of a termination.

Inclusion Policy

The CFDC will integrate children with differing abilities and other special needs (such as chronic illness) in all activities possible. In all cases, we place the best interests of our children and families at the center of all plans and work with the family and community partners to ensure that the plan is developed.

If a child has an existing IEP or IFSP upon enrollment parents are encouraged to notify the CFDC so that plans can be made to optimize the child's learning and development.

Children with special needs and their families shall have access to and be encouraged to receive a multidisciplinary assessment by qualified individuals, using reliable and valid age and culturally appropriate instruments and methodologies before the child starts in the facility. The multidisciplinary assessment shall be voluntary and focus on the family's priorities, concerns, and resources that are relevant to providing services to the child that optimize the child's development.

The Individualized Family Service Plan (IFSP) or Individualized Education Plan (IEP) and any other plans for special services shall be developed for children identified as eligible in collaboration with the family, representatives from the disciplines and organizations involved with the child and family, the child's health care provider, and the CFDC staff depending on the family's wishes, the agencies resources and state laws and regulations.

If a child has an IEP or an IFSP the CFDC staff will be responsible for coordinating care within the facility and with any care givers and coordinators in other service settings, in accordance with the written plan.

A child with special health care needs shall have a special care plan on file that includes emergency contact information, health provider, triggers, signs and symptoms of the condition and treatment instructions.

WITHDRAWAL/DISSMISSAL

A two week notice is required if you are going to withdraw your child from the program. Payment is due for the two week notice period whether or not the child attends that time.

The Child and Family Development Center reserves the right to withdraw a child or family from the center if it is decided by the teachers and Director that the relationship between the center, child & parent or guardian is not mutually beneficial and/or interferes with the teaching and administration of the center.

In extreme situations, the immediate removal of a child or family from the Center may be necessary. Reasons may include health and safety issues for the child or for the larger group of children, university students or staff.

Reasons for Dismissal:

1. Child or parents needs cannot/are not being met by the center.
2. Family interferes with the teaching and administration of the center.
3. Child appears to be a danger to himself, other children or staff and behavioral issues cannot be resolved through processes:
 - a. Documented concerns
 - b. Meeting with child's parents/guardians to develop a behavioral plan
 - c. Follow through with action plan
 - d. Follow up meeting to discuss child's progress
 - e. Continued enrollment or dismissal
4. Nonpayment or habitual late payment of fees
5. A family owing tuition and late fees at the end of the school year may not re-enroll their child until the balance due has been paid. A tuition hold and/or payroll deduction may be placed on student records and/or employees paycheck.
6. Not completing and returning required enrollment forms promptly, including physical/medical information, emergency information, employment status, etc.
7. Physical or verbal intimidation of staff or children
8. Habitual late pick-ups

A two week notice is required if you are going to withdraw your child from the program. Payment is due for the two week notice period whether or not the child attends that time.

CLOTHING

Children should wear appropriate clothing for current weather conditions as the children go outside daily. Please label your child's boots, coat, hat, mittens, etc. Children participate in many art, science, and cooking activities each week. Physical education will also be a daily event. Therefore, please dress your child so that s/he will be able to fully participate.

In the case that your child's clothing becomes soiled, please provide a change of clothes including underwear, socks, pants and shirt.

OUTDOOR PLAY

Outdoor play is part of the early childhood curriculum. Rain and snow, as well as sunshine, offer excellent learning experiences. The children will go outside daily weather and air quality permitted. During the winter your child needs a coat, hat, and gloves. During the summer your child will need to

come with sunscreen already applied and bring a bottle of sunscreen for the teachers to reapply as needed.

FOOD

The CFDC will provide a healthy morning and afternoon snack. Snacks may include but not limited to: crackers, cheese, veggies, yogurt, or fruit. We do not serve milk as part of snack. (Infants have specific needs listed separate, see below).

Your child will need to bring a home lunch daily; please label the lunch container with child's name. We are a **nut-free zone** – please read labels. Due to continual changes in manufacturer packaging and processing, please read the ingredient label of your lunch item chosen from this list to ensure that it does not contain any of the following... peanuts/nuts, peanut/nut butter, peanut/nut oil, peanut/nut flower, peanut/nut meal, or any of the statements “May contain traces of peanut/nuts” or “Manufactured in a facility that also processes peanuts (and/or other nuts)”.

As part of the Health Department regulations, children are not encouraged to bring junk food such as gum, doughnuts, chips, cookies or candy.

We will have a refrigerator for storage in each classroom and a microwave available. Please also provide a water bottle also labeled that your child can take outside.

Children age 2 yrs or younger please keep in mind foods that could be choking hazards. Grapes, popcorn, pretzels, and raw carrots will not be served by CFDC for 2 year olds.

NIDO (INFANTS)

As the parent of an infant you are required to bring a diaper bag with your child every day. Please label all items. Read over the lists below to determine which items are needed daily and which items can be stored at the center:

Items for bag (Taken Home Daily)

- Pacifier or small stuffed animal/blanket (if needed for comfort)
- 2 Complete changes of clothes (seasonal wear)
- Bib
- Premade bottles of Breast Milk/Formula and/or Food cut to appropriate size. (Premade bottles will be stored in the refrigerator and heated at time of feeding. Remaining milk will be discarded after an hour of being heated. Labels for the premade bottles and/or food will be provided. All bottles need to be taken home daily. Please provide enough premade bottles for the entire day of care.)

Items left at Center:

- Diapers(Large package may be stored in the classroom)
- Wipes (as needed)
- Diaper ointment (as needed)

Please make sure there are no hazardous materials such as medicine in the diaper bag. You will be informed when your infant's diaper and wipe supply is low.

FIELD TRIPS

The CFDC participates in on-and off-campus activities as part of the curriculum. Transportation is not provided and children will walk or take TRAX or campus shuttle. Some field experiences will require that parents drop-off and pick-up at the designated location (e.g. museum, park). Teachers will notify you each time there is a field trip and ask you to sign off beforehand giving your permission. Additionally, the University of Utah Risk and Insurance Management Office requires that we obtain a liability/field trip waiver form from each family. If you have questions, contact the director or the administrative assistant, 801-581-1184.

BIRTHDAYS AND SPECIAL EVENTS

We would like to celebrate your child's birthday at school. Each classroom has traditions regarding celebrations. We do not serve cakes or sweets, but if you bring a snack like this, we will give to children at the end of the session for each child to take home. Please make sure it is a store bought item and not made from home. If your child's birthday falls during the school year, we will celebrate it on the closest school day.

Donations

As the University's oldest early childhood program, the Child and Family Development Center (CFDC) has served families since 1930. Despite its long history of contributions to teaching, service, and research missions of FCS and the University of Utah as a whole, the CFDC faces a number of challenges. The investment in full-day, full-year programming has come at a cost and we want to put the CFDC's finances on a stronger, long-term footing so that we can continue to serve. With the operational budget based solely on tuition and fees, the CFDC often looks for help from donations to fulfill the need for classroom supplies and equipment replacement. Over the next year the CFDC is hoping to receive funds to renovate the outdoor space to a more natural playground setting.

Making a donation will help CFDC better fulfill its role as a demonstration classroom/learning laboratory for organizations in the Salt Lake community (e.g., Head Start, University Neighborhood Partners (UNP), Community Learning Centers (CLC), etc.) that serve diverse families.

To make a monetary donation, go online to our website. <http://fcs.utah.edu/cfdc/index.php>

THINGS TO DONATE

Language & Literacy

Postcards & Greeting Cards
(pictures)
Children's magazines
Books

Math and Manipulatives

Unique items for sorting
(foreign coins, shells, rocks,
tile samples costume &
custom jewelry)
Nonstandard measurers
(ribbon, yarn, beads, adding
machine tape, PVC pipe)

Art

Variety of unusual papers
(origami, rice paper,
corrugated, freezer paper,
sandpaper)
Brushes of all types (House-
painting, edgers, bamboo,
paint rollers)

Science

Real machines to take apart
(old clock or safe appliance)
Plant pots and seeds
Cardboard
Toilet/Kitchen paper rolls
Vegetable trays
Paper/cardboard doilies
Poster board

Dramatic Play

Household and workplace
items (suitcases, toolbox)
Baby clothes for dolls
Fun hats and shoes & dress
up clothes (male & female)
Multiethnic cooking utensils

Sensory Ideas

Popcorn kernels
Coffee cans w/lid

Fish Rocks
Red Sand
Potting Soil

Paper

Paper cups
Wax Paper
Computer Paper
Tissue Paper
Newsprint
Shiny Paper
Contact Paper
Stationery

Misc.

Wire
Sponges
Pinecones
Acorns
Used Stamps

Feathers

Tape & laces
Sequins
Springs
Nails & screws
Corks & caps
Tops of frozen juice cans
Milk Lids
Buttons of all sizes
Baby wipes containers
Empty peanut butter jars
(plastic) w/lids
Strawberry containers
(baskets)
Tarps or shower curtains
Empty spice shakers
sprinkle topping shakers
Oatmeal containers w/lids
Keys
Tools