**Table of Contents:**

- Contact information pg.3
- School Hours and Calendar pg.3
- Tuition & Fees pg.4
- Philosophy and Curriculum pg.5

**Policies & Procedures**

- PARKING INFORMATION pg.7
- HEALTH pg.7
- SIGNING IN AND OUT pg.9
- PARENT COMMUNICATION pg.9
- CHILDREN’S PROJECTS pg.9
- ASSESSMENT pg.10
- PARENT TEACHER CONFERENCES pg.10
- CLOTHING pg.10
- OUTDOOR PLAY pg.10
- FOOD pg.11
- WHAT TO BRING pg.11
- NIDO (INFANTS) pg.11
- FIELD TRIPS pg.12
- BIRTHDAYS AND SPECIAL EVENTS pg.12
- DISCIPLINE AND GUIDANCE TECHNIQUES pg.13-15
- EMERGENCY PROCEDURES pg.15
- CHILDREN WITH SPECIAL NEEDS pg.16
- WITHDRAWAL & DISMISSAL POLICY pg.17
- AGREEMENT pg.19
- DONATIONS pg.20
CONTACT INFORMATION

CFDC and FCS Main Office........................................... 581-6521

Child and Family Development Center
225 South 1400 East  AEB Room 228
Salt Lake City, UT 84112

Director, Annie Frazier................................. 585-1184
annie.frazier@fcs.utah.edu

Program Coordinator, Danielle Willardsen ..... 585-1184
danielle.willardsen@fcs.utah.edu

HOURS OF OPERATION 2019/2020:  Monday through Friday - 8:00a to 5:15p

CENTER CLOSURE DAYS 2018/2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>July 4, 2019</td>
<td>Independence Day</td>
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<tr>
<td>July 5, 2019</td>
<td>Teacher Training Day</td>
</tr>
<tr>
<td>July 24, 2019</td>
<td>Pioneer Day</td>
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<tr>
<td>August 5-9, 2019</td>
<td>Summer Break</td>
</tr>
<tr>
<td>August 30, 2019</td>
<td>Teacher Training Day</td>
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<tr>
<td>September 3, 2019</td>
<td>Labor Day</td>
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<tr>
<td>October 7 - 11, 2019</td>
<td>Fall Break</td>
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<tr>
<td>November 28 &amp; 29, 2019</td>
<td>Thanksgiving Break</td>
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<tr>
<td>December 19 &amp; 20, 2019</td>
<td>Teacher Training</td>
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<tr>
<td>December 19, 2019 - January 1, 2020</td>
<td>Winter Break</td>
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<tr>
<td>January 20, 2020</td>
<td>Martin Luther King Jr. Day</td>
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<td>February 17, 2020</td>
<td>President’s Day</td>
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<tr>
<td>March 9 - 13, 2020</td>
<td>Spring Break</td>
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<tr>
<td>May 1, 2020</td>
<td>University of Utah Graduation</td>
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<tr>
<td>May 22, 2020</td>
<td>Teacher Training</td>
</tr>
<tr>
<td>May 27, 2020</td>
<td>Memorial Day</td>
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*In case of extreme weather, the CFDC 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 due upon enrollment and recurs annually to secure placement for the upcoming academic year. The registration fee is non-refundable.

**Tuition**
Tuition varies by class and is based on a 46 week calendar year July 1, 2019 – June 30, 2020

<table>
<thead>
<tr>
<th>Class</th>
<th>Tuition (per month)</th>
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<tbody>
<tr>
<td>Infants (Nido) 12 weeks-23 months</td>
<td>$1,250.00</td>
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<tr>
<td>Toddlers 18 months-3 years</td>
<td>$990.00</td>
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<tr>
<td>Early Childhood 3 years - 6 years</td>
<td>$880.00</td>
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</tbody>
</table>

Monthly tuition is due on the 15th of each month for the following month. Payments received after the 20th will incur a $25 late fee.

Payment may be made by check, cash or credit card (online only). Many of our families have automatic checks issued through their banking institutions. Checks may be delivered by hand or mailed to:

Child and Family Development Center  
Attn: Program Coordinator  
225 s. 1400 e. AEB room 228  
Salt Lake City, Utah, 84112

Due to the large amount of credit card fees the CFDC incurred, we ask families to pay the 3% “convenience” fee. The amounts are listed on the tuition page plus a $2.00 University service fee. To pay using a bankcard, please go to: [http://fcs.utah.edu/cfdc/forms/pay-tuition.php](http://fcs.utah.edu/cfdc/forms/pay-tuition.php)
PHILOSOPHY

As a NAEYC accredited 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. 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 Montessori inspired curriculum is informed by the standards and objectives contained in Utah Early Childhood Standards, the criteria required by the National Association for the Education of Young Children (NAEYC) and the guidelines of Developmentally Appropriate Practices (DAP).

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.

NAEYC Center For Excellence

NAEYC Accreditation of Early Learning Programs provides a transformative quality-improvement system—a rigorous process programs can engage in to meet the highest program standards for quality early learning. While NAEYC Accreditation follows a four-step process toward achieving accreditation, that process may look different for each program. NAEYC individualizes the process to ensure that your program always strives for continuous quality improvement in a way that works for your staff, the children, and their families.

NAEYC Accreditation is voluntary and is valid up to five-years. During the fourth year of accreditation, the program repeats the process by submitting renewal materials to receive a site visit, and accreditation decision in order to gain a new five year term.

"NAEYC Accreditation of Early Childhood Higher Education Programs is a hallmark of quality assurance for the early childhood preparation profession," said Mary Harrill, Senior Director of Higher Education at NAEYC
Montessori Inspired Approach

“Rather than fighting human nature, Montessori embraces and elevates the child’s natural tendencies, enhancing the child’s innate desire to learn and gain independence. The real-world result is a child who is extremely confident with language, who is mathematically intuitive, and who is much more independent—a child in love with learning. An ever-growing body of powerful brain and educational research supports the techniques used in Montessori classrooms as among the most effective tools in educating children.

Montessori teachers are trained to observe closely, watching for developmental stages, areas of special interest to the child, and particular activities that inspire deep concentration, enthusiasm that results from new discoveries, or challenges that a particular child is experiencing.

Montessori describes the child’s message to the adult: ‘Help me to do it by myself!’ The Montessori classroom, carefully prepared for each age, is designed to do just that. The innovation at the foundation of the Montessori approach is the idea that learning thrives in a prepared environment that entices and inspires children, so that their own natural curiosity drives learning and growth as they develop a powerful internal drive to learn.

In the Montessori classroom, children choose their own tasks and lessons are designed to inspire the child to explore and repeat a challenging exercise that engages the hands in connection with the mind.

Montessori children learn to socialize and interact with grace — skills that apply to their lives well beyond the classroom.

Because Montessori classrooms are mixed age groups, children experience natural peer relationships, develop into confident leaders, and practice consideration for others. Younger children look up to and emulate older peers, and older children step up as mentors or role models in the class.

The ultimate goal of a Montessori education is authentic, holistic independence. Montessori children gain the knowledge, confidence, creativity, and social ability that allow them to choose their own goals, whatever they may be, and pursue them over time. These are the qualities of character and mind that add up to a fulfilling adult life.” (Southwest Institute of Montessori Studies)

HOLIDAYS AND ANTI-BIAS EDUCATION (ABE)

As part of the CFDC we celebrate holidays in our program to strengthen our community bonds. Our goal is to create experiences and traditions which are meaningful and appropriate. We focus on an anti-bias education and desire to celebrate and observe traditions which are special for all of our families. Please communicate with your child’s teacher regarding any holidays that are important to your family. Our holidays are observed in a secular and age-appropriate manner. We ask that
families participate in special traditions with awareness of cultural sensitivity. On days where dress-ups are allowed, please do not send children with masks or weapons or in costumes portraying cultures or gender in a way that may encourage disrespectful stereotypes. We strive to follow anti-bias education standards regarding all aspects of culture, diversity, identity, and gender. Please communicate with our teachers regarding aspects of diversity, inclusion, and anti-bias education (ABE) so that your family and child’s needs may be supported in our program.

“We play a vital role in how children learn to think about and deal with similarities and differences. It is by helping children begin to develop positive attitudes, values, and skills about diversity when they are young that they will learn what it means to respect and stand up for themselves and others in the face of injustice, and come to a just and comfortable relationship with diversity among people as they grow up. Our efforts will help children develop the strategies they need to break the cycle of violence in their own lives and in the wider society.”

Source: Adapted from D. Levin, Teaching Young Children in Violent Times: Building a Peaceable Classroom,

POLICIES AND PROCEDURES

Parking
When picking up or dropping off your child – park only in the designated preschool zone spots for a maximum of 10 minutes. 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).

If you will be here longer than 10 minutes, you may:
- Use metered parking
- Park and pay in the bookstore parking lot.

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 no idling.

We understand that parking on campus is a challenging task and we appreciate your cooperation!
HEALTH
Most illnesses are contracted by exposure to others who are ill; the best prevention of contamination is regular hand washing.

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

HEALTH AND WELLNESS POLICY
Upon entrance into the room, a quick health inventory will be taken to determine if your child is healthy enough to be at the center. Notify the Director and/or Program Coordinator if your child has been diagnosed with a communicable disease. Children may return to the center 24* hours after all symptoms have ceased and/or 24* hours after the first dose of medication has been administered.

Please do not send a sick child to the center if they are exhibiting any of the following symptoms:
- Fever of over 100 degrees or above. The child may return after 24 hours of absence of the fever without being treated with medicine to keep the fever down.
- Nausea, vomiting, or abdominal pain. The child may return after 24 hours without symptoms.
- Diarrhea (first occurrence). The child may return after 24 hours without symptoms.
- Unusual drowsiness or tiredness.
- Sore throat, acute colds, or persistent coughs (non-allergenic).
- Red, inflamed eyes, or discharge coming from the eyes. If the child is diagnosed with pink eye, he or she must use prescription eye drops for 48* hours 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).
- Swollen glands around the jaws, eyes, or neck.
- Suspected impetigo or unexplained rash, such as Hand, Foot, and Mouth disease.
- Any skin sore discharging fluid, yellow pus in blisters, or rash.
- Earache.
- Head lice: children will be excluded until all evidence of lice is gone, including nits.
- Strep throat: the child will be excluded until he or she has been on an antibiotic for 24 hours.
- Chicken Pox: The child will be excluded for 7 to 10 days or until all pox are scabbed over.
- Severe runny nose: if a child’s runny nose cannot be contained, the child will be excluded until symptoms clear (non-allergenic).
- Visibly lethargic and/or uncomfortable, requiring one on one care throughout the day.
Your child must 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.


**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. Teachers and administration will administer medication if more than 2 doses need to be given each day. Parents must fill out a medication release form and follow all instructions regarding labeling, dispensing and storage. Medication will be kept in a storage container with a lid and inaccessible to children.

Requirements for special medication authorized by a health care provider’s order for acute of 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.)

**SIGNING IN AND OUT**

When dropping off your child all children must be signed in for safety purposes. If someone else other than a parent or guardian is picking up your child, he or she must be someone who is authorized on the authorized pick up list. He or she will be asked for photo identification before the child may be released to the individual. Please do not share the door code with anyone. We use these codes to keep our program safe. When entering the code, please don’t say the numbers out loud or have your children do the code.
COMMUNICATION
Every week, you will receive a parent letter online and/or 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
- Data collection is ongoing and used to formulate a concise ‘picture’ of the child’s progress at three checkpoints during the school year – in the fall, spring and summer.

*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. Conferences are a great time to discuss any questions or concerns about the classroom, assessment methods, Ages and
Stages, The Developmental Continuum, Montessori Curriculum and how these are meeting your child’s needs. Parents will need to coordinate with their child’s teacher to sign up for a scheduled time.

**CLOTHING**
Children should wear appropriate clothing for current weather conditions as the children go outside daily. Clothing should be comfortable and washable. 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 offer a complimentary 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 FIRST and LAST 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)”. Sunflower, hazelnuts and almond butter and all tree nuts are also typically prohibited but sometimes permitted depending on classroom specific allergies. Please talk with the Program Coordinator or Lead Teacher for clarification.

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.

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.
WHAT TO BRING
Bring the following and label everything with a sharpie with first/last names

- Bottle of sunscreen to stay in the room (lotion – not spray)
- Change of clothes
- Seasonal wear for outdoor time
- Pacifier if used (clips to attach to clothing are OK but pacifiers with attached animals/toys are not permitted)
- Diapers (if needed)
- Wipes
- Diaper Cream (if needed)
- Rest/nap items – small blanket, comfort item and/or stuffed animal to be taken home each week to be laundered

NIDO (INFANTS)
As the parent of an infant you are required to supplies 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:

Daily Supplies (Taken Home Daily)

- Pacifier if used (clips to attach to clothing are OK but pacifiers with attached animals/toys are not permitted)
- Small stuffed animal/blanket (if needed for comfort)
- 2 Complete changes of clothes (seasonal wear)
- Bib(s)
- Water cup (if eating solids)
- 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
- 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.

REST TIME
Children are required to rest for a portion of their day. This is contained in the state licensing rules. Children must rest on a clean mat, which is covered by a personal sheet or blanket underneath your child. Mats must be cleaned daily. Sheets and blankets must be taken home and laundered every Friday.
During rest time children must be provided an appropriate environment with subdued lighting, quiet music or stories, etc. Children will be encouraged to rest quietly, lying down on their mats. After resting, children who are awake will be provided quiet activities to do on their mat or at a designated quiet area in the room, allowing sleeping children to continue resting. Awake children will not be required to stay on resting mats longer than 1 hour. Children may rest until they naturally wake up or may be woken up at a time specified by a parent. Children in diapers or pull-ups must be checked and changed if wet or soiled as soon as possible after waking.

Infants younger than 12 months must be placed on their backs to sleep, without the use of infant sleep positioners, unless ordered by a physician. If required then a written plan must is on-site signed by the doctor requesting this accommodation. If infants arrive to the program asleep, or fall asleep in equipment not specifically designed for infant sleep, the infant must be removed and placed on their floor bed. Blankets, pillows, quilts, comforters, soft toys, etc. are not allowed on floor beds with infants younger than 12 months.

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.

DISCIPLINE AND GUIDANCE TECHNIQUES
Our goal is to establish a kind, respectful, and accepting community of learners. We encourage desired behaviors and point out the positive ramifications that our choices and behaviors have on those around us. We talk about feelings, relationships, connections, positive behaviors and ways to appropriately handle frustration, anger, aggression and stress. We wish to instill a desire for children to intrinsically recognize the need for positive community relationships rather than forcing friendship and kindness through extrinsic bribery or treats. The most appropriate discipline methods are most often redirection and positive encouragement. Teachers use discipline techniques such as:

- Positive guidance by setting clear, consistent limits for classroom behavior
- Valuing mistakes as learning opportunities
- Redirecting children towards a more acceptable behavior or activity
- Listening and supporting when children talk about feelings and frustrations
- Patiently reminding children of the classroom expectations as well as their rationale as needed
- Guiding children to resolve conflicts and modeling skills that help children to solve their own problems

In the case of extreme behavior issues, if there is a serious, recurring behavior that needs to be addressed or is affecting other children, the parent will be informed and appropriate techniques and behavior plans will be discussed.

SIMPLE GUIDANCE SUGGESTIONS FOR HOME

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.

GUIDANCE AND DISCIPLINE AT THE CFDC

Knowing what behavior is appropriate or acceptable in a situation is an important skill for caregivers. Children enrolled at the CFDC will develop this understanding when consistent limits and realistic expectations of their behavior are clearly and positively defined. Simple classroom rules can help children develop self-control. Our staff supports children by remaining consistent about expectations, routines and limits. The rule of thumb is that “It is much better to anticipate the child’s needs than to deal with both the need and the misbehavior afterwards.”

Staff has three behavior expectations for children.
1. The child is kind to himself.
2. The child is kind to others.
3. The child is kind to property.

The goal is to promote the children’s ability to self-regulate. The staff arranges the environment, adds variety in the daily schedule, creates exciting activities encouraging the children to make appropriate choices, and meets children’s physical needs to prevent discipline problems. Limits are set and realistic expectations of behavior are clearly and positively defined with simple classroom rules. The staff supports children by remaining consistent about expectations, routines, and limits. Other techniques that are effective and used at the CFDC are:

- Focus on what children can do, rather than what they can’t do
• Redirection through positive statements
• Acknowledging and associating feelings with actions
• Offering choices
• Following through on requests to the children
• Encouraging children to solve problems
• Positive reinforcement and acknowledgment of appropriate behavior.
• Assisting children in actions and language usage.
• Modeling kind and patient behavior
• Establishing a trusting relationship with the children using positive verbal and non-verbal interactions.

If a child demonstrates behavior not in compliance with these expectations, immediate firm action is required. This may require separating the child from the situation or other appropriate intervention methods. Then the child will be encouraged to rejoin the group.

In order to ensure the safety and well-being of each child in the program, the following behaviors will be expected.
1. Follow rules and directions
2. Be attentive during group activities
3. Be courteous towards self, staff and other children
4. Use of appropriate language
5. Stay with the group

Every attempt will be made to help the child be successful with these expectations. In addition, the following behaviors by children and parents may result in immediate temporary suspension, which could become permanent upon investigation. The Director and Department Chair will determine exclusions. Our goal is to limit all exclusionary measures and we will exhaust other intervention methods to help the child be successful. Behaviors that may result in exclusion include, but are not limited to:
1. Extreme or frequent out of control behavior
2. Physically or verbally abusive towards another child or adult
3. Sexually inappropriate behavior
4. Vandalism or theft of public or private property

At the CFDC: Discipline measures will not include any of the following
• Coercion; rough handling (shoving, pulling, pushing, grasping any body part), forcing a child to sit down, lie down, or stay down, except when restraint is necessary to protect the child or others from harm; physically forcing a child to perform an action (such as eating or cleaning up).
• Physical punishment or Corporal punishment-including hitting, shaking, biting, pinching, paddling, slapping, jerking, squeezing, kicking, excessive tickling, pulling of arms/hair/or ears or spanking.
• Requiring a child to remain inactive for a long period of time.
• Psychological Abuse: Shaming, name calling, ridiculing, humiliation, sarcasm, cursing at, making threats, or frightening a child; ostracism, withholding affection.
• Binding or trying to restrain a child’s movement.
- Use of abusive, demeaning or profane language.
- Forcing or withholding of food, rest or toileting.
- Confining a child in a locked closet, room or similar area.

The use of punishment or rough or extreme treatment of young children is grounds for immediate suspension or termination.

**EMERGENCY PROCEDURES**

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 up by an adult designated on the emergency card unless they have been evacuated from the center. If classrooms evacuate the building, children will be located at the Crocker Science Building or EAP1 in President’s Circle. An evacuation map 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 Health and Safety Plan and the CFDC evacuation location, EAP1.

Classroom teachers conduct regular fire drills so that children practice how to evacuate the room and meet outside at a designated location. Every spring the University of Utah participates in the “Great Shake-out” Emergency Earthquake Drill. CFDC staff and children participate in this drill. Teachers 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.

Please refer to the CFDC Health and Safety plan for more detailed information.

**REPORTING ABUSE**

Reporting suspected child abuse is a legal obligation. Employees go through annual training regarding recognizing and reporting child abuse and neglect.

**ACCUSATIONS OF ABUSE**

Young children need tender loving care and staff should feel free to and regularly offer hugs, holding hands, comfort to children and allow them to sit on adult laps at appropriate times.

Teaching staff is encouraged to adhere to the following guidelines to protect themselves for any accusation of abuse:

- During toileting, encourage children to take care of wiping bottom on their own whenever possible.
- When help with clothes changing is required, do so in open spaces.
- During rest time use soothing techniques such as rubbing backs, arms or hands only on top of clothing.

The CFDC will take all accusations of child abuse seriously. Any staff member who is suspected of abuse will be immediately removed from duties with children and/or placed on immediate leave according to University of Utah HR policies. The University of Utah HR team will be informed of the incident under investigation and we will follow their directions for proper procedures.
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:

- 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?
- 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.
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/DISMISSAL**

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

PARENT GRIEVANCE PROCEDURE (NAEYC 10.B.20)

1. All grievances shall be verbally presented to the Director.

2. Grievances/complaints may be presented in writing by the parent or staff member to the Director.

3. The Director may request the grievance be presented in writing. In this case, the Director will respond in writing accordingly.

4. If the Director is not able to resolve the grievance, the written grievance may be presented to the FCS Department Chair, who shall have final authority.

Extensive efforts are made to negotiate difficulties and differences that may arise between families and program staff. All parties will (1) meet with the Director (2) meet with the Department Chair (3) meet with the Dean of the College of Social and Behavioral Sciences (4) Involve HR and Legal Council as needed if an agreed upon plan cannot be found.

Health checks give the teacher a moment to assess the child’s general health at drop-off time. If a child is not well or shows signs of illness, they should be sent home with the parent. One positive outcome of health checks is the fact that every child receives a personal welcome. It is also an excellent time to acknowledge parents as well.

Included is what Salt Lake County Health Department considers to be important things to look for in a Health Check. Also included are some of the contagious diseases we will encounter during the year. Please note the incubation periods. If a child returns before that period is over, we are required by the Health Department to have them excluded from school. These lists will be posted on your bulletin boards as well as stated in a parent handbook. Be sure to remind parents that these directives come from the Health Department.
CONFIDENTIALITY AGREEMENT

Our program strongly promotes parent participation. When a parent volunteers in the classroom, they will not be left alone with children who are not on their authorized pick up list. It is essential that you honor family and staff privacy. All information about families and staff is to be kept confidential. Information regarding children will not be released to anyone or any entity without your written permission.

By enrolling in our program you are accepting that you have read and understand this document and agree to abide by these policies, procedures, and rules.

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, please contact the Director or Program Coordinator.

THINGS TO DONATE

**Supplies**
- Paper towels
- Hand sanitizer
- Tissues
- Lysol/clorox wipes
- Baby wipes

**Bandages**
- Ziplock baggies (all sizes)
- Crackers
- Fruits & Vegetables
- Glue Sticks
- Crayons

**Markers**
- Towels: all sizes (hand, dish, bath, beach)
- Bibs
- Cloth Diapers

**Language & Literacy**
- Postcards & Greeting Cards (pictures)
- Children’s magazines
- Books

**Math and Manipulatives**
- Unique items for sorting (foreign coins, shells, rocks, tile samples, costume jewelry)
- Nonstandard measurers (ribbon, yarn, beads, adding machine tape, PVC pipe)
Science
Real machines to take apart (old clock or safe appliance)

Plant pots and seeds
Cardboard
Toilet/Kitchen paper rolls

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

Paper
Construction paper
Paper cups
Wax Paper
Tissue Paper
Contact Paper
Stationery

Misc.
Sponges
Pinecones
Acorns
Keys
Feathers
Tape & laces
Sequins
Tools
Nails & screws
Corks & caps
Tops of frozen juice cans
Milk Lids
Buttons of all sizes