2017-2018 HANDBOOK
UVM CCS 2017-2018 HANDBOOK

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Introduction

The Campus Children’s School serves a dual mission: To offer a full-day early care and education program for children from 6 weeks to 5 years of age and to provide a Laboratory (i.e. teaching and research) site for the College of Education and UVM community. In light of this two-fold mission, we strive for our school to embrace diversity of all kinds and to be a welcoming model of inclusion. The school was established in 1990 and has a long history of studying the culture of particular groups of children that learn together in each classroom.

Shared Values & Beliefs

- relationships come first
- organization is critical to the quality of our program
- the environment is a teacher both inside and outside of the classroom
- we have the responsibility to nurture and support children’s relationships with the natural world
- teaching and learning are inseparable roles
- young children need ongoing opportunities to participate in the larger community
- all young children are strong, competent, contributing members of society
- children should be empowered and shown respect by having access, ability to make choices and opportunities to participate in authentic experiences.
- challenge and risk-taking are important to growth
- teachers should honor the individuality of each child and support what they bring to the classroom learning community.
- families have the right to participation in the life of the school through many outlets
- creativity is an attitude that all people possess
- classrooms should be inclusive
- children should be viewed from a strength-based perspective

Curriculum

The curriculum for the Campus Children’s School reflects our commitment to what we believe is the best practice in early childhood education. From its inception, staff and faculty have viewed children as researchers of their world, continually reconstructing knowledge.

CCS practices are rooted in the theory and practice of social-constructivism. Historically, our school studied the municipal preschools and infant/toddler centers in Reggio Emilia and Pistoia, Italy, adapting many of their principles to our own setting since.

Our curriculum emphasizes the richness of everyday life as an important part of our program. We are deeply committed to honoring the many relationships that children establish during their day at school. The teachers support children to problem-solve within their social setting, to engage in short-term and long-term investigations and to
be agents of their own learning. Teachers provide opportunities for children to represent their knowledge of the world in multiple ways. Teachers are constantly trying to understand children’s thinking and help them form new hypotheses through ongoing explorations.

The development of curriculum is extremely important at CCS, but not in the traditional sense of pre-planned activities based on ideas that are generated outside of the context of the individual classroom. Young children’s behaviors may appear random and unintentional at first glance, but if observed with the serious goal of understanding their motives, these actions take on significance and become the place where curriculum begins. Observing and reflecting on children’s interactions with people and objects form the basis for a curriculum that reflects children’s questions and theories about the world they live in. This does not mean that there aren’t certain recurring ideas and interests that are particularly interesting to children in preschool, toddlerhood, or infancy. However, how these are implemented will look different with each group of children, and with each teacher.

Though it may seem daunting (or even unintentional) at first to not have a generic (pre-set) curriculum to follow, we have found that teachers and our students who practice close observation and planning based on the interests and theories of the children quickly come to understand the benefits and joy of this method of generating curriculum. It is empowering to both the children and teachers, and is highly creative, intellectually engaging, and very intentional. We have also found this readily encompasses the Vermont Early Learning Standards in an authentic way.

**Environments**

Teachers are very attentive to the learning environment, which we refer to as a third ‘teacher’ in the classroom. Emphasis is placed on the organization, aesthetics, and careful selection of materials to help support children’s learning. Though you may find some traditional toys in the classrooms, you are more likely to find less traditional materials that are more open-ended. Raw materials and ‘loose parts’ serve many purposes as they are combined in unusual ways, a process we refer to as “set-ups”. These set-ups encourage multiple uses of the materials, challenge children’s perspectives, encourage problem solving, support social play, and offer choice. Students and staff observe children interacting with materials and each other in an effort to understand what children know about their world. These careful observations are used to plan new experiences for children and often lead to a change in the classroom environment to amplify the experience, the use of new materials or objects, or an experience outside the classroom.
Staff
The staff consists of 12 Mentor Teachers, a Director, a Program Director and Early Childhood Program Liaison, and an Administrative Support Person. The structure of our school is more collective than hierarchical and many responsibilities are shared and fluid.

All mentor teachers have a minimum of 4 years training in early childhood or a related field and are licensed or working toward licensure. They are highly trained and dedicated to providing the best in early childhood practice. All teachers participate in 49 hours/year of Professional Development, model for and support the Early Childhood students in their classroom, and contribute to the field of Early Childhood education through participation in local organizations and learning communities and through offering presentations locally and/or nationally. Mentor teachers collaborate in co-teaching relationships and loop with their classes in our Infant and Toddler rooms (some teachers loop with children for five years depending on our rotations.)

Our Director and Program Director share responsibilities including collaborative supervision, pedagogical support, professional development, enrollments, and classroom teaching as needed. Our director, Barbara Burrington, has specific roles that include collaboration with the CESS Dean’s Office, budget, enrollments, outreach, fundraising, hiring, facilities, and strategic planning. Dee Smith, our program director has roles specific to professional development of teachers, participation on state-wide committees, and most semesters she supervises student teachers in several classrooms. Together, they serve as liaisons to the Early Childhood Program and work with faculty and staff to maintain the seamless connections between our lab school and the Early Childhood Education Program. Cindy Robare, our administrative support person keeps this school functioning. Record keeping, tuition, payroll deduction, Early Learning Partnerships, parking passes, Cat Card access are among the list of her infinite responsibilities.

We adhere to the following group sizes and staff to childhood ratios, according to the VT Early Childhood Licensing Regulations.

<table>
<thead>
<tr>
<th>Children’s Ages</th>
<th>Maximum in Group</th>
<th>Staff:Child</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 weeks – 23 months</td>
<td>8</td>
<td>1:4</td>
</tr>
<tr>
<td>24 – 35 months</td>
<td>10</td>
<td>1:5</td>
</tr>
<tr>
<td>3 years – kindergarten</td>
<td>20</td>
<td>1:10</td>
</tr>
</tbody>
</table>

All of the classrooms have 2 primary mentor teachers, a collaborating supervisor, early childhood students, and work study students. The number of teachers in each classroom flexes with the flow of the day. In general, during the core hours of the day, in the Infant room there are usually 3 adults to 8 babies, in the Toddler room there are 3 adults to 8 children, in the Olders there are 3 adults to 10 children and in the Preschool there are between 3 and 4 adults to 20 children. During the academic semester the ratio of adults to children can be higher.
During the summer months (May through August) the mentor teachers remain constant (except for vacation times) but the student staff changes. As much as possible, our employees for the summer consist of recent early childhood students and work study students who are already familiar with the children.

Because this is a laboratory school there are many Early Childhood Program students who participate in the classrooms. During their first experience these students are enrolled in EDEC 103 and are studying curriculum and development. They spend approximately 10 hours per week in a classroom and two mornings a week in seminar. With few exceptions, they then enroll in EDEC 139/140 and become full-time student teachers, most often in the same classroom. The classroom teachers are their primary mentors and coaches and their experience is also supported by Faculty or CCS practicum supervisors. These students are developing their skills as early childhood practitioners. If there are any questions or concerns regarding students, please ask to speak with your child’s mentor teacher, and/or see Dee.

Communication

We often choose the word relationship to describe the partnership between families and the school, and this relationship requires mutual trust and plenty of two-way communication. In this light, we encourage direct dialogue with the person or people directly involved as the most effective form of communication. We acknowledge that email and text messaging often suit our 21st Century conveniences but these modalities often risk losing the social context and non-written cues which are a vital component of successful communication.

Classroom teachers should be the first point of communication for families. Families should check-in with the classroom teachers each day and can request a meeting outside of the classroom context at any time in addition to the fall and spring parent-teacher conference times.

If families and teachers have questions, concerns or celebrations that need to be shared please see Dee or Barbara. School-wide concerns can be directed to Barbara who will collaborate with the school staff and relevant members of the CESS Dean’s office and business office to respond. Dee is the primary communication liaison to our Early Childhood Education Program and Faculty members. Cindy Robare should be contacted regarding most administrative details including; tuition, payroll deduction, Early Learning Partnerships, parking passes, Cat Card access, and children’s records such as updated emergency contact information, health information and permissions. If pressing information needs to be shared outside of the classroom or in the event of an emergency please connect with Barbara, Dee, or Cindy. Our full contact information can be found on the last page of the handbook.
In addition, the Community Connections Committee, made up of parent representatives from each classroom, teachers and administrators, works to build awareness about who the Campus Children’s School is as a community by: raising awareness about our values and creating opportunities for engagement, shared opportunities and celebrations.

We highly value the day-to-day and personal contact between all the members of our community and are always working to align our actions around community collaboration. No question, compliment, idea or concern is too small to share and we hope that this message clarifies the avenues for keeping communication flowing.

### Outings & Community Involvement

We value daily opportunities to participate in our wider community and to engage with the natural world through outings. Classrooms adventure to almost any location within walking distance or a ride on the Campus or City bus (walking infants and older). We appreciate your support in outfitting children with weather appropriate gear so that they will be comfortable outside every day. We will follow the Early Childhood Licensing and best judgement regulations with regards to safety. For example, teachers bring outing backpacks which include first aid, emergency contact information, and one adult will carry a cell phone. Our youngest children will walk or ride in a stroller as adults are not permitted to carry children on outings. Children and teachers will use designated cross-walks, follow signs, and keep children in direct supervision while crossing streets.

We regularly maintain the following ratios during outings:

- Infant Classroom: 2 children per teacher (or 3 children per teacher for stroller rides only)
- Toddler Classroom: 3 children per teacher
- Older Classroom: 4 children per teacher
- Preschool Classroom: 5 children per teacher

### Family Involvement

The Campus Children's School welcomes input and information from families and caregivers. The partnership you form with your child’s mentor teachers at school is **vital to your child and our program** and we believe it is important to maintain open communication at all times. While much information can be shared informally during drop-off and pick-up times each day, your child’s teachers will also schedule 2 family conferences during the year to share the life of the classroom through your child’s eyes, and discuss any concerns you or the teachers may have. It will help us meet your child's needs if you keep us informed of any changes in your family’s life (pregnancy, moving, divorce, death, etc.) Outside of the two scheduled conferences, families or teachers may request additional conferences.
All information you share with our staff is confidential, as is information that students learn about children during their participation at the UVM Campus Children's School. All staff and students who participate in this program sign forms of confidentiality. Because information regarding your child is confidential, please do not expect us to discuss other children's behaviors or information with you.

Program information and information about your child's day is available to families through emails, posted daily activities and/or charts in your child's classroom, blogs or newsletters, and documentation on hall boards. If you have questions or would like more information about your child's day, you are encouraged to call the classroom at any time. School contact information is located on the last page of this handbook.

Room by room, parent gatherings come in various formats that change slightly from year to year, depending on the desires of the staff and families. These can be parent luncheons, late afternoon gatherings for a pot-luck dinner or tea, evening meetings, or other variations. Please see the School Calendar for pre-set parent gatherings.

Because the school also serves as a teacher training site, we ask families to recognize that enrollment in our school also entails an obligation to support our educational mission. This support can mean agreeing to have a student present during parent conferences, having a student participate in a home visit with your child's teacher, keeping in contact occasionally with a student by phone and most important, attending parent meetings run by our early childhood students. This participation is vital to us as a lab school. It offers our students a public speaking opportunity to share their learning about your children throughout the semester.

We will do our best to schedule meetings at as convenient a time as possible. We also recognize that being a parent of young children and working full-time can result in a hectic schedule and that it may not be possible to attend all of the meetings. All we ask is that you recognize your obligation and do your best to honor it.

Information from families often aids teachers in planning investigations and can help us know more about how your child is interpreting his/her experiences. Families are welcome in the classroom any time of the day, and on special occasions teachers may ask for help outside of the program's normal hours of operation. We also have a Community Connections Committee which works to support relationships between the school, families and our wider community.

Families can access the Vermont State Licensing requirements for our school by going to: http://dcf.vermont.gov/cdd/laws-regs. Families can access the Child Care Consumer Concern Line by dialing 800 540 7942.
Enrollment

Total enrollment varies from year to year. This year the school enrolled 2 classrooms of 8 infants, 8 young toddlers, 2 classrooms of 10 older toddlers, and 20 Preschoolers.

Children can be added to our wait list by filling out an application form during pregnancy, or anytime thereafter. The link for Application form is: http://www.uvm.edu/~ccschool/?Page=onlinesystemintro.html and click on First Time Users.

Applications are reviewed in the Spring of each year and on occasion when an unexpected opening occurs in this order:

- Siblings of currently enrolled children of UVM faculty and staff (and, if applicable, children of Campus Children’s School staff)
- Inclusion of diverse abilities, ages, and/or gender, family structures and socio-economic status, etc. in all of our classrooms.
- Completed application order of UVM faculty, staff and community families

We invite and encourage parents who have children with diverse needs and families of diverse backgrounds to please put their names on our waiting list, and indicate this on their child’s enrollment form in the comment field. Depending on the diversity of our current enrollment, we may give priority to these families, so we welcome this information.

If you are offered the opportunity to enroll your child, you will be asked by phone or email to visit the school and meet the teachers in the classroom before your child can be admitted into the program. Families who are admitted will receive instructions on how to proceed with enrollment from our administrative coordinator. At that time, we ask for an initial non-refundable deposit of $400 to secure placements which will then be applied to your overall tuition.

Children entering the Infant Room must be born before September 1 and must be 6 weeks of age before being left in our care. Any family who is eligible for a space, and wants a space but does not wish to start the baby until a later date will pay tuition from the beginning of our school year.

Age requirements are based on age as of Sept. 1:

- Infant room: birth
- Young toddler: 1 year
- Older room: 2 years
- Preschool: 3 years
*We do not give families the option of starting care if the child’s date of birth does not fall within the classroom age guidelines of age requirements unless you already have a child enrolled in our school. This is due to the guidelines and licensing requirements which are based on each age group and the way that children matriculate through our program. We may make an exception and enroll a sibling born beyond the Sept. 1st cutoff date, but no later than Oct 1st through a process of conversation between the family and the school staff, with the best interest of the child as the guiding focus. If an exception is made, families, teachers and classroom supervisors with meet to discuss the best option for that particular child for the next school year.

Starting School

Before your child begins school, or during the first few weeks of enrollment, the primary teachers for your child will make a home visit to discuss our program. This may happen at a later date if time does not permit. This is an opportunity for the teachers to observe your child in his/her home surroundings and collaborate with families around how to best support the transition to school.

We actively encourage families and caregivers to "ease" their child into our program by staying with their child as much as possible in the beginning, particularly in the younger rooms. We also encourage families to arrange their schedule so their child attends school for shortened hours during the first week or two.

Withdrawing

*If you are withdrawing your child from school, you must give a minimum of four weeks’ notice in writing to the administrative coordinator. You are obligated to pay tuition during these 4 weeks even if your child does not attend school.

*Tuition agreements for families with graduating preschoolers extend through the end of the school year (August). Families of graduating preschoolers are obliged to pay full tuition during this time. We do not offer an option to withdraw preschool children early.

Tuition and Payments

Tuition is prorated for the fiscal year and are paid directly through Flex Spending and Payroll Deduction. You should contact our administrative coordinator, to arrange your payment schedule. If neither parent is employed at the university, then fees will be paid directly to the program on a monthly basis.

Tuition is assessed each year during the budget-planning period by the program, the College of Education and Social Services and UVM and will increase in January, based on the calendar year. Parents are notified in the fall of any potential change in fees for January.
We encourage families who receive an SRS subsidy to apply to our program. If your family receives SRS subsidy, you will be asked to pay the difference between the state payment and our fees. The initial deposit can also be waived if necessary for families who are receiving an SRS subsidy.

**Hours & Calendar**

The Campus Children's School is open from 7:30 a.m. to 5:15 p.m. Though staff may come earlier and stay later, it is important that you adhere strictly to these hours of operation for drop-off and pick-up times. Please endeavor to pick up your child by 5:00 p.m. so that you will have enough time to talk to the classroom teacher about your child’s day, and leave the school by 5:15 p.m. This will enable teachers to have adequate time to debrief with students at the end of the day, a practice that adds quality to your child’s experiences at school. Please remember we are a lab school and have a dual mission of supporting families and supporting undergraduate students. We ask that you be respectful of this time teachers need with student teachers.

The school is open 9 hours and 45 minutes per day to accommodate varying work shifts for families. However, it is not in the best interest of young children to be in school this many hours per day. We encourage families to find strategies and support in order to keep their children's day to a maximum of 8.5 hours. Additionally, this will support staffing rooms efficiently with the correct number of auxiliary staff members and reduce overall operating costs.

**During UVM breaks when our students are not available (typically during winter break, spring break & exam days), classrooms are staffed primarily by the two mentor teachers. The length of the day (approximately 8 hours) is set to respect a reasonable work-day for school staff. Thank you for your support.**

*If your child will be absent from school or arriving after 9:00 a.m., please call the classroom to let the teachers know so that they can plan the day and staffing accordingly. We often plan walks or outings and will need to make arrangements for someone to be here for your child's arrival. Thank You.*

We organize the number of staff in each room according to the number of children present. If you are planning for children to be absent from school for more than a few days we appreciate advanced notice. This is especially important to our planning for summer staff. Before hiring each spring, classroom teachers will ask you to please share any plans for vacation or extended leave. Thank you.
School Closing

CCS observes the following weather closing policy. **If the South Burlington School District closes for the day, we will have a 2-hour delayed opening.** This will be a 9:30 am opening on normal school days and 10:30 opening on reduced hour days. South Burlington School District closings are shared via the Vermont Association of Broadcasters System. We ask that you pay close attention to this system for early notification of delayed openings. This will, hopefully, allow enough time for primary teachers to get to school. At least some primary staff must be in attendance for the school to open and if this becomes a problem, there may be only a partial school opening or there could be no opening. The University requires that at least one staff or faculty member be available and we have state licensing guidelines that must be followed in terms of adult/child ratios. **Please note that this policy is not the same as the University’s. However, if the University closes, we will be closed.**

CCS observes scheduled University holidays. In addition to this, the program is closed between Christmas Eve and New Year’s Day and for staff in-service days during the year. In-service days are taken the third week of August, Fall Recess Day and during Spring Break.

Nutrition & Meals

In the Infant Room, families supply all of the food for their child. In all the other rooms, families supply their child’s lunch. We respect children’s autonomy and ability to self-regulate. Staff will not regulate how much food your child eats, in what order they eat their lunch, or insist on the use of utensils, particularly during the toddler years. This does not mean that teachers won’t make appropriate suggestions, or reinforce good habits. However, we understand that children seek control and independence and we do not wish to set children up for power struggles or impact their future relationship with food by insisting on proper manners and adult controlled eating during this time. Therefore, we ask that parents pack a healthy lunch and afternoon snack for the children. Keep in mind that “treats” might be the only thing your child chooses to eat if they are an option. Candy, soda, nuts and gum are prohibited foods for children at school, so please do not pack these in your child’s lunch. A microwave is available to heat foods for children and food will be heated in the container you provide. It is important to alert us if your child has any food allergies.

The school provides morning snack for the Toddler, Older, and Preschool classrooms, and parents will be expected to provide enough food in their child’s lunchbox for lunch and afternoon snack. Children will enjoy afternoon snack around 3:00pm to include left-over or special food saved for the afternoon. Morning snack will be made and/or provided at school, usually in the context of cooking or baking with the children. If you have any questions about the snacks, please do not hesitate to talk with a mentor teacher in your child’s classroom.
Our community supports celebrating birthdays with a special treat. We ask that you communicate with your classroom teachers about any particular traditions, requests and timing. We also ask that you consider healthy options as there are lots of low sugar alternatives to cakes and ice cream. Please also note that latex balloons are not permitted at school because they are a choking hazard.

Parking

We are extremely fortunate to have 9 parking spaces right outside the school. These are reserved for parents exclusively during the hours of 7:30 - 9:30 a.m. and 4:00 - 5:30 p.m. for drop-off and pick-up of children. You must obtain permits (up to 2 for each family) to be placed in your car window, from our Administrative Coordinator, Cindy, in our main office.

Initial parking permits will be issued in August at the start of the school year. If permits are lost or need replacing, please see Transportation and Parking Services who will replace your permit for a $10 fee.

You have a 30-minute time period with your school permit. Other staff and faculty may use the spaces outside of these hours. There is also a full day space for parents, which is especially helpful for mothers who are breastfeeding. Please do not park in the Campus Children’s School spaces all day. You will be ticketed.

The circle is reserved for emergency vehicles. If you park in the circle, you will run a high risk of being ticketed by University Parking Services.

Health & Safety

General

The Campus Children’s School is accountable to the health and safety guidelines required by the VT Early Childhood Licensing Regulations. http://dcf.vermont.gov/sites/dcf/files/CDD/Docs/Licensing/Early_Childhood_Program.pdf

All mentor teachers and student teachers will be certified in Infant/Child CPR and first aid. EDEC 103 students undergo this training during their practicum semester. Staff will administer minor treatment of injuries (e.g., Band-Aids) as needed, and parents are notified of any injury by a written report, a duplicate of which is included in the child’s file.
Health Forms & Immunizations

Children shall be immunized appropriately for their age, unless they have religious or medical exceptions and these records will be provided by families prior to enrollment and updated accordingly. There is no longer an exemption for philosophical reasons.

All children must have a completed Health Form signed by his/her physician on file before starting at the school. We also ask you to make us aware of any allergies, medications or health related accommodations. Childcare Licensing Regulations require that you provide us with documentation of your child’s yearly physical.

Attendance, Signing In/Out & Accountability

Families are responsible for signing children in and out on our daily attendance sheets, which is a licensing requirement. This an important system for keeping track of children on a daily basis. Most importantly, this is the system that staff and first responders will use to locate children in an emergency. We appreciate your support in accurately accounting for children at all times.

It is very important that parents or caregivers let teachers know if they are not going to be at their regular phone number during the day. Please make sure we know how to get in touch with you in case there is an emergency. Please also let teachers know if you are out of town and someone else is responsible for your child.

When parents or caregivers are present in the school we ask that all children (siblings included) remain in your direct supervision. During the school day, the expectation is that children will remain in close proximity and teachers’ eyesight and it can be confusing and/or unsafe if children are allowed to run ahead or move about the school unattended when with their parents.

Authorized Pick-Up/Release

Children shall be released only to persons authorized by the parent/guardian. When a person authorized to pick up a child is unknown to the staff, their identity must be verified prior to releasing the child. When an emergency request is made by a parent for the child to be picked up by someone not initially authorized there shall be a system to verify the identity of both the parent caller and the person being authorized to pick up the child. Staff shall document in writing emergency calls and information regarding the identity of the person authorized to pick up the child. A child shall be released to either parent unless there is a court order which prohibits release to a particular parent. A copy of the court order shall be at the facility.

Emergency Procedure

In the event of an emergency in the school building, UVM Campus or nearby community we will utilize guidelines for evacuation or lock-down, which have been
developed in collaboration with UVM Police Services. Children and staff will exit to the playground, Fireplace Lounge or shelter in place depending on the type of emergency. An incident command will be established by Police Services or other Emergency Responders to communicate with the community and to contact families.

The Campus Children’s School practices our emergency procedure during egress (fire) drills and lock-down drills (shelter-in-place) alternately each month. During lock-down drills each classroom is locked, and all blinds closed for 15 minutes while the children and teachers gather in their designated safe space and participate in quiet activities. During the shelter-in-place drill, no one can enter or exit the classrooms. If parents or other community members are in the school, they will participate in the drill. If you are just arriving for pick-up or drop-off, but not yet in the building, we will have to ask that you wait for the 15-minute drill period to enter the classroom. Feel free to talk with your classroom teachers about their respective procedure, location and activities.

Below is from a Q&A with Senior Officer Matthew Collins from the UVM Police Department regarding parent responsibilities should a real-world situation happen.

The Staff at the CCC and UVM PD has the best interest of their children in mind. Our goal is to restore things back to normal as quickly as possible with the least amount of harm to anyone involved.

Parents will not initially be allowed into the CCC while the emergency or shelter-in-place are happening. UVM Police will set up what is called Incident Command and it will be up to that person or their designee to notify parents, utilizing the emergency contact lists each classroom group and school admin have, at the CCC to notify parents when it’s safe to approach. If possible the children will be taken out to another location away from CCC (safe zone). Incident Command will determine the safe zone and will give instructions about where and when children can be picked up or reunited with families.

Cat Alerts are sent out by UVM in the case of emergencies or other life-threatening event. It's important to check to make sure all department/personal cell phones have been given to the University and for those who are UVM employees updated in PeopleSoft so all can be contacted.

**Emergency Medical Treatment**

In the event of a non-serious injury you will be notified via an “Ouch Report” at the end of the day. Staff will reach you by phone if they suspect that an injury may require medical attention. In the event of a serious injury, the staff will immediately call UVM Rescue and then the child’s family. Your signature on the admission form authorizes emergency medical care for your child, should such be necessary. Copies of an accident report are sent to risk management and to the department of children and families.

**Sick Children**

We follow the VT Early Childhood Licensing Regulations and Guidelines for Common Signs and Symptoms of Illness (p.34 and Appendix B) are not equipped to care for sick
children. If your child is not well enough to participate in the normal school day, **including outdoor play and outings** or if they require care that significantly interferes with the teachers’ ability to care for other children we ask that they be kept at home.

In the event that a child needs to be excluded from care families will be contacted to come immediately to pick children up. If parents or caregivers cannot be reached in a reasonable amount of time your emergency contacts will be called.

Children will be excluded from the school with the following symptoms:
- An axillary (armpit) temperature of 100°F; oral (mouth) temperature of 101°F; rectal (anus) temperature of 102°F; or greater and behavior change
- Earaches with fever and behavior change, or pain lasting more than 3 days and Ear drainage (with or without tubes)
- Vomiting – two or more times in 24 hours
- Loose or watery bowel movement that cannot be contained in diaper or toilet (uncontrolled diarrhea) or Five or more loose or watery bowel movements in an 8-hour period
- Thick, white or yellow/green discharge from eye(s) – continuing
- Stomach Ache that continues or increases in severity
- Sores in mouth or nose
- Difficult or Noisy Breathing accompanied by fever, behavior changes, difficulty breathing, or red or purple rash
- Various rashes and itching – see Licensing handbook.

Sore throat with fever and/or having difficulty swallowing, Wheezing (if child has never wheezed before; looks or acts ill or has a fever and behavior change), Rash with fever or behavior change, Rash accompanied by blood red or purple rash not associated with injury, Rash that is oozing or is an open wound, Diaper rash (with oozing sores)
Cold sores that are oozing sores (if the child is biting, drools uncontrollably or mouths toys which other children may put in their mouths), Diarrhea diagnosed as either E.coli:0157:H7*, campylobacter*, cryptosporidiosis*, shigella*, salmonella* or giardia*, Chickenpox, Haemophilus Influenzae type b (Hib)* infections, Hand, foot and mouth disease (Coxsackie Virus), Hepatitis A*, Impetigo, Mumps, Measels, Ringworm, Rubella, Scabies, Shingles (if sores cannot be covered), Strep throat or other streptococcal infection, Whooping cough (Pertussis*)

If your child contracts head lice, you will be contacted and asked to pick up your child as soon as possible. Children may return after receiving the first treatment. It is recommended that the child is treated 7 to 10 days after the first treatment since no product is 100% effective against head lice. We will rigorously check the heads of all the children for several days and proceed with necessary cleaning in the classroom and materials.

As members of a school community, your choices can impact the health and wellbeing of our entire school. We ask for open communication between classroom teachers and families regarding the day to day health of children. We understand the challenges that illness presents, especially for working families but ask you to take care when making choices about the attendance of potentially contagious or ill children. In particular, we do not allow children who have been given medication to relieve fever to attend.
Administering Medications

If your child is to be given medication at school, you will need to bring in the original container of medication, labeled for your child, and fill out an authorization form stating the name of the medication, dosage, date and time to be given and how the medication is to be given (mouth, ear, etc.). Your child’s mentor teacher, or a student under the direction of a mentor teacher will administer the medicine as needed. Any topical medications you wish to have administered to your child (i.e. diaper cream, suntan lotion, etc.) must have your approval in writing.

Nut Free

The Campus Children’s School is “nut free” meaning that we do our best to ensure that the environment is welcoming and safe for our current and future community members. Please do not bring nuts or items containing nuts into the school and please refrain from packing items containing nuts in children’s lunches and snacks.

Handwashing

Handwashing is the number one precaution we can take to keep ourselves and our community healthy. We ask that each person (adults and children) wash hands for twenty seconds with warm soapy water at the appropriate sink upon entering the classroom. Throughout the day we will follow guidelines for handwashing before eating or handling food, after diapering or using the bathroom, or after nose-wiping.

Reporting Suspected Abuse and Neglect

We are obligated by Vermont State law to report any suspected cases of child abuse and neglect within 24 hours by calling 1-800-649-5285. For more information regarding mandating reporting please visit http://dcf.vermont.gov/protection/reporting/mandated.

Guidance and Problem Solving

We maintain developmentally appropriate expectations for behavior and work to maintain a community where all our physically and emotionally safe. Our goal is to support children in solving problems independently and appropriately and to use a variety of strategies to understand the root of challenging behavior or dynamics. It is important for young children to have opportunities to engage and to grow their social-emotional capabilities. Empathy, self-regulation, and problem solving are all part of our regular social emotional curriculum and we understand that disagreement, healthy dialogue and conflict can be a healthy aspect of the learning processes.

The following sequence is often used:
• move closer
• if necessary, stop any physical or emotional hurting
• recount the situation
• solicit solutions
• make directive statements as needed

If attempts to support the children in solving their own problems are ineffective, teachers will step in. In addition, teachers will collaborate with the school team, families or outside resources (with permission) to develop individual supports or plans when necessary. Please keep in mind, that when working with families to respond to challenges we cannot discuss the behavior of other children.

Some practices we have found helpful:

- Ignore the behavior you want to see change and to pay attention to behavior that you deem acceptable,
- Use, modeling, redirection, positive language (For example we may say something like, I won’t let you throw the block, but you can throw the pillow or the soft ball.”)
- Restructure environments and situations to prevent harmful behavior or interactions.
- Utilize natural consequences and insure that consequences are related to the problem
- Approach challenges from a “strength based” disposition

**Individual Classrooms**

Specific classroom information may also be made available through our “Important Things to Know” documents, and dialogue with classroom teachers and school staff. Typical daily schedules will be made available in each classroom.

**Infant Room**

Infants enter the world eager and prepared to learn. Everything is interesting, and learning is strongly supported through responsive materials and staff. Teachers in this room focus on nurturing and building trust with the children. Relationships between the infant and teachers are emphasized through adult-infant interactions that are respectful, reciprocal, and responsive. The curriculum, therefore, centers on the “dailiness” of caring for the infant’s needs balanced with providing an environment that encourages and challenges social, motoric, and cognitive growth. Daily problems are viewed as important learning opportunities and infants receive the encouragement and support they need to solve these on their own and with their peers as much as possible.
Toddlers (Young and Older)
The Toddler Room teachers support respectful and joyful relationships among all community members. Problem solving is viewed collaboratively, and children are supported in their decision making during this challenging period of social growth. Toddlers are learning the social rules that adults value, such as turn-taking and sharing resources. A toddler’s sense of justice may differ from an adult’s as they try to understand the social rules of fairness and equity, to name a few. Toddlers are still mastering the ability to take the perspective of another, which may lead to social responses such as grabbing, hitting, or biting. This reflects the child’s frustration that they are not achieving their goals and is not an intent to hurt another child. As a result, positive steps are taken to begin to help the child develop an inner sense of acceptable and unacceptable behavior. We want children to know that a specific behavior is unacceptable, not that they are unacceptable. We also want to help young children solve their problems with each other and reach solutions that are agreeable to both parties, even when the solutions are not equitable by adult standards. Therefore, teachers will often narrate, or re-explain one child’s perspective to another child to clarify what they see happening. Often, teachers will then ask the children how they can solve the problem.

Preschool
Like the Infant and Toddler rooms, the Preschool’s curriculum is emergent and based on observation; it is highly focused on the value of play rather than direct instruction. In particular, literacy and math teaching and learning happen within the social context of authentic experiences and the preschoolers’ play. For example, children in the block area will often draw upon their literacy and mathematical skills, practicing letter recognition by making signs to clarify intent, and experimenting with balance, counting, and weight as they construct representations of buildings.

Our teachers strongly believe that Preschool children have the capacity to solve their own problems. The goal is pretty straightforward: practical conflict resolution. The teacher’s role is to model for and with children how to keep the space safe, how to have essential dialogue with other people, how to listen and negotiate with words, how to reach agreements, and how to repair relationships.

Teachers act on the perspective that each person’s challenges and strengths are the strengths and challenges of the group. Teachers talk openly in order to problem solve with the whole group (teachers, parents & children), soliciting ideas about how to handle sticky situations and offering positive feedback.

The size of the preschool community is intentionally larger than other classrooms in an effort to support children’s autonomy and transition to kindergarten. This means that teachers are always highly present but make conscious efforts to offer children the time and space to take care of themselves, each other, and the environment. We believe a healthy preschool classroom has many “faces”: vibrant, engaged, active,
productively noisy, and focused. We believe that a certain amount of the unexpected, delightful agitation, openness and room for the course of curiosity are necessary to any learning environment.

### 2017/2018 Contact Information

<table>
<thead>
<tr>
<th>Phone Number</th>
<th>Location</th>
<th>Name(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>656-4050</td>
<td>Main Admin Office</td>
<td>Cindy Robare</td>
</tr>
<tr>
<td>656-1235</td>
<td>Infant South</td>
<td>Emily Creller &amp; Rose Lovett</td>
</tr>
<tr>
<td>656-1236</td>
<td>Infant North</td>
<td>Nikki Chalke &amp; Chelsea Reynolds</td>
</tr>
<tr>
<td>656-1237</td>
<td>Toddler Room</td>
<td>Lori Biamonte &amp; Erika Norris</td>
</tr>
<tr>
<td>656-1238</td>
<td>O Toddler Room North</td>
<td>Lindsey Sterrett &amp; Jen Olson</td>
</tr>
<tr>
<td>656-1239</td>
<td>O Toddler Room South</td>
<td>Morgan DeVarney &amp; Cecelia Puleio</td>
</tr>
<tr>
<td>656-1240</td>
<td>Preschool</td>
<td>Dawn St. Amour &amp; Rini Lovshin-Smith</td>
</tr>
<tr>
<td>656-2026</td>
<td>CCS Director</td>
<td>Barbara Burrington</td>
</tr>
<tr>
<td>656-7879</td>
<td>Pedagogical Director</td>
<td>Dee Smith</td>
</tr>
</tbody>
</table>

**Please note:** If you need to connect with your child or the classroom teacher, please first call the classroom directly. Mentor teachers may also share their cell phone numbers with families. However, there are times when the teacher's first priority is to be focused on children and they cannot immediately answer the phone. Please leave a message as the voicemails are checked frequently throughout the day and upon returning from outings. If the communication is more urgent than a message, please contact the main admin office or other classrooms & leadership numbers listed to share your message. Thank you.