UVM CCS 2019 - 2020 HANDBOOK

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Welcome to the UVM Campus Children’s School. We look forward to the year ahead with you and your child. Please read this Handbook and consult it throughout the year, as it will answer many of your questions about the philosophy, policies, pedagogy and procedures at CCS.

History
The UVM Campus Children’s School was founded in 1937 by UVM education professor Dr. Sarah Holbrook with funding secured by Dr. Bertha Terrell, Chair of the Department of Home Economics. The school has been located at various sites in Burlington and on campus before relocating in the 1970’s to its current home in the Living & Learning Center. It began as a half day preschool for 12 children and followed the academic calendar. Today the UVM Campus Children’s School is a full day, year-round child care program with an enrollment of 71 children, including infants, toddlers and preschoolers.

Throughout its 82-year history, the UVM Campus Children’s School has enacted a four-fold mission: we have and continue to serve as an early childhood education and care program to the families of the UVM community; as a practicum site for students in the Early Childhood Education teacher preparation programs; as a research resource for UVM faculty; and as a demonstration site for projects related to the development of innovative early education programs and practices.

Philosophy and Curriculum
Over the years, the UVM Campus Children’s School has drawn inspiration and guidance from many theorists and philosophers such as Jean Piaget (1936), John Dewey (1938), Jerome Bruner (1966), Lev Vygotsky (1978), and Uri Bronfenbrenner (1979). Consequently, the school is rooted in social constructivism, a perspective that values children’s abilities and desires to participate in meaningful inquiry related to their multiple layers of community life.

In 1991 the UVM Campus Children’s School began studying the municipal preschools and infant toddler centers in Reggio Emilia, Italy, and found our theoretical orientation and values to be closely aligned. The municipal Early Childhood programs in Reggio Emilia trace their origins to the end of World War II when a small group of citizens wanted to establish publicly funded schools for young children that would instill a sense of community and shared purpose while being inclusive and accessible to all children and families.

Drawing on the work of the Early Childhood programs of Reggio Emilia resulted in deep and meaningful studies of our own context and practices. In particular, the practice of observing and documenting children’s investigations has supported our efforts to advocate for children and to create responsive curriculum. In this context, documentation serves as the means through which we demonstrate the growth and development of children over time, an orientation to program evaluation consistent with our values and theoretical foundations. Features of this qualitative process are reflected in mentors and student teachers ongoing practice of observing and analyzing children’s efforts as they explore and make meaning of their world. Using the lens of the Universal Design for Learning (1990), these discussions lead to changes in materials, the environment, and experiences offered to children as we test and invent our own ideas in the space of the school.
UVM Campus Children’s School

**State Quality Rating: Step Ahead Recognition System / STARS**
The UVM Campus Children’s School earned a five-star rating through Vermont’s Quality Rating and Improvement System (STARS). STARS is Vermont’s quality recognition system for child care and preschool programs. Programs that participate in STARS are stepping ahead — going above and beyond state regulations to provide professional services that meet the needs of children and families. Early learning programs participating in STARS are evaluated on a range of elements that are essential for quality care and preparing children for kindergarten and beyond. Five-star is the highest rating awarded.

### 2019 – 2020 Calendar (Draft*)

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 19</td>
<td>1st Day of School</td>
</tr>
<tr>
<td>August 26</td>
<td>Fall Semester Starts / UVM students return</td>
</tr>
<tr>
<td>August 29</td>
<td>4:15 Pick-Up &amp; Family Potluck @ Oak Ledge Park</td>
</tr>
<tr>
<td>September 2</td>
<td>CLOSED: Labor Day</td>
</tr>
<tr>
<td>September 18</td>
<td>4:15 Community Meeting: About Our School</td>
</tr>
<tr>
<td>October 14</td>
<td>CLOSED: Fall Recess &amp; Parent Conferences</td>
</tr>
<tr>
<td>November 25 &amp; 26</td>
<td>REDUCED HOURS: Thanksgiving Break (Open 9:00 – 5:00**)</td>
</tr>
<tr>
<td>November 27, 28 &amp; 29</td>
<td>CLOSED: Thanksgiving Break</td>
</tr>
<tr>
<td>December 6</td>
<td>Last Day for Student Interns</td>
</tr>
<tr>
<td>December 9-20</td>
<td>REDUCED HOURS: Exam Week &amp; Winter Break (Open 9:00 – 5:00)</td>
</tr>
<tr>
<td>December 23</td>
<td>CLOSED: Teacher Inservice</td>
</tr>
<tr>
<td>December 24-Jan. 1</td>
<td>CLOSED: UVM Winter Break</td>
</tr>
<tr>
<td>January 2 – 10</td>
<td>REDUCED HOURS: UVM Winter Break (Open 9:00 – 5:00)</td>
</tr>
<tr>
<td>January 13</td>
<td>Spring Semester Starts: Welcome Back Students</td>
</tr>
<tr>
<td>January 20</td>
<td>UVM CLOSED: MLK Day</td>
</tr>
<tr>
<td>February 17</td>
<td>UVM CLOSED: President’s Day</td>
</tr>
<tr>
<td>March 3</td>
<td>REDUCED HOURS: Town Meeting Day (Open 9:00 – 5:00)</td>
</tr>
<tr>
<td>March 9 &amp; 10</td>
<td>REDUCED HOURS: UVM Spring Break (Open 9:00 – 5:00)</td>
</tr>
<tr>
<td>March 11</td>
<td>CLOSED: Parent Conferences</td>
</tr>
<tr>
<td>March 12 &amp; 13</td>
<td>CLOSED: Spring Break</td>
</tr>
<tr>
<td>May 1</td>
<td>Last Day for Student Interns</td>
</tr>
<tr>
<td>May 4-8</td>
<td>REDUCED HOURS: Exam Week (Open 9:00 – 5:00)</td>
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<tr>
<td>May 11</td>
<td>Welcome Summer Staff</td>
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<tr>
<td>May 25</td>
<td>UVM CLOSED: Memorial Day</td>
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<tr>
<td>July 3</td>
<td>UVM CLOSED: Independence Day</td>
</tr>
<tr>
<td>August 17-21</td>
<td>CLOSED: Teacher Inservice / Classroom Moves</td>
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</tbody>
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*The calendar ay be adjusted as the year plays out in order to balance the needs of our whole community. Advanced notice about any changes will be provided ASAP.

**Regarding Reduced Hours: CCS is regularly open for 9.75 hours each day. During UVM breaks and when students are unavailable, classrooms are primarily staffed by the two mentor teachers. The length of the day is adjusted to respect a reasonable work-day for teachers of 8.5 hours. We thank you for your support.*
**In-Service**

We would like to thank families for helping us maintain a high-quality program for young children by supporting our need for in-service time. Research shows that high quality programs for children include a strong in-service component. The state childcare licensing regulations and accreditation through the Vermont STARS system require frequent in-service training for teachers. It is especially critical for a full-day program to build in-service time into its schedule. Our program offers a full day, year-round program; without in-service closures, teachers would not have any of the necessary time to do a wide variety of tasks critical to a quality program. Activities that teachers and administrators engage in during in-service include: attending classes or workshops, readying the classrooms for new children or programs, organizing classroom environments and materials, developing teaching and classroom goals and curriculum, preparing children’s individual portfolios and preparing for parent conferences, and documenting children’s learning. Please check the calendar in this handbook for a listing of our in-service days and closures.

**2019/2020 Contact Information**

<table>
<thead>
<tr>
<th>Phone</th>
<th>Department</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</td>
<td>Morgan DeVarney &amp; Emily Bergmann</td>
</tr>
<tr>
<td>656-1236</td>
<td>Toddlers</td>
<td>Cecelia Puleio &amp; Jessica Riley</td>
</tr>
<tr>
<td>656-1237</td>
<td>Olders South</td>
<td>Emily Creller &amp; Rose Lovett</td>
</tr>
<tr>
<td>656-1238</td>
<td>Preschool North</td>
<td>Jen Olson &amp; Summer Xie</td>
</tr>
<tr>
<td>656-1239</td>
<td>Olders North</td>
<td>Chelsea Reynolds &amp; Molly Keenan</td>
</tr>
<tr>
<td>656-1240</td>
<td>Preschool South</td>
<td>Dawn St. Amour, Pearl Abiti &amp; Jacob Houde</td>
</tr>
<tr>
<td>656-2026</td>
<td>CCS Interim Director</td>
<td>Barbara Burrington</td>
</tr>
<tr>
<td>656-7879</td>
<td>Program Coordinator</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.

**Environments**

We are very attentive to the learning environment and refer to it 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.
Staffing
The staff consists of 8 Mentor Teachers, 5 Assistant Teachers, a Director and Program (Curriculum) Coordinator, and an Administrative Support Specialist. 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 of preparation in early childhood or a related field and are experienced, licensed teachers. Assistant Teachers also have a minimum of 4 years of preparation in ECE and are working toward licensure and learning to mentor student teachers. All teachers are highly trained and dedicated to providing the best in early childhood practice. All teachers participate in a minimum of 49 hours of Professional Development annually. In their mentor role teachers model responsive teaching practices and support the Early Childhood Educations students in their classroom. Also, they 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 (ideally) loop with their classes in our Infant and Toddler rooms (some teachers loop with children for five years depending on where they are in the cycle of rotations.)

Our Director and Program Coordinator share responsibilities including collaborative supervision, pedagogical support, professional development, enrollment, and classroom teaching as needed. The Director has specific roles that include collaboration with the CESS Dean’s Office, budget, enrollments, outreach, fundraising, hiring, facilities, and strategic planning. Our Program Coordinator, has roles specific to professional development of teachers, participation on state-wide committees, and completes most STARS paperwork. Together, they serve as liaisons to the Early Childhood Program and work with faculty and staff to maintain the connections between our lab school, the Early Childhood Education Program and other programs and disciplines that access the school. Our administrative support person, Cindy Robare, keeps this school functioning. Record keeping, tuition, payroll deduction, Early Learning Partnership documentation, attendance information, parking passes, Cat Card access, etc./ are among the list of her ongoing 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>Birth -18 months</td>
<td>8</td>
<td>1:4</td>
</tr>
<tr>
<td>24 - 30 months</td>
<td>10</td>
<td>1:5</td>
</tr>
<tr>
<td>32 -42 months</td>
<td>15</td>
<td>1:6</td>
</tr>
<tr>
<td>36 - Kindergarten</td>
<td>20</td>
<td>1:10</td>
</tr>
</tbody>
</table>

All of the classrooms have 2 primary teachers and a collaborating supervisor. The number of early childhood student interns and work study students will vary by room. The number of teachers in each classroom flexes with the flow of the day. In general, during the core hours of the day we strictly adhere to licensing ratios. Often, we have at least one person beyond prescribed rations, but not always. In the Infant room there are usually 3 adults to 8 babies, in the Toddler room there are typically, 3 adults to 8 children, in the Older Toddler / Young Preschool there are 3 adults to 10 children and in the multi-age “big” Preschool there are between 3 and 4 adults to 20 children. During the academic semester the ratio of adults to children can be higher based on student cohort numbers however; not all interns can be counted in our ratios.

Because this is a demonstration school, there are Early Childhood Program students who participate in the classrooms. During their first experience these students are enrolled in EDEC 109 and are studying curriculum and development. They spend approximately 9-10 hours per week in a classroom and two mornings a week in
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seminar. With few exceptions, they then enroll in EDEC 149 & 145 and complete a student teaching practicum, most often in the same classroom, approximately 9 hours a week. (*NOTE: There are no Preschool classroom ECE interns during the fall 2019 semester. Spring semester TBD.)

The classroom teachers are their primary mentors and coaches and their experience is also supported by an ECE faculty member. 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 or the Program Coordinator.

UVM ECE students & work study students serve as the primary auxiliary staff members at the school. This places some unique demands on staffing particularly during exam weeks, UVM breaks, when colds and illness spread, summer months and during inclement weather (as many students live off campus and walk to CCS). During the summer months (May through August) the mentor teachers remain constant (except for vacation times) but the student staffing changes. Whenever possible, our employees for the summer consist of recent early childhood students and work study students who are already familiar with the children.

**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. We strongly recommend that all parents attend conferences to touch base, exchange information, set goals as well as report on your child’s activities at school.

If families and teachers have questions, concerns or celebrations that need to be shared please see the Director or Program Coordinator. School-wide concerns can be directed to the Director as well, who will collaborate with the school staff and relevant members of the CESS Dean’s office and business office to respond. The Program Coordinator 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 one of these people. Our full contact information can be found on the last page of the handbook.

In addition, CCS has a Community Connections Committee, made up of parent representatives from each classroom, teachers and administrators, who work together to raise awareness about our values and create opportunities for engagement, shared opportunities and celebrations. Committee members also work at the classroom level to support teachers, projects and room celebrations, etc. CCS invites all parents to participate as much as they can in the lives of their children while at CCS. 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.

**Social Media Guidelines**

At CCS classroom teachers may opt to use an on-line, restricted-access social media or photo sharing site (such as Facebook, Instagram, Google groups) to support classroom connection and collaboration. Families will be notified in advance and will be asked to grant permission for photographs or video clips of their child to be posted and shared with the internal classroom community on the selected site. The photos and information shared on our website are intended only for the classroom families and teachers. In our experience, we have found blogs and other social media to be very powerful tools to support our communication and collaboration. To support our goals and respect the privacy of our community we ask that you adhere to the following guidelines:

- Please visit the classroom site regularly to stay current with classroom events, projects and opportunities for collaboration.
- Please respect the privacy of other families. Do not reproduce or share photos/videos from the classroom website of children other than your own, including groups of children, without expressed permission from the parents/guardians.
- Please do not post personal information about children, teachers or other community members.
- Do not remove or alter photos or information posted by a teacher.
- Please do not post videos/photographs taken at CCS or at CCS events that include children (other than your own) to your personal Facebook or other social media sites without permission from that child’s family.

**Outings & Community Involvement**

We value daily opportunities to participate in our wider community and to engage with the natural world through outings and classrooms adventures 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 always 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 strive to 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 Classrooms: 5 children per teacher

Families can access the Vermont State Licensing requirements for our school by going to:
**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 hallboards. 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 any “pre-set” family gatherings.

**Child Development Partnership School Responsibilities**
The Campus Children’s School serves as a site for preservice teacher education for the College of Education and Social Services Early Childhood Education Program. Student teachers are supervised by our teachers and observed throughout their placement by their field supervisor. Mentors meet with student teachers regularly to discuss classroom topics, what they are learning and how to improve their teaching skills.

We also have UVM students in classrooms to observe child behavior and/or development for a college course. Mostly these students sit quietly and take notes about what they are observing and interact minimally with children. In coordination with the UVM Medical College, CCS will have pediatric residents in our rooms periodically throughout the school year as part of their pediatric rotation.

CCS also receives a good number of Early Childhood professionals who visit the school throughout the year. We host meetings for professional organizations and serve as a model childcare and early education site for a variety of education & training programs across campus, Vermont and regionally. We ask families to continually recognize that enrollment in our school necessitates an obligation to support a larger educational mission.

Parent support can mean agreeing to have a student teacher 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
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phone and most important, attending parent meetings run by our early childhood students. This participation is vital to us as a partnership 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 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.

**Enrollment**

Total enrollment varies from year to year. This year the school consists of one classroom of 8 infants, one classroom of 8 young toddlers, two classrooms of 10 older toddler/young preschoolers, and two preschool classrooms. (There are 20, 3-5 years olds in the “big preschool”, and 15, four-year olds, in the “smaller preschool”.)

Children can be added to our wait list by filling out an application form during pregnancy, or anytime thereafter. The link for the application form is: [http://www.uvm.edu/~ccschool/?Page=onlinesystemintro.html](http://www.uvm.edu/~ccschool/?Page=onlinesystemintro.html).

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

- Siblings of currently enrolled children of UVM faculty and staff (and, if applicable, children of ECE/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
- To balance classroom enrollments, administration may consider birth dates and gender when filling unanticipated openings.

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 1st* 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 (no exceptions).
Age requirements are based on the child’s 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 selecting a classroom. Child placement is determined by a number of factors, licensing classroom age guidelines and age requirements. This is also related to how groups of children matriculate through our program and loop with their teachers. When an enrollment exception is made, families, teachers and classroom supervisors will meet to discuss the options for that particular child for the next school year and after carefully considering all input, assessments, feedback and recommendations from school district personnel when applicable; final placement will be determined by CCS administration.

Starting School & Withdrawing from 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.

Withdrawal (PLEASE READ CAREFULLY):

*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 earlier than August.

Orientation to the Program

CCS hosts an “About Our School” community meeting in September to familiarize families to our program. In addition, teachers schedule family visits or classroom activities in August or early September to meet and spend some time getting to know children and families before the start of the new school year. Even returning children benefit from this time with their teachers.

Some children jump into school with both feet; others are hesitant to have parents leave them. You may wish to spend some time in the classroom with your child before leaving on the first day. However, when it is time to leave your child, always say good-bye and then leave decisively. Children can sense a parent’s hesitancy to leave and may find ways to prevent them from leaving if they are not clear and positive about their intent. Please let the teachers know how they can best support you with your transitions.
Children who cry when their parents leave almost always settle down quickly and begin enjoying the day. Parents are encouraged to call the classroom to hear how their child is doing if they are concerned.

Families who enroll mid-year or in the summer are encouraged to visit the Center with their child before their first day of school. In addition, it is helpful for parents to spend some time in the classroom with their children before leaving the first day. Finally, if at all possible, it is helpful for parents to leave their child for a shorter time on the first day or two. A shorter day helps a child gradually to become accustomed to a full day at school.

**Tuition and Payments**
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. Currently, tuition costs cover approximately 47% of the actual cost of care therefore, CCS is very generously subsidized by the University and by the College of Education & Social Services.

Tuition is prorated for the fiscal year and is 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.

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.

**School Hours**
The Campus Children's School is open from 7:30 a.m. to 5:15 p.m. Though staff are obligated to arrive earlier and stay later, it is important that parents 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 depart the school by 5:15 p.m. This is critical in order to enable teachers and undergraduate students to have time to debrief 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.

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 child'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 to work (i.e. 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 (i.e. “reduced hours” for CCS does not mean reduced hours for teachers). Dates and times are noted on page 4. Thank you for your support.
UVM Campus Children’s School

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 plan for someone to be here for your child’s arrival.

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.

**PICK UP TIME Guidance**

*Remember that the CCS closes promptly at 5:15pm. Daily pick-up is 5:00pm. We expect that all children and parents will leave the CCS by 5:15pm.*

A transition that frequently gets overlooked is pick-up time. Children must now make the transition from the CCS back to Mom, Dad or other care. They often greet their parents with confused emotions: “I’m so happy to see you,” is expressed along with “I’m angry that you left me,” or “Why did you come so early?” These emotions can be manifested in tantrums, refusal to cooperate, indifference to parents, a sudden need to do all the puzzles again, etc. Parents often feel confused and upset by their child’s behavior, especially if they expected the child to race into their arms and happily tell them what fun they had and how much they were missed. This can be a difficult part of the day and needs to be given thought and planning.

Teachers are more than willing to help you with this transition. Children do not have the same emotional agenda with the teachers as they do with their parents. They tend to make the biggest fuss (and reserve the most love) for their parents. Sometimes when emotions are high and everyone is tired at the end of the day, it is easier if the teachers help you get your child ready to leave. Please talk to the teachers if you need help or feel uncomfortable with what is happening at the end of the day.

The following are some things to think about for enhancing a smooth departure:

- **Since the CCS closes promptly at 5:15pm, it is important that you arrive before 5:15pm in order to ensure ample time for a smooth transition home.** Please be on time! *Even a short delay can seem endless to a child who is waiting.* At 5:15pm children who have not been picked up will be waiting in the school lobby with a staff member who is closing that day. *Remember, that staff members need to be in their room completing other responsibilities from 5:15 – 5:30.*

- **The classrooms are not available for children to play in after 5:15pm.** The teachers have to straighten up, clean and prepare the rooms for the next day as well as debrief with the students and/or interns they close with. Please do not bring your child or siblings back to the classroom to play after you have picked up. *Teachers have worked a full day and are not paid to work after 5:30.*

- **If you or your child need more time to transition please arrive 5-15 minutes early to sit down and spend time with your child and talk to the teachers before leaving.** If you arrive right at closing time, the teacher will not be able to discuss your child’s day with you or help facilitate your child’s transition home. *Families with more than one child will need to plan accordingly.*

- **Work with your child’s teachers to develop a routine at pick up time that works for both you and your child.** The children don’t have any choice or control over attending the school. Devising ways for them to have control over the departure often helps. For example, let them pick one activity to do with you before
you leave. *Again, if you come right before 5:15pm, you will not be able to give your child choices, as we will need for you to leave quickly.*

**Give your child some undivided attention before engaging in conversations with other adults in the room.**

Parents often enjoy talking with each other at the end of the day. However, many children require a parent’s full attention at departure and may act out or become upset if they don’t have it.

**Remember that you are responsible for your child at pick-up time.** If your child or a sibling leaves the room without you, please follow and bring him or her back. Please remember that anytime you are in the building, or on the property with your child, you assume responsibility for your child’s safety and behavior. This is due in part to the fact that once a child’s parent is present, the child will often think the policies of the school no longer apply.

**School Closings**

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 9:30AM opening on normal school days, and 11:00AM opening on reduced hour days. South Burlington School District closings are shared via the Vermont Association of Broadcasters System and can be viewed online and on the local news stations. We ask that you pay close attention to this system for early notification of delayed openings. This will, hopefully, allow enough time for teachers, student teachers and work study staff to get to school (i.e. walking, public transportation, and travel time are all factors). 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, CCS will also be closed.

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

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

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 and afternoon snack. 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, sometimes 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, timing and possible allergies. 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.

Health & Safety

The Campus Children’s School is accountable to the health and safety guidelines required by the VT Early Childhood Licensing Regulations.

Handwashing is the most effective deterrent for spreading germs in the school. Teachers wash their hands often, especially before preparing and serving food. Toddlers and preschoolers wash their hands upon arrival, after toileting and before meals. Parents and teachers also wash their hands upon entering rooms.

When is a child too sick to be at school?

- The illness, or child’s reaction to it, requires more care than staff can provide or compromises the health and safety of other children. If your child is too ill to play outdoors, then they are too ill to be here.
- Signs and symptoms of possible illness such as: unusual lethargy or irritability, drowsy, fast and labored breathing, signs of dehydrations (i.e. dry mouth, sunken soft spot, fewer wet diapers, poor fluid intake), unusual clinginess, persistent crying, uncontrolled coughing or wheezing, persistent abdominal pain,
lack of appetite or other signs of illness which require a higher level of care than staff can provide in a group setting and/or which compromise the health and safety of staff and other children.

- Child has persistent diarrhea (3 or more in the last 24 hours or if uncontained in diaper or underpants.
- Fever as defined below:
  - For babies under 6 months, and especially those under 3 months, any fever is significant. Children under six months of age should be excluded and referred to the child’s pediatrician whenever an infant has a fever.
  - For all others:
    - Oral/thermal or Rectal temperature of 100.4 degrees F or 38C or above (oral temp typically underestimates temperature by 0.5-1F);
    - Axillary (armpit) temperature of 100 degrees F or 37.8 or above (axillary temp typically underestimates temp by 1.5-2F)
- Child has a new-onset, undiagnosed rash with fever and/or behavioral change.
- Child has weeping skin lesions or blisters in the mouth accompanied by drooling (including mouthing of hands, toys, etc. which spreads saliva.
- Thick, white or yellow/green discharge from eye(s) – continuing
- Conjunctivitis (pink eye/viral & bacterial) until symptoms have resolved or until 24 hours after medications have been administered and approved for inclusion by your child’s pediatrician and CCS staff.
- Untreated infestations, such as scabies or lice; child must be free of nits before returning to CCS.
- Vomiting two or more times in a previous 24-hour period, or any vomiting accompanied by symptoms of dehydration or other signs of illness.
- Contagious stages of chicken pox, until six days after the onset of rash or until all sores have dried and crusted AND no new lesions for the past 24 hours, as well.
- Any of the following illnesses until approved for inclusion by your child’s pediatrician:
  - Mouth sores with drooling;
  - Diarrhea;
  - Impetigo, until 24 hours after medical treatment.
  - Strep throat, or other streptococcal infections elsewhere until 24 hours after the initial antibiotic treatment.
  - Mumps, until five days after onset of gland swelling.
  - Rubella, until seven days after onset of the rash and Measles, 4 days after onset of rash (per AAP recommendations)
  - Hepatitis A
  - Shingles
  - Diphtheria
  - Meningitis
  - Other illness or symptoms of illness as determined by the program.

If your doctor places your child on an antibiotic, for an ear or throat infection for example, **the child should not be brought to CCS until they have been on the medication for at least 24 hours and are fever-free without over the counter medication.**

Since we do not have the facilities to care for sick children at CCS, you will be called to come and take your child home immediately if they become sick during the day. If you cannot be reached, we will call the emergency numbers that you have provided. Please be sure to give us several alternatives.

Here is a helpful link to American Academy of Pediatrics:
[https://www.healthychildren.org/English/Pages/default.aspx](https://www.healthychildren.org/English/Pages/default.aspx)
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With most childhood diseases, children who have been exposed but are not symptomatic are not excluded from the school, but everyone is alerted to watch for signs and symptoms. When children are at school, they must be able to participate in all activities, including outdoor play. In the long run, less time is missed if early signs of an illness are heeded and the child remains home to rest and recoup.

All mentor teachers and student teachers are certified in Infant/Child CPR and first aid. EDEC 109 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 by remembering to sign in and out and recording times accurately.

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 are present in the school we ask that all children (siblings included) remain in their direct supervision.
During the school day, the expectation is that children will remain in close proximity to teachers and within teachers’ eyesight. It is confusing and unsafe for children when allowed to run ahead or move about the school unattended when they are 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.
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.

It is imperative to notify your child’s teacher of all medications your child is taking and/or treatments your child is taking including: nebulizers, inhalers, antibiotics, Tylenol, Benadryl and Pedialyte. We rely on your cooperation and full disclosure about medications that your child is taking so that we can respond appropriately and safely to your child’s needs and can determine whether or not your child is healthy enough to be at school and not contagious to the other children or teachers. Also, not knowing if a child is on a medication results in the teacher’s inability to provide correct information to emergency responders when needed, causing possible serious reaction to the medication administered by emergency personnel.

Note: Most medications (especially Tylenol and Benadryl) change based on the weight of the child. It’s important for parents to ask their pediatrician for updated dosing for these medications and communicate changes to CCS staff.

Nut Free

Because of allergies, peanuts, peanut products and tree nuts are strictly forbidden in children and adults’ lunches. “Nut free” means 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. If your child does have a serious allergy, we ask you to provide an Epi-pen for the classroom.

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 CCS 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 CCCS 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 CCS to notify parents when it's safe to approach. If possible, the children will be taken out to another location away from CCS (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. 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.

**Reporting Suspected Abuse and Neglect**
Vermont law requires that any suspicion of child abuse or neglect be reported to a central hotline. All teachers, as part of our licensing requirements, participate in training related to child 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](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 are 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
Some positive discipline strategies include:

- Setting clear, consistent rules helps children learn what is expected of them.
- Using short, simple phrases helps children to focus on what is important.
- Establishing reasonable and predictable routines helps children to feel secure and to being to manage their own behavior (i.e. “First we clean up and then we can read a story”).
- Giving limited choices supports children’s independence and can reduce power struggles (i.e. “Do you want on put your coat on by yourself, or do you want me to help you?”). Too many choices can be overwhelming and actually increase frustration for young children.
- Using natural consequences helps children better understand cause and effect relationships (i.e. “If you throw sand again you will need to leave the sand area”). Arbitrary consequences can lead to resentment rather than learning.
- Teaching children problem-solving skills supports their creativity and independence (i.e. “I see two children who both want the same block. What can we do? Hmm, maybe we can find another block?!” etc.). When adults model these skills by thinking aloud, older toddlers can be encouraged to make suggestions and then begin to learn how to solve problems by using words.
- Acknowledging children’s feelings can help to defuse conflicts and develop empathy (i.e. “Hitting hurts. I can see that you really want the doll, but I can’t let you hurt anyone.”) Limit behaviors not feelings.
- Addressing the behavior, not the child, helps children learn what is and is not acceptable without damaging their self-esteem (i.e. children are not “bad” even when a particular action might not be appropriate).
- Acknowledging expected behaviors motivates children to keep trying since they know that we are paying attention to their efforts.
- Gentle redirection keeps the focus on the positive and reduces the risk of a power struggle. Some useful techniques include:
  o Distraction
  o Humor
  o Motivation
  o Novelty (Singing, whispering or using a funny voice to get children’s attention can work wonders).
- Ignoring tantrums and waiting until the child is calm enough to talk will help both adult and child find a more effective way to address a problem. When children are completely upset, they will not understand rational arguments or consequences. By modeling self-control, adults help children learn to better regulate their own emotions.
- Anticipating problems is often the best way to avoid potentially difficult situations. Noticing patterns of behavior and examining potential triggers can help parents and teachers develop an effective intervention. Regular, on-going communication between the parents and the teaching team makes it possible to address concerns as soon as they arise.

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.
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 logical-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.

**Donating to CCS**
As with most Early Childhood programs, the cost to educate each child is far more than the tuition charged and that gap continues to grow. This growing gap has been generously supported by the College of Education and also by current and past parents and grandparents, as well as faculty, staff, friends and alumni.

A gift to CCS can make a significant impact on the work we do. You can help us continue to provide an intellectually rigorous, increasingly diverse, and joyful environment for learning through participating in annual giving.

Donations will directly support the children, UVM students, teachers and the entire CCS community continue to grow and flourish. Your contribution will support professional development opportunities for mentor teachers, fund technology initiatives available to teachers and children, and help replenish essential equipment to enhance the learning environment.

You can give a (tax-deductible) donation online at: [http://go.uvm.edu/ccs](http://go.uvm.edu/ccs)

**How to Contact CCS**

**Mailing Address:**
UVM Campus Children’s School  
Living & Learning Building C166  
633 Main Street  
Burlington, VT 05404

**Main Office:**
Phone- (802) 656-4050  
Email-  cynthia.robare@uvm.edu