



Kids - Guardsman Way

CENTER FOR CHILD CARE & FAMILY RESOURCES
THE UNIVERSITY OF UTAH

FAMILY HANDBOOK

University of Utah
UKids – Guardsman Way
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UKIDS – GUARDSMAN WAY

The Mission of UKids – Guardsman Way is to provide access to high quality, on-site child care for faculty, staff and students at the University of Utah.

Program services include:

- Quality care for children 6 weeks through 6 years of age
- Hours – 7:00 a.m. to 6:00 p.m. Monday through Friday (Closed for major holidays)
- Complimentary meals and snacks served (vegetarian protein option and soy milk are also complimentary)
- Conveniently located in Lot 40 next to the Salt Lake City Sports Complex
- Infant, Toddler, Preschool, PreKindergarten and Kindergarten learning environments utilizing Creative Curriculum and TS Gold assessment
- National Accreditation with NAEYC

ADMINISTRATION

UKids - Guardsman

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GOALS & PHILOSOPHY

The philosophy of UKids – Guardsman Way is to provide an environment where children feel safe and are encouraged to explore materials, as well as their relationships with peers and adults. We believe that children learn best through hands-on, experiential learning and thrive emotionally, socially, physically, and cognitively when they are actively engaged with their environment.

Goals for each child include helping them to:

- Move along the development sequence at his/her optimal rate using learning objectives from Teaching Strategies
- Learn through identifying children's interests and incorporating them into a natural play setting
- Develop positive attitudes toward school and learning
- Develop positive work habits and skills, such as: attention span, organizing work, and following a daily routine
- Develop foundations for reading, writing, visual skills, auditory skills, left-to-right orientation, interest in printing, letter awareness, association of letter to sound, and rhyming, at his/her own development
- Develop a love for literature and to become familiar with literacy and language
- Develop cognitive skills such as: problem solving, synthesizing, analysis, and classification
- Develop the foundations of mathematics, one-to-one correspondence, counting association of set to symbol, part/whole relationships, and measurement and graphs
- Develop language skills, including speech and listening skills at his/her level of development
- Learn the social skills of compromise, cooperation, negotiation, and verbal assertiveness along with other developmentally appropriate social-emotional skills
- Develop large and small motor abilities
- Develop and understand the importance of creativity

Diversity

UKids – Guardsman Way welcomes all families, regardless of ethnicity, religion and sexual orientation. Children are given every opportunity to expand their view of the world as a place rich in many cultures, races, religions and customs. We work with families to provide an inclusive preschool environment for all children. The center is committed to the philosophy of treating all family situations and structures equally, fairly, and without bias. UKids – Guardsman Way is a non-denominational program; therefore we respect all family's religious traditions. We encourage you to share your family's traditions with our children and staff.

The theme of gender/racial equality and respect for the earth are an integral part of our philosophy and demonstrated by the use of non-gender specific titles such as; 'firefighters' and 'police officers,' Exposing children to non-biased professional role models, and incorporating environmental awareness and respect in all areas of the curriculum.

ENROLLMENT POLICIES

UKids – Guardsman Way is operated within the Student Affairs Division of the University of Utah. Priority enrollment is offered to families affiliated with the University at the time of enrollment (ie: faculty, staff or students), and then to community families if space allows. If the affiliated parent loses his/her affiliation status at any point during the year, UKids must be notified in writing, and the child(ren) will then move to the "community" tuition tier.

Limited financial assistance is available for students from the CCAMPIS Grant and the "School-Life" Scholarship fund, both administered through the Center for Child Care & Family Resources. If you are interested in applying for aid, please contact the Center for Child Care & Family Resources at the following emails:

CCAMPIS@sa.utah.edu

childcarescholarship@sa.utah.edu

Once offered an available spot, families are required to set up a “Needs and Services” meeting prior to attending where parents can sign paperwork, receive a parking pass, meet the teachers, and become oriented.

All forms provided to you upon enrollment must be completed, and documentation of immunizations must be provided *before* your child may attend. Please be sure to update all emergency information as needed, including your address, home and work phone numbers, cell phone numbers, e-mail addresses, any changes in your child’s medical information, and changes of individuals authorized to pick up your child. Please read this handbook thoroughly so you have a clear understanding of our policies and procedures.

FIRST DAY CHECKLIST

Please provide the following items on or before your child’s first day at our program. **ALL** items **MUST** be labeled with your child’s first and last name. Blankets, soft comfort items and sheets need to be taken home and washed at the end of each week or more often if necessary.

Infants

- Formula or breast milk (if needed),
- Pacifier (if needed)
- 2 complete changes of clothes (seasonal wear)
- Diapers and wipes
- Wearable sleep sack or swaddle (no blankets)

Non-Toilet Trained Children Ages 12 months and older

- Formula or breast milk (if needed),
- Pacifier (if needed)
- Child-sized blanket and a stuffed animal or other comfort item for nap (if needed)
- 2 complete changes of clothes (seasonal wear)
- Diapers and wipes

Preschool Rooms (Toilet Trained)

- Complete change of clothes (seasonal wear)
- Child-sized blanket
- Soft toy or comfort item for rest time (if needed)

If your child experiences separation anxiety during drop off, our staff is trained to assist you, and happy to help! Creating a daily, consistent, drop-off routine is very helpful for your little one, and allows them to learn what to expect each morning. Seeing your child sad at drop off can feel distressing, so we encourage you to call the center anytime during the day to see how (s)he is doing. It is extremely common for young children to experience some separation anxiety, and the administrative staff will be happy to provide suggestions to help minimize the time that your child spends feeling anxious each morning. Soon, being dropped off for the day at UKids will be routine and will feel comfortable to them.

OPERATIONAL POLICIES

Hours and Closures

UKids – Guardsman Way is open year-round, and is subject to closure whenever the University of Utah campus closes for extreme weather, emergencies, and/or holidays. The hours of operation are from 7:00 am – 6:00 pm, Monday – Friday.

University Holiday Closures:

New Year's Day
Martin Luther King Jr. Day
President's Day
Memorial Day
Pioneer Day
Labor Day
Thanksgiving Day and the following day
Christmas Day
University Closure Days (UCD's)*

*The Head of University of Utah HR will send notification of additional holiday closures (UCD's) by November, each year. University closure days (UCD's) do not apply to employees of University Hospitals and Clinics, certain clinical employees in Health Sciences, and other University employees identified as providing critical services during the closure, however the center will still be closed, and families will need to arrange other care for those days.

If it becomes necessary for the center to close early, it will be the family's responsibility to arrange for the child's pick-up.

Sign-In & Sign-out

It is mandatory that you sign your child in/out of the program each day using the EZ-Care Time Clock. Our staff assumes responsibility for your child once they are signed into the program and dropped off in the classroom. Parents must escort children the entire way into their classrooms. When picking up and dropping off, it is essential that you connect with the teacher so they are able to also sign the child out on their "pen and paper" roll. Teachers must know which children are in their care at all times.

Late Pick-Up

A late pick-up fee will be assessed for any child who is still in the building after 6:00 pm, even if the parent is also present. At 6:01 pm, a late fee of \$1.00 per minute/per child will be assessed.

Regarding late pick-ups, the following guidelines will apply:

- We will attempt to contact you or the person(s) authorized to pick up your child.
- If we have not been successful reaching an authorized person thirty minutes after closing time, the Director or person in charge will determine whether and when Child Protective Services or the appropriate authorities should be contacted.
- If appropriate authorities are contacted, a note in a sealed envelope will be posted on the center door advising you of the specific information including the name and phone number of the agency or person to contact.
- Please note that the Director or person in charge may not deliver your child to your home, nor transport them from the center under any circumstances.
- If late pickups become excessive, additional fees may apply, or dismissal from the center.

Authorization to Release Child

Your child must be picked up by an adult who is at least 18 years old and listed on your emergency card.

Only those individuals listed as authorized pick-ups are allowed to pick up your child (this person must present a government-issued, photo ID.) For reasons of safety and confidentiality, please do not give out the door code or your clock-in/out codes to persons who will not be regularly picking up.

In order for your child to be released to a person other than parent/legal guardian or authorized pick-up, permission

must be given to the office in writing. If a person arrives to pick up your child and they are not on your authorized pick-up list, they will not be permitted to receive your child(ren) until we reach you and obtain verbal authorization, and the individual provides the required photo ID.

Legal Custody

The center cannot refuse to release a child to the child's parent or legal guardian who has or shares legal custody of the child. In most cases, both parents have equal custody rights unless a court or valid written separation agreement proves otherwise. If you are experiencing custody difficulties we strongly urge you to keep the center administration and teachers fully advised of circumstances that affect your child and their drop-off and pick-up routines at the center. Divorced or legally separated parents are required to provide copy of custody documentation, or any applicable restraining orders. It is our policy to remain neutral in all custody matters, and the center may not serve as a visitation site.

Withdrawal

If you choose to withdraw your child from the program, UKids - Guardsman requires a 30-day, advance written notice regardless of satisfaction of services. A decision to disenroll because of program incompatibility is still subject to our advance written notice policy. Payment is due for the 30-day notice period, whether or not the child attends during that time.

Withdrawal notices are accepted in writing by center administration. If you withdraw your child, their spot will be filled. If you wish to re-enroll in the future, you will be placed on the waiting list and will be responsible to repay registration or other enrollment fees.

While unlikely, if a particular child's or parent's behavior threatens the safety of or becomes physically or verbally abusive toward other children or staff in the center, or inhibits our ability to do business, we reserve the right to disenroll any child or terminate services as deemed necessary or appropriate at our sole discretion, with or without notice.

Tuition and Fees

Tuition must be paid monthly online at <http://guardsman.childcare.utah.edu>. Payments will not be accepted at the center.

Tuition is to be pre-paid for the month. All fees are due regardless of attendance. There will be no reimbursement for unused childcare due to illness, vacation or other absenteeism. The expenses of providing a developmentally appropriate program continues daily, whether a particular child is in attendance or not.

- Monthly payments are due by the 1st day of the month.
- If a tuition payment for child care services is not made by the 5th of the month, a \$25 late fee will be assessed.
- Accounts with balances remaining on the 14th of each month will not be permitted to return to the center for care until payment is made in full. Balances over 30 days old will be turned over to University Collections and will result in a hold being placed on student registration and records and/or balances withheld from University employees' wages. Your child's spot will be filled with another family from our waitlist. Accounts that remain delinquent and are placed for collections, may be charged a reasonable attorney fee, collection fee up to 50% of overdue charge or court cost.

Parking

UKids parents are given a Lot #40 parking pass to hang in their vehicle for drop-off and pick-up only. These passes give parents a 10 minute window to park in the designated 7 stalls in front of the Center without being ticketed. If you need more than one pass for your family, please speak with the office. UKids recommends locking your doors and keeping any valuables out of site when dropping off and picking up your child. Children (including older siblings) are not permitted to be left alone in your parked vehicle for any reason or length of time.

Our parking lot is frequently used by families with very young children who are still learning proper safety rules, and who can be difficult to see before they dart out from behind a car. Please drive slowly and back out of your parking stall with extreme caution.

Salt Lake County is an idle-free zone. Vehicles are never permitted to leave their engines idling for more than two minutes. Violators will be reported and ticketed.

POSITIVE GUIDANCE POLICY

Young children crave consistency and structure. They thrive in an atmosphere where they are given plenty of choices and a few simple rules to follow. It is our belief that children need space and opportunity for play in order to learn how to interact with their friends.

UKids is committed to a safe and educational environment for all children, free from harassment, intimidation or bullying. "Harassment, intimidation or bullying" means any intentional act (outside of the widely-held expectations of what is considered developmentally appropriate behavior) that is severe, persistent, or pervasive that creates an intimidating or threatening educational environment; or has the effect of substantially interfering with a student's education; or has the effect of substantially disrupting the orderly operation of the school.

Our goal in guiding children is for them to move towards managing their own behavior. We avoid using techniques that will damage the child's good feelings about themselves or others. We begin by arranging the environment to prevent discipline problems. This includes planning interesting activities, not asking children to be still for too long, and meeting their needs for food, rest, and active play.

When children do misbehave, we positively guide them in finding a better way to solve the problem. Because a very young child does not have the cognitive maturity and are very ego-centric, it can be very difficult for them if they do not get their way. Conflicts will arise. When they do, we will guide children in a constructive manner. At UKids, discipline is viewed as an opportunity to teach children better ways of handling their frustration and anger. Very young children will be redirected into other activities. When misbehavior includes destroying or abusing materials, the children will be given the chance to use the materials again in an appropriate manner, but if continued the materials may be put away until another day when the child will be given another opportunity to use it appropriately. When children disrupt group activities, they can choose to participate without interrupting or choose another activity which would not interrupt the group time. Small and large group activities are always optional in all classrooms.

If your child has had a difficult time, the staff will give you a verbal update or written note which summarizes your child's day. We will then work together with the family to assure consistency at home and at school in working with the child, and all will be discussed in a confidential manner that is respectful to your family.

Our Methods of Positive Guidance Include:

- Encouraging children to solve problems through the use of words
- Learning to acknowledge feelings and associate feelings with actions
- Redirect children to focus on a different activity in a positive manner
- Tell children what they can do, rather than what they can't do
- Continual focus on building self-help skills in order to strengthen self-esteem and positive self-image
- Positive reinforcement and acknowledging appropriate behavior that should be continued in the future
- Assisting children in planning actions and language for similar situations in the future
- Modeling kind, patient, and gentle actions, words and behavior

INCLUSION POLICY

“Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.”

Definition of Early Childhood Inclusion, excerpted from: “A Joint Position Statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC), April 2009”

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

- We will document development and note when behaviors seem outside the developmental range over time for children of this age (through anecdotal notes, and samples of work) and meet with the Director.
- We will contact the family and communicate our concern in writing and verbally. We will request their permission to arrange for a screening. If the family agrees, we will help to coordinate a screening through the appropriate school system or agency for that family.
- If the family refuses to pursue a screening or consult with their child’s school system, and the need presented by the child requires additional programmatic resources, families may be asked to assume the costs of those additional supports for their child’s inclusion in the program, possibly including an aide or personal escort while the child attends the program.
- If the screening indicates an area of concern in a child’s development, teachers, director and parents will meet with the special needs coordinator for that school system or agency and develop a plan for the child in writing.
- Typically these plans will involve modifications to our classroom environment or practice, and guidance will be provided to teachers to support their work.
- In some cases, a school system may recommend that a child be enrolled in a different program, where there may be more resources available to provide early intervention.
- In some cases, certain adaptations to our program may be impossible (an additional teacher at the cost of the family, for example) and we may recommend a different placement for the child. Please know that wherever possible, we will draw upon all resources to meet the child’s needs.
- The center may determine that a particular child needs more support that we are able to give within our ratios. Staff and administrators will let the family know as early in the year as possible if this is a possible outcome, so that the family can pursue other placement options. The family will be notified verbally and in writing.
- The program has three considerations when asking a child to leave: a) Has implementation of strategies over time resulted in improvement, or have the concerns persisted or escalated? b) Is the program able to meet the needs of the individual child and the needs of the group as a whole? c) Is there a safety issue regarding the child or other children in the classroom? Each case is considered on a case-by-case basis,

and the program will apply every recommended strategy to support the child's progress before considering termination.

Our policy for inclusion of children with special needs is as follows:

- UKids will integrate children with disabilities and other special needs (such as chronic illness) and children without disabilities in all activities as appropriate and reasonable.
- Children with special needs and their families shall have access to and be encouraged to receive a multidisciplinary assessment by qualified individuals, other than ourselves, using reliable and valid age and culturally appropriate instruments and methodologies, before the child starts in the facility. The multidisciplinary assessment shall be voluntary and focus on the family's priorities, concerns, and resources that are relevant to providing services to the child and that optimize the child's development.
- The Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) and any other plans for special services shall be developed for children identified as eligible in collaboration with the family, representatives from the disciplines and organizations involved with the child and family, the child's health care provider, the staff of the facility (depending on the family's wishes), and the agency's resources and state laws and regulations.
- If a child has an IEP or IFSP, the Director will be responsible for coordinating care within the facility and with any caregivers and coordinators in other service settings, in accordance with the written plan.
- A child with special health care needs shall have a special care plan on file that includes emergency contact information, health provider, triggers, signs and symptoms of the condition and treatment instructions.
- In all cases, we place the best interest of our children and families at the center of all plans, and work with the family and with community partners to ensure that the best plan is developed.

Steps for Addressing Problem Behaviors:

1. The behaviors of children shall be addressed by the classroom staff as outlined by our Positive Guidance Policy. This could include positive reinforcement for any appropriate behavior, redirection, reminders of classroom rules, modifying the classroom environment, or the teacher may respectfully help the child gain control when necessary. Classroom staff shall observe all children and document these behaviors to help ascertain any patterns or precipitating factors of the problem behavior. At no time shall the staff use shaming, the withholding of food, or physical punishment of any kind.
2. When a child exhibits a problem on a continual basis that is not resolved through the appropriate behavior management strategies, the classroom staff will meet with the Center Director to document the problem behavior and ask for further guidance.
3. If the behavior problem is still not resolved, the Director will request a meeting with the child's parent(s), to discuss the problem behavior. The Director, parent(s), and teaching staff will collaborate on the development of strategies to resolve the problem behavior. During this process, the teaching staff will keep the Director and parent(s) informed of the progress in resolving the problem. Observations will be documented, and a copy will be given to the parent(s) as well as placed in the child's file. If a child's behavior results in the injury of another child or staff member, that child's parent(s) will be notified as soon as possible and written documentation will be given and placed in the child's file.

4. If the center staff feel that they need further assistance in resolving the behavior problem, the program may, with parental permission, request the assistance of an outside agency. If the center staff feels the behavior may result in a special need, the program may, with parental permission, refer the child for an evaluation. If the parental permission is refused, and the problem behavior continues, the continued enrollment of the child will be reconsidered with the provisions of # 6 listed below.
5. If the results of an outside evaluation suggest the need for accommodations of special needs, the program will provide these or other appropriate accommodations as long as they are not an undue hardship on the program as outlined by the Americans with Disabilities Act (ADA). In some cases, certain adaptations to our program may be impossible (an additional teacher at the cost of the family, for example) and we may recommend a different placement for the child. Please know that wherever possible, we will draw upon all resources to meet the child's needs.
6. If all of the above steps fail to resolve the behavior problem, the program may ask the parent(s) to obtain care for their child at another center. The program will provide the parent(s) with two-weeks' notice, except where such notice is not reasonable because of safety concerns, and will try to assist the parent(s) in obtaining alternative care and resources.
7. Written documentation of all of the steps above will be provided to the parent(s) and placed in the child's file.

The University of Utah does not discriminate on the basis of race, ethnicity, color, religion, national origin, sex, age, disability, sexual orientation, gender identity, gender expression, genetic information or protected veteran's status, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Additionally, the University endeavors to provide reasonable accommodations and to ensure equal access to qualified persons with disabilities. Inquiries concerning perceived discrimination or requests for disability accommodations may be referred to the University's Title IX/ADA/Section 504 Coordinator:

Director, Office of Equal Opportunity and Affirmative Action
201 South Presidents Circle, Rm.135
Salt Lake City, UT, 84112
801-581-8365 (voice/tdd)
801-585-5746 (fax)
www.oeo.utah.edu

CONFIDENTIALITY AGREEMENT

All records provided regarding your child and family finances are confidential. We also ask that you respect this confidentiality by not asking staff to discuss other families' children, or your child outside of business hours. The staff at UKids understand the importance of this policy and will not divulge or discuss confidential issues concerning children in the program. We encourage you to bring up child and center issues with the Center Director.

All information about families and staff, including life circumstances are kept confidential. No personally identifying information will be released or discussed outside of the program.

PROGRAM CURRICULUM

All classrooms utilize the Creative Curriculum approach to learning, which is a comprehensive, rigorously researched curriculum model that honors creativity and respects the role that teachers play in making learning exciting and relevant for every child. Each classroom environment is set up around learning centers:

- **Creative Art** - The Creative Art Area is a place filled with materials that children can enjoy on a purely sensory level. Here, children can create and represent their ideas in a visual form. On a table or the floor, at an easel or a workbench, children draw, paint, knead, cut, glue, and put together unique products of their

own choosing. Sometimes they simply explore the materials and enjoy the process. At other times they create designs or make something that represents a real object, place, or living thing. Creative art is another language children use to express what they know and what they feel.

- **Library/Writing Center** - In the Library Area children develop the motivation and skills necessary to read and write. As they hear stories read aloud every day, look through books on their own, listen to story tapes, recite familiar stories, and make up their own stories, they also have many opportunities to grow in all areas of development.
- **Dramatic Play** - In the Dramatic Play Area, children break through the restrictions of reality. They pretend to be someone or something different from themselves and make up situations and actions that go along with the role they choose. When children engage in dramatic play they deepen their understanding of the world and develop skills that will serve them throughout their lives.
- **Blocks** - Blocks naturally appeal to young children because they feel good to the touch, are symmetrical, and invite open-ended explorations. When children construct, create, and represent their experiences with blocks, they grow in each area of development.
- **Science/Discovery and Math** - The Science Area is a place to find answers to questions. It is a place to spark curiosity and wonder using new and interesting materials. In the Science Area, children can use their senses to touch, feel, taste, smell, and see. They can act on objects and observe what happens next. Teachers help nurture children's curiosity by joining children in the Science Area and posing questions. Children respond by using their thinking skills to investigate and explore. In the Science Area, all areas of development can be enhanced.
- **Music and Movement** - Music naturally delights and interests children. By including time for music and movement, we provide an outlet for children's high spirits and creative energy. Music and movement experiences help develop both sides of the brain (an important finding in recent brain research) and contribute to children's social/emotional, physical, cognitive, and language development.
- **Sand and Water** - Play with sand and water involves sensory experiences that appeal to young children. They need little introduction to playing with these materials. While sand and water play can delight the senses, it also can challenge children's minds and promote all areas of development.

*This information was taken from the *Creative Curriculum for Preschool*.

Dodge, Diane Trister, Colker, L., and Heroman, C. (2002). *The Creative Curriculum for Preschool*. Washington, DC: Teaching Strategies, Inc.

We believe children learn and develop skills and confidence through active engagement with these centers and each other. Children are encouraged to explore activities and materials at their own pace which have been planned to stimulate each of the five developmental areas (social, emotional, physical, language, and cognitive). It is our goal to create a nurturing environment where a child's natural love of learning will thrive. Each Lead Teacher or teaching team plans weekly to create developmentally appropriate lesson plans. These plans are then reviewed by center administration to ensure a focus on the developmental needs of the individual children, as well as the group, and incorporation of children's interests. We utilize the Creative Curriculum's learning objectives, which are aligned with national Core Curriculum objectives. We desire to partner with you regarding your child's care and education. Please take the time to review the weekly curriculum plans as well as communicate daily with the teaching staff regarding goals you may have for your child.

COMMUNICATION

Communication is a critical component of a quality program. Please watch for announcements through:

- EZ-Care when you check your child in/out
- Our website at <https://guardsman.childcare.utah.edu/>
- E-mail (**please make sure we have an updated email address for your family**)
- Flyers on the parent boards

- Signs posted on the classroom door
- Monthly newsletters
- Children's daily forms

If your child has had an upsetting experience, such as a change in family structure, the death of a pet, or an illness in the family, please let us know. We want to help your child work through difficult times. We can offer support to your child through artwork, dramatic play and physical movement. We can also offer a child extra one-on-one attention, as needed. It is important that we are aware of each child's demeanor, so we can help him/her have a more comfortable and enjoyable day.

Parent Teacher Conferences

The teaching staff works hard along with the support of the Curriculum Specialist to observe, assess, and create developmentally appropriate experiences that meet the goals of your children. Twice per year, we will hold Parent Teacher Conferences. Our expectation is that you partner with us, and attend the conference for your child/children in order to maximize your children's learning experience, and prepare them to enter grade school with the necessary school readiness skills.

What to Expect at Your Parent Teacher Conference

- Your child's teacher(s) will have compiled daily observations and an assessment portfolio individualized for your child, prepared for your conference.
- The teacher(s) will begin the conference by asking if you have any questions regarding your child's development, so he/s he can best know what areas of development to focus on.
- The teacher(s) will then proceed to go over those areas of development, highlighting strengths and areas of growth, as well as next steps individualized for your child.
- The teacher(s) may also present photo documentation of your child's development, creative artwork, and writing samples.
- Before the conference concludes, you and your child's teacher(s) will set goals, and discuss areas that you would like to focus on for the remainder of your time in our program, both at school and at home.

CLASSROOM POLICIES AND PROCEDURES

Toileting

When the parents and staff feel a child is ready, they will work together to create a supportive, positive approach to toileting. Every child begins toilet learning at a different age and progresses at a different rate. We're always available as a resource to answer any questions about your child's progress. Several complete changes of clothes and two pairs of shoes should be kept at the center during toilet learning.

Older children are encouraged to use the toilet several times a day. Children will not be forced to sit on the toilet. In Toddlers and Discovery Preschool, the bathroom is an 'open bathroom' where the children use the toilet alongside other children. If an older child asks to use the bathroom alone, then staff stand with their backs to the child to give them privacy but still be nearby should the child need assistance. In Preschool B and older, there are doors on the bathrooms to provide limited privacy for the young students. These doors do not lock, and have a discreet viewing window for teachers to properly supervise and monitor children's safety in the bathroom.

Hand Washing

All staff and children are required to wash their hands upon entering our classrooms. When you and your child arrive at school, please assist your child in this procedure. We require the children to wash their hands often at school. This enables us to decrease the exposure to communicable diseases.

Children and staff wash their hands:

- Upon arrival for the day
- Before and after meals and snacks, including bottles
- Before and after administering medication
- After using the bathroom, assisting with toileting, or diapering
- After outdoor play
- After playing with or handling animals
- After cleaning or taking out garbage
- After coming into contact with bodily fluids including breast milk
- Before and after using sensory tables
- Any time hands are visibly soiled

Change of Address and Phone Numbers

If your address or phone number changes, please contact the office immediately. If we do not have the current phone number, it is difficult to notify you should an emergency occur. Emergencies can happen and if we cannot reach you we must attempt to reach your emergency contacts or people listed on your authorized pick-up list.

Volunteer Policy

Families are always welcome and encouraged to volunteer and spend time in the classrooms. We ask that families assist the teaching staff in promoting our program policies and mission. Disciplining students while in our care must be left up to the teaching staff in order to ensure consistency with our positive guidance policy. In the event a family or volunteer is inappropriate in the classroom, or is not following program policies, they may be asked to immediately leave the classroom at the Director's discretion.

Sleep and Rest

We provide cribs or cots for all napping children. Kindergarteners will be provided with a soft yoga mat to rest on during their quiet period of the day. While all children might not sleep, they are all required to rest briefly in order for optimal health. Our staff cannot force children to sleep, nor can they force them to stay awake. After a period of rest, awake children may be offered quiet activities to complete on their cot. Utah State Child Care Licensing requires nap time to be a part of the day for all children birth through 5 years of age. We ask that whenever possible, families refrain from drop-offs or pick-ups between the hours of 12:30pm-3:30 pm in order to leave the naptime environment undisturbed.

Blankets and soft nap toys must be taken home and washed weekly. Cot sheets are assigned to one child, and laundered by the center weekly, or more often if needed.

Infants sleep according to their needs and the individual plans prepared by families in cooperation with our teachers. In keeping with the recommendations of the American Academy of Pediatrics, all infants under 12 months will be placed on their backs to sleep unless a documented medical condition requires alternate sleeping positions. Sleeping in equipment other than a crib is prohibited. Wearable sleep sacks are permitted in the crib, but blankets are not. Infants may be swaddled at the request of the family up until s/he can roll over, at which point use of a swaddle must cease.

Outdoor Play

Outdoor play is part of the early childhood curriculum. During the winter your child needs a coat, hat, snow pants, and gloves. During the summer your child will need to come with sunscreen already applied and the teachers will reapply as the day progresses. We will go outside every day except in the following cases:

- Orange or Red Air days (on Yellow days we will limit outside time)
- During heavy rain

All children will go outside, except for those who are restricted for medical reasons. **Medical restrictions must be in writing and signed by the child's physician.**

Toys From Home

Due to safety issues, choking hazards, and the risk of breakage, toys from home are not permitted at UKids, unless needed for the following:

- Comfort item to assist children with transitions, when appropriate
- Show and Tell in your child's classroom (please check curriculum)
- One soft sleeping toy (must be able to fit in child's cubby, and not make any electronic noises)

Transitions

To a new school:

It can be difficult for both parents and children to start in a new child care program. Here are some tips on how to help:

- **Allow time for arrival and departure.** Upon starting at a new child care program, you can expect some children to have difficulty with separation. Allow time for transitions from home to school by staying for a few minutes to help your child ease into an activity.
- **Reminders of home** can be helpful as well. Invite your child to bring a special object such as a stuffed animal or blanket for rest time. Bringing in a family picture to display in your child's classroom is another way to ease the transition.
- **Please do not sneak away when your child is distracted.** This can make transitions even more difficult and promotes mistrust. As the parent, it is important to be as calm and relaxed as possible. If you are nervous about leaving your child, or in a hurry to leave, it will make your child feel more anxious and uneasy about the transition. Tell your child goodbye and reassure them that you will be back.
- **The teachers are there to help make it easier on you.** You can be assured that your child's teachers will be there to comfort your child and provide activities to ease their transition.

Please see Your First Day Checklist on page 5 for more helpful information for your first day.

To a new classroom:

Transitions to new classrooms are based on the availability of a spot in the next age group, the child's birthdate, and personal readiness. We do not automatically move a child into a new classroom on their birthday, because we cannot guarantee there will be slots available in the next class. Our teachers are skilled at differentiating their curriculum to include developmentally appropriate activities for all of the students in their classroom at any given time during the year. As much notice as possible will be given to families of children transitioning to a new classroom, but no less than one week. This allows time for parents to discuss the upcoming change with their child.

In order to ease children into the new classroom, transitions at UKids - Guardsman occur during a series of visits to

the new class. A general guide for the child's transition week looks like this:

Monday – In their new classroom from 9:30 am – 11:00 am

Tuesday – In their new classroom from 9:30 am – lunch

Wednesday – In their new classroom from 9:30 am – naptime

Thursday – In their new classroom from 9:00 am – 3:30 pm

Friday – First full day in their new classroom!

EMERGENCY PROCEDURES

Emergency Drills

UKids conducts fire drills monthly, and other disaster drills once every six months. Fire drills are held on varied days and times. We practice evacuating the classrooms, meeting on the playground, accounting for all staff and children, etc. We discuss the importance of the drills with the children and talk about any fears they may have.

Evacuation Procedures

If we are advised to evacuate the building because it is deemed unsafe for us to remain in our space, we will go to our EAP located in front of the Football Center to await further instruction from the University. We also have arranged for Salt Lake City Sports Complex, and East High School to be potential evacuation sites. We will post this information on signs on our doors and gates. After arriving at the evacuation site, we will attempt to contact parents or emergency contacts for all children. As “essential staff,” our teachers will stay with the children in an emergency until the Director releases them from their responsibilities. We are prepared to care for children for seventy-two (72) hours, if necessary.

Please notify the center administration to see a copy of the complete Center Emergency Plan, if desired.

STUDENT HEALTH

Injuries

Every effort is made to keep your child safe; however, children are likely to acquire bumps, bruises, and scratches during their early years. An “Accident/Incident Report” will be filled out and given to you to sign. You will receive the top copy of the report, and the bottom copy will be placed in your child's file. If the injury is serious you will be notified by phone. If, in the opinion of our staff on duty, the injury warrants emergency treatment, an ambulance will be called and your child will be taken to the nearest medical facility (Primary Children's Hospital). You will then be notified immediately. Parents will be responsible for any costs incurred due to any emergency treatment. In case of serious injuries requiring medical attention the center will notify the Bureau of Child Care Licensing within 24 hours.

Allergies

Although UKids – Guardsman strives to be a nut-free environment, **we cannot guarantee our classrooms to be allergen-free zones.** We ask adults to exclude all nuts and nut products from any food items brought in for children, including store-bought birthday treats. Food items served to the children from our menu (during our business hours, on school field trips, or at in-school special activities/events) will not contain peanuts or tree nut ingredients, but may be processed on the same equipment that also processed those allergens during the manufacturing process.

Students with severe, life-threatening food allergies may be asked to provide all of their own food from home. Should a food allergy require a child receive food items that differ from what is served on UKids' menu of complimentary foods, it will be the family's responsibility to provide those alternate foods, at their own expense. The same policy applies to the center's Cooking Explorations class. University policy, the Americans with Disabilities Act, and Sections 503 & 504 of the Rehabilitation Act prohibit discrimination against individuals with disabilities. UKids -

Guardian is committed to providing equal access to its programs, services and activities. To request an accommodation, please contact the Office of Equal Opportunity and Affirmative Action (OEO/AA) at 801-581-8365 or oeo@utah.edu.

Despite our vigilant attempts to keep nuts out of the building, UKids cannot be held responsible for any allergic reactions caused by contact with any allergen while a child is in the care of the center, whether it occurs inside or outside the facility.

Sick Child Pick-up

Children must be well enough at school that they are able to participate in activities (which includes outside time, as well as gross-motor movement activities.) UKids reserves the right to send any child home if it is determined that they are too sick to be at the center that day. Please see below for symptoms that will warrant a mandatory, temporary exclusion.

If children develop any symptoms of illness while at UKids, the child will be separated from the other children if possible, and parents will be contacted. Arrangements should be made to pick-up children as soon as possible, but no later than within one hour. If you cannot be reached within 15 minutes, your emergency contacts and authorized pick-up contacts will also be called.

Center Guidelines for Illness

If your child is ill, please notify us of the nature of the illness. UKids will post an exposure notice when any of our children have been exposed to certain serious, contagious illnesses. For confidentiality reasons, UKids cannot divulge the name of any child with a contagious illness.

If your child exhibits symptoms of illness (**fever, vomiting, diarrhea, sore throat, frequent cough, unknown rash, Conjunctivitis (pink eye) etc.**) during the 24-hour period prior to scheduled attendance at the center, your child **should be kept home** until the symptoms mentioned have been resolved. In some instances, a note may be obtained from your physician stating that your child does not have a contagious condition. Even with a physician's note, children must wait a minimum of 24 hours after the last fever, vomiting and diarrhea episode before they return to care. For details on each individual illness' exclusion criteria, please see your center administrators. They can provide a description of the exact criteria that must be met for the child to return to group care at the center. Center administration solely reserves the right to determine if the child satisfactorily meets the established criteria for return.

For the welfare of all the children in the center, UKids excludes a child from care if the following symptoms exist:

- The child has a temperature of 100 degrees F or greater, accompanied by other symptoms of illness.
- The child has a temperature of 101 degrees F or greater, with or without other symptoms of illness.
- Persistent diarrhea, which is defined as an increase in number of stools compared to the child's normal amount, with increased and/or decreased stool water
- Vomiting in the previous 24 hours
- Mouth sores associated with the inability to control his/her saliva
- Unexplained rash that is or may be contagious to others
- Infected eyes with discharge, until 24 hours after treatment started by a physician
- Infestation (scabies, head lice, pinworm), until after first treatment with a medicated product.
- Impetigo, until 24 hours after antibiotic treatment has begun
- Strep Throat, until 24 hours after medication started
- Ringworm infection, until 24 hours after medication started
- Chicken Pox, until one week after the onset of rash, or until all lesions have dried and crusted

- Children needing individual, one-on-one care

UKids is not licensed by the state to care for sick children. Please have a reliable back up child care plan for the possibility your child may become sick. It is prohibited to attempt mask your child's symptoms with Tylenol or similar medication. To control the spread of illnesses, contagious children must stay home.

Medication and Topical Ointments

If your child has an condition that requires medication, the following policy will be in place.

1. All medication must be given to an office staff member upon arrival at the center and will be stored out of reach from children. No medications should be left in cubbies.
2. Prescription medication must be in the original containers, with the child's full name, have the original pharmacy label and date clearly marked on the prescription. Must have a child safety cap.
3. Over-the-counter medication must be marked with dosage instructions for the child's age/weight, or else a doctor's note will be required.
4. All medications must be accompanied with a Medication Permission Form, which can be obtained at the front office.
5. Topical ointments must be accompanied by a Topical Ointment Authorization Form, which can be obtained at the front office.

Immunizations

Your child must be up-to-date on immunizations as required by the Utah Department of Human Services prior to enrollment at the Center. After admission to the Center, you are responsible for regularly updating your child's health files to reflect current immunizations. If you opt out of having your child immunized the center must have a current Religious, Medical, or Personal Exemption Form from the Board of Health on file.

Nutrition

UKids – Guardsman provides a complimentary daily breakfast, lunch, and afternoon snack for all children old enough to eat solid foods. The menu is posted on the parent board outside of the main office.

Special Diet

A family must provide written notification of any food allergy, sensitivity or dietary preferences to the center administration. No verbal notification will be accepted. Should a food allergy, sensitivity or dietary preference require a child receive food items that differ from what is served on UKids' menu of complimentary foods, it will be the family's responsibility to provide those alternate foods, at their own expense. The same policy applies to the center's Cooking Explorations class.

UKids will provide a complimentary, vegan, veggie patty protein substitution whenever meat protein is served. UKids will also provide complimentary soy milk to children who have a documented request to substitute for cows' milk. All other dietary substitutions must be paid for and provided by the family.

University policy, the Americans with Disabilities Act, and Sections 503 & 504 of the Rehabilitation Act prohibit discrimination against individuals with disabilities. UKids - Guardsman is committed to providing equal access to its programs, services and activities. To request an accommodation, please contact the Office of Equal Opportunity and Affirmative Action (OEO/AA) at 801-581-8365 or oeo@utah.edu.

FIELD TRIPS

- Field trips and walks away from the center are a regular part of the curriculum. Children enjoy the opportunity to explore and learn from the resources throughout the community.
- Methods of transportation include the UTA transit system, campus shuttles, and walking.

- For all fieldtrips, a sign-up sheet is posted in the parent area notifying parents of the date, time, destination, and means of transportation at least 3 days in advance.
- Written parental permission is required before your child may participate in any field trip.
- All fieldtrips are approved by the Director and are planned to ensure a positive and safe experience for the children.

PHOTOGRAPHS & MEDIA

UKids staff may use photographic technologies such as tablets and digital cameras to document children’s activities. These photos are primarily used to document your child’s progress and may be hung up for view in the center. You will receive a release form during the registration process, granting or declining permission to ECEC and all staff to use still, motion, video or audio recording of your child’s image for use in conjunction with the production of visual bulletin boards, social media or other educational purposes.

SUSPECTED CHILD ABUSE AND MANDATED REPORTING

In accordance with the University Safety of Minors Policy (Rule 1-015) and State of Utah law (Code 62A-4a-403) all authorized adults working with minors are trained in mandatory reporting requirements. A mandated reporter is a person who is legally required to ensure a report is made when abuse is observed or suspected. The state of Utah designates a Mandatory Reporter as “any person who has reason to believe that a child has been subjected to abuse or neglect” (Utah Code Ann. §62A-4a-403). They do not have to prove that abuse is occurring, just that there is reasonable cause to believe abuse or neglect is occurring. This report must be made to a law enforcement agency or the Division of Child and Family Services. In addition to notifying law enforcement or DCFS, the Safety of Minors Policy (Rule 1-015) also requires that individuals report known or suspected abuse of a minor during a University program or event, or on University premises, to the Office of Equal Opportunity and Affirmative Action at the University of Utah. All staff members who are to be with minors are required to participate in a OEO/AA Minor Safety and Reporting training prior to employment.

If you, as a parent or guardian, have concerns about any misconduct in connection with a University program or event, please contact the University’s Office of Equal Opportunity and Affirmative Action at (801) 581-8365.

Related links:

<https://dcfs.utah.gov/contact/>

<https://oeo.utah.edu/resources/minors-in-university-programs/>

BABYSITTING/CHILD CARE SERVICES

It is not the mission of the Center to provide child care for its clients in any location other than at the Center during regular operation hours. Any arrangement for child care which does not take place at the Center is strictly a private arrangement between the parents and the individual staff member. No such private arrangements shall be made for child care on campus or during the work shift of a staff member or interfere with the operation of the Center or the individual’s job performance. Parents and staff should understand that such arrangements are not within the course and scope of the staff member’s job duties and that staff members are free to either accept or reject such requests from parents.

Prior to utilizing a UKids employee to babysit, a Babysitting Release Form must be signed by both parties and turned in to UKids. This can be obtained from Center Administration, and is also posted online under Forms.

FAMILY GRIEVANCE AND DISMISSAL POLICY

The UKids administration and staff are committed to maintaining an open door, open-forum approach to problem solving and conflict resolution. If a family has a concern regarding the behavior of a teacher, the concern should be discussed with the director. If a family has a concern regarding the behavior of the director, they should speak directly to the director. If they feel their concerns still have not adequately been addressed, they should present their grievance in writing to the Center for Child Care & Family Resources (CCFR) director. The CCFR will respond in writing to the parents and schedule a meeting if necessary.

The Center Director reserves the right to withdraw a child or family from the center if it is decided that the relationship between the center, child and parent or guardian is not mutually beneficial. The most important factor is assuring the child is in an environment that best meets his/her needs, and that everyone involved is treated with the upmost respect. A two-week ,written notice will typically be given to the parent or guardian should the center decide to exercise this right to withdraw a child or family. In extreme situations, the immediate removal of a child or family from the Center may be necessary. Reasons may include health and safety issues for the child or for the larger group of children or employees, or parental behaviors that create a hostile environment where children or adults feel unsafe.

Reasons for dismissal may include, but are not limited to:

- Child or parents needs cannot be met by the center.
- Child appears to be a danger to himself, other children or staff, and behavioral issues cannot be resolved through a support process:
 - a. Documented concerns
 - b. Meeting with child's parents/guardians to develop a behavioral plan
 - c. Follow through with action plan which may include bringing in an outside specialist
 - d. Follow up meeting to discuss child's progress and subsequent actions
 - e. Continued enrollment or dismissal
- Nonpayment or habitual late payment of fees
- A family owing tuition at the end of their time at any UKids center may not re-enroll their child in the center until the balance due has been paid. A tuition hold may be placed on student parent records, and will prevent enrollment at any UKids facility on campus.
- Failure to complete required enrollment forms promptly, including physical/medical information, emergency information, employment status, etc
- Physical or verbal abuse or intimidation of staff or children
- Parent behaviors that inhibit our ability to do business
- Habitual late pick-ups

PROHIBITED MATERIALS

The use of tobacco or alcohol on the premises is prohibited. The use or possession of illegal substances or sexually explicit materials on the premises is prohibited. Except as expressly permitted by law, firearms, explosives (including firecrackers, fireworks, and pyrotechnics) and other weapons are not permitted on the premises.

POLICY REVISIONS

Effective policies based on best practices and field research are essential for the operations of our center, and must be followed by all families and staff. Should you have a suggested revision for a policy, please submit your feedback to the Center Director in writing, who will then take your comments to the next CCFR staff meeting to initiate the process for potential revision. Together, appropriate policy changes can be made for the benefit of all.