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## **MISSION STATEMENT**

The Child Development Centers of the Bluegrass is dedicated to ensuring that children with disabilities reach their full potential by collaborating with families and community partners to create the highest quality home – and – community – based therapy services as well as preschool and child care programs that benefit both children with and without disabilities.

## **PHILOSOPHY**

### We believe that:

- children are unique individuals who develop at their own pace
- optimal learning happens within the context of a secure, supportive, and challenging environment
- children should have the opportunity to participate in age-appropriate activities designed to promote cognitive, communication, motor, social –emotional, and self-help skills
- children are active learners who are progressing through a sequence of development that proceeds in a predictable way towards greater complexity, organization, and internalization
- there are optimal periods for certain types of learning, and play is the appropriate vehicle to promote development in young children
- when children with and without disabilities have the opportunity to play and learn together, everyone benefits

### We believe in family-centered services

We acknowledge in everything we do that the family is the foundation in every child's life. The role of the family in the child's education is primary and essential, and that CDCB is a temporary partner with the family in providing early education opportunities. We welcome the connection between home and school that we believe is essential to every child's growth.

### We believe in inclusion

Children with and without disabilities have much to learn from each other. Children with disabilities progress faster as they strive to do what the other children are doing. The children without disabilities benefit from:

- small classes
- superb adult:child ratios
- language and literacy enriched classroom environments
- computer and age-appropriate software in every classroom
- fully equipped facility and playground
- lessons in respect, affirmation, and inclusion

Both groups of children experience enhanced self-esteem from being together.

It is our hope that when the children of CDCB become adults, our community will benefit from their early lessons in valuing, respecting, and appreciating everyone including those who are different from themselves. Through these early experiences they can grow to be individuals who understand that everyone's lives are immeasurably enriched through opportunities to learn from each other.

We believe in a team approach to children's services

When children's educational and therapy services are provided by a team, the therapists have the opportunity to teach every member of the team to address the children's speech/language, occupational, and physical therapy needs during all activities. Every member of the team can address the same goals for the children and provide the children with countless opportunities to practice the skills they are learning in a natural environment. The communication that takes place among team members enables everyone to completely understand each child.

We believe in therapies integrated into the context of the family or the normalized routines of the preschool or classroom

Children who receive speech, occupational, and physical therapies provided within the secure context of their natural routines progress faster and generalize their learning to other situations more successfully.

We believe in activity-based instruction

Children learn best from each other and from their environment. They need opportunities to:

- make choices
- participate in small and large group activities
- interact with age-appropriate materials that are selected to address certain skills
- enjoy music and art
- learn from dramatic play
- develop fine and gross motor skills

We believe in community-based education experiences

We are committed to giving our children opportunities to enjoy activities available within their communities. Program staff work together to develop ideas for field trips in the community that provide unique learning experiences. CDCB also invites groups, (such as the Lexington Children's Theater) to share their programs with our students.



## **HISTORY**

CDCB has served children and families in central Kentucky for 50 years. The agency was originally established to meet the needs of individuals with cerebral palsy. As the agency expanded its mission, there were many aspects of the services that CDCB provided that were innovative and progressive for the times. CDCB was the first in the state of Kentucky to provide a structured preschool for children with neurological impairments, to design teaching based on individualized evaluation by a team of professionals using standardized testing, and to bring typically developing children and children with developmental delays together in a classroom setting.

CDCB looks forward to the challenge of using our resources to continue to serve children, families, and our community. We intend to remain at the forefront committed to the excellence established by our founders and benefactors.

## **CURRICULUM**

CDCB uses the Assessment, Evaluation, and Programming System (AEPS) as a foundation for its assessment plan and curriculum. Each classroom's lead teacher is responsible for designing the classroom environment and providing a curriculum to support social, emotional, intellectual, and physical development for all children. CDCB's preschool program includes appropriate learning activities and teaching techniques in accordance with each child's level of comprehension and maturation.

Daily schedules include activities to provide a balance of:

- indoor/outdoor activities
- quiet/active activities
- individual/group activities
- large/small group activities
- child/staff initiated activities
- structured/spontaneous activities

The staff provides adaptations and modifications to ensure that children with special needs participate fully in the classroom programs and activities. Resources used within the classroom are reflective of the ethnic and cultural diversity of the children in the program.

All CDCB classrooms include centers or areas for activities as such as art, block building, gross motor, housekeeping/dramatic play, language arts/library, manipulative materials, math/problem solving, multimedia, music, and science/social studies.

CDCB provides developmentally appropriate instruction to children regarding safety procedures, such as riding the bus and emergency procedures.

## **PROGRAMS**

CDCB provides early intervention services (evaluation/assessment, developmental intervention, and speech/language, occupational, and physical therapies) to children with disabilities and full-day preschool services to children with and without disabilities who are thirteen months to five-years-of-age.

### **Early Intervention Services**

Our parent/infant program, through First Steps, serves only children with disabilities. Developmental intervention, speech/language, occupational, and physical therapies are provided within the context of the family. Therapies are provided wherever the family prefers, in the natural environments of the home, preschool, or the child care classroom.

### **Toddler Program**

CDCB offers a toddler program for children with and without disabilities who are 13 months to 33 months of age. Developmental intervention, speech/language, occupational, and physical therapies for children with developmental delays, are provided within the natural environment of the classroom. The appropriate therapist is assigned to the classroom team to implement goals created by the child's IFSP. The program runs Monday - Friday from 8:30 am– 4:30 pm. Extended hours are available 7:30 am– 8:30 am and 4:30 pm – 5:30 pm.

### **Preschool Transition Program**

CDCB offers a preschool transition program for children with and without disabilities who are two – three years old. Developmental intervention, speech/language, occupational, and physical therapies for children with developmental delays, are provided within the natural environment of the classroom. The appropriate therapist is assigned to the classroom team to implement goals created by the child's IFSP or IPP. The program runs Monday - Friday from 8:30 am– 4:30 pm. Extended hours are available 7:30 am – 8:30 am and 4:30 pm – 5:30 pm.

### **Preschool Program**

CDCB offers a preschool program for children with and without disabilities who are three – four years old. Developmental intervention, speech/language, occupational, and physical therapies for children with developmental delays, are provided within the natural environment of the classroom. The appropriate therapist is assigned to the classroom team to implement goals created by the child's IPP. The program runs Monday - Friday from 8:30 am – 4:30 pm. Extended hours are available 7:30 am – 8:30 am and 4:30 pm – 5:30 pm.

## Pre – K

CDCB offers a pre – K program for children with and without disabilities who are four – five years old. Developmental intervention, speech/language, occupational, and physical therapies for children with developmental delays, are provided within the natural environment of the classroom. The appropriate therapist is assigned to the classroom team to implement goals created by the child’s IPP. The program runs Monday - Friday from 8:30 am – 4:30 pm. Extended hours are available 7:30 am – 8:30 am and 4:30 pm – 5:30 pm.

## Outpatient Therapy Program

CDCB also provides an outpatient therapy program. This program is self-supporting, and there is no sliding fee scale for these services. CDCB is in network with Anthem Blue Cross Blue Shield, Tricare, Bluegrass Family Health, and Humana.

## NAEYC Accreditation and STARS for KIDS NOW Rating

CDCB has applied for re-accreditation by the National Association for the Education of Young Children (NAEYC). NAEYC administers the largest and most widely recognized national, voluntary, professionally sponsored accreditation system for all types of early childhood educators. Early childhood programs, like CDCB, that are accredited by NAEYC have voluntarily undergone a comprehensive process with the Criteria for High-Quality Early Childhood Programs, and have been found to be in compliance with these criteria.

In an effort to ensure the highest services to our families, CDCB also participates in Kentucky’s STARS for KIDS NOW program. This program is designed to provide incentives and recognition for programs that exceed minimum licensing requirements. Programs are evaluated and awarded one, two, three, or four stars. CDCB was the first 4-STAR-rated program in Central Kentucky.

## **PARENT INVOLVEMENT**

### Open House

At the beginning of every school year, there is an Open House for families of children enrolled at CDCB. This is a time for families to meet staff and ask questions regarding agency policies. This is the initiation of our partnership with families as their children begin their participation in the programs at CDCB.

### Parent Club

The Parent Club at CDCB serves as a vehicle for parents to support each other, socialize, help with fundraising efforts, define and implement special projects, and promote educational opportunities for families. CDCB provides the facility and support for the Parent Club meetings.

CDCB offers support to families by providing information regarding possible speakers from the community, sharing information staff receives regarding training and educational opportunities for families, sharing publications, videos, and web-site information. This information is also shared on the parent bulletin board located outside of the administrative office.

### Parent Committee

Parents are encouraged to participate in CDCB's parent committee to help with fundraisers, events, and projects throughout the year. The committee is a great opportunity for parents to establish relationships and communicate with other parents of CDCB.

### Parent Observation

Parents are encouraged to observe their children's classrooms. CDCB has observation rooms that have one-way mirrors and audio which allow parents to watch their children without distracting them.

When you visit please sign in at the front office and take a visitor identification badge. Your child's teacher and therapists know who you are, but other staff members may not recognize you as a parent. We appreciate your cooperation with this policy, as it is our responsibility to keep all children safe.

CDCB is a place where information regarding children and families remains confidential and is treated with the utmost respect. We ask that anything you observe while at CDCB remains confidential and that you refrain from discussion or speculation about questions regarding CDCB programming or procedures that they be addressed with teachers, therapists, or the Executive Director rather than with other families. Direct communication with staff members will prevent misunderstanding of policies and procedures.

### Parent Communication

CDCB collects publications and videotapes that may be helpful to families and makes them available for checkout. CDCB also posts information on our parent bulletin board about parent training opportunities locally, statewide, and nationally.

CDCB teachers communicate with parents through weekly letters, written notes/logs, IEP, and IPP meetings that occur at least annually and other parent conferences as needed. During these meetings, the progress towards the goals set on the child's IEP, or IPP is reviewed.

### Parent Conferences

Parents can request a conference at any time. These conferences may include but are not limited to discussion of your child's progress, review of goals, review of any testing that has been conducted, observation about how your child learns best, and identification of your child's talents and gifts. Please call to speak with the teacher or therapist with whom you wish to schedule a conference. Due to our commitment to maintaining optimum adult:child ratios, conferences with teachers and therapists need to be scheduled outside of class time. Each family will have at least two opportunities each year to interact with their child's team.

### Parent Input

It is our policy to assist families in the design and implementation of their child's educational and therapy programs. We strongly believe that understanding the family's perspective is essential to our effectiveness in creating an optimal learning experience. We encourage you to share your on-going observations, suggestions, questions, and concerns with the appropriate members of our staff.

Your observations and insights are critical in creating the most appropriate learning environment for your child. It will provide teachers and therapists additional information which will enrich your child's experience at CDCB. For example, if your family has a new pet that your child is excited about, please let us know, so that we can provide the opportunity to listen and perhaps create a complementary learning experience. When we have this type of information, we can act in the best interest of the children and meet their needs more sensitively.

Our Administrative Staff is in charge of the educational and therapy programs at CDCB. You are welcome to discuss issues, concerns, and questions regarding our programs with these staff members. The door is always open: feel free to drop in or call to schedule an appointment.

### Parent Evaluation

Each year, we ask parents to fill out an evaluation of CDCB's programs. This annual parent survey is an important source of information for us regarding your experiences with our program. We use the information provided to us to improve our services and monitor how effectively we are meeting our mission and goals.

## **FEES**

### Fees for Receiving Therapy Services Who Are Birth to Three-Years-of-Age

Families of children birth to three years of age who qualify for therapy services (developmental intervention, occupational, physical, or speech/language) are provided through the Kentucky Early Intervention System (First Steps) will not be billed for therapy services by CDCB. Questions regarding your Individual Family Service Plan (IFSP) should be directed to your Primary Service Provider.

### Fees for Children Receiving Therapy Services Who Are Three - to- Five - Years- of- Age

The rate for 5 Area Evaluations by our Developmental Interventionist is \$300.00. The rate for Occupational Therapy, Physical Therapy, or Speech Therapy assessments is \$275.00. Therapy is billed \$150.00 per hour. CDCB is in network with TriCare, Anthem Blue Cross/Blue Shield, Humana, and Bluegrass Family Health. If you have questions regarding your insurance carrier, please contact our finance office.

### Administration Fee

An administration fee of \$45.00 is due at the beginning of each school year. This fee covers the online AEPSi, an ongoing assessment of your child's development used by each child's team members. Every child will get a t-shirt at the beginning of the school year to wear during field trips for safety purposes. It is easier to identify large groups of people when everyone is wearing the same color shirt.

### Extended Hours Fees

CDCB is open from 8:30 am– 4:30 pm Monday through Friday. There are extended hours available from 7:30 am – 8:30 am and from 4:30 pm – 5:30 pm for an additional \$15.00 per week. Please contact administrative staff if you will be using this service so we know how many children to expect during those early and late times and efficiently schedule staff for each classroom.

### Field Trips

CDCB takes several field trips throughout the year and occasionally parents will be asked to pay for cost of admission.

## CDCB Weekly Program Rates

	Toddler Classroom		Transition Classroom		Preschool Classroom	
	<i>Children Who Do Not Receive Therapy</i>	<i>Children Receiving Therapy</i>	<i>Children Who Do Not Receive Therapy</i>	<i>Children Receiving Therapy</i>	<i>Children Who Do Not Receive Therapy</i>	<i>Children Receiving Therapy</i>
<b>Full Day Program 8:30 - 4:30*</b>	<b>\$195.00</b>	<b>\$185.00</b>	<b>\$180.00</b>	<b>\$170.00</b>	<b>\$165.00</b>	<b>\$155.00</b>

*\*CDCB's extended care hours, 7:30 - 8:30 a.m. and 4:30 - 5:30 p.m. are available at a cost of \$15.00 weekly.*

### Fees for Children Receiving Outpatient Therapy Services

CDCB's outpatient therapy services are self-supporting and fall outside of our United Way and community funding. As a result, there is no sliding fee scale in place for these services which are billed at \$150.00 per hour. We are in network with Tricare, Anthem Blue Cross/Blue Shield, Bluegrass Family Health, and Humana.

### **WAITING LIST**

When CDCB has full enrollment in any of its programs, a waiting list of children to be served is maintained. CDCB selects children for placement based on their spot on the waiting list and their readiness to be enrolled. In order for a child to be placed on CDCB's waiting list, enrollment paperwork must be completed. The siblings of children enrolled in CDCB will be given placement preference when possible.

## Ensuring an Appropriate Balance of Children's Needs

An appropriate balance of children's needs must be maintained. CDCB never places more than 50% children who receive therapy in any of the classrooms. CDCB screens all typically developing children to be enrolled in our full-day programs. If the screening indicates a need for further testing in one of the developmental areas, CDCB will advise the parents that the child needs further evaluation and might not be enrolled at the time.

If it is determined through subsequent evaluation that the child is eligible for First Steps or therapy services, then the child is no longer eligible for a slot as a typically-developing child in our preschool program.

If there is an opening for a child with disabilities and the child's needs can be met, he/she is given that slot. If there is no slot available or the child's needs are such that the existing adult:child ratio is inadequate to meet the needs of the children in the classroom, then the child is put on our waiting list.

## **HOURS OF OPERATION**

CDCB is open from 8:30 am – 4:30 pm Monday through Friday. We have extended hours available from 7:30 am – 8:30 am and 4:30 pm – 5:30 pm.

## **SCHEDULED CLOSURES**

CDCB is closed three weeks out of the year for staff vacations and building maintenance. We are closed a week in April, August, and December. Tuition will be billed for 50 weeks. CDCB will be closed for other holidays and staff training days posted on the school calendar.

## **ARRIVAL AND PICK-UP**

The front door is locked at all times with a video monitoring system. An administrative staff member will allow admission in the building.

If you bring your child before 7:30 am, you may wait in the lobby area. We ask that you respect the classroom starting and ending times. Teachers are setting up classrooms prior to the children's arrival and are not able to supervise children who come earlier than 7:30 am.

A member of the teaching staff is responsible for ensuring that each child is released to an authorized adult. Children are only released to individuals authorized by the parent in writing. Individuals authorized by the parent must present photo identification and will be required to sign the child out.

It is also important that children be picked up on time as the teachers have cleaning and paperwork to complete. If you are late picking up your child, you will be charged a late fee which will be paid directly to the teacher. CDCB's preschool hours are from 8:30 am – 4:30 pm. The late fees will be applied starting at 4:30 pm unless you have signed up to use our extended hours care.

Families who are late picking up their children from any of CDCB's classrooms will be charged as follows:

- 1 – 5 minutes late, \$5.00
- 6 – 10 minutes late, \$10.00
- 11 – 15 minutes late, \$15.00 etc.

We appreciate your cooperation in dropping off and picking up your child on time.

### **TRANSPORTATION**

When going on field trips, CDCB will use our bus or van to transport children. The children's safety is our greatest concern, and we observe state regulations for the transportation of children. A motor vehicle check is completed on every employee to ensure that each employee has a valid driver's license and a good driving record. Each vehicle is equipped with a first aid kit and fire extinguisher for emergency use.

### **MEALS**

CDCB provides two meals and one snack each day. A written menu is posted each week and copies are available to families.

In accordance with NAEYC standards, meals are served at established times. There is a minimum of two hours between breakfast and lunch, and lunch and snack. Meals are not served more than three hours apart.

We make every effort to accommodate the nutritional and dietary needs of our children. We are able to address the need or desire for specific diets that address such issues as food or milk allergies, meatless meals, or kosher-style meals.

CDCB follows the nutritional guidelines of the Kentucky Cabinet for Health and Family Services. Additionally, CDCB adheres to United States Department of Agriculture (USDA) and Child and Adult Care Food Program (CAFCP) guidelines for the storage, preparation, and serving of food to children.

### **NAP/QUIET TIME**

A nap/quiet time is set aside each afternoon after lunch for each child at CDCB. We encourage the children to rest and lie quietly. Any child who does not fall asleep after an

appropriate length of time during the designated nap/quiet time shall have the opportunity to engage in quiet activities.

Each child shall be assigned an individual mat for sleeping or resting. Each child should have a blanket provided by the family for naptime. CDCB staff launders all blankets and other bedding at least weekly. Mats are cleaned and disinfected weekly and before reassignment to another child.

### **HEALTH POLICIES**

CDCB's health policies are established to keep children and staff as healthy as possible throughout the school year. We cannot allow any child with signs of a casually transmitted communicable disease to attend CDCB. If we notice that your child exhibits a symptom of a contagious illness, we will care for your child in an isolated area away from other children until you can pick up your child. We will err on the side of caution in situations that are questionable. Please remember that our goal is to protect the health of all the children we serve.

Families will be contacted to pick up their children after CDCB staff notices:

- more than one episode of diarrhea that is not associated with a change in diet
- one episode of vomiting
- abdominal pain of more than a 2 hour duration
- fever above 101 Fahrenheit
- mouth sores with drooling
- pink or red conjunctiva (pink eye)
- unexplained rash
- severe sore throat
- chickenpox
- head lice or nits

CDCB will also contact families when children are determined by the local health department to be contributing to the transmission of illness during an outbreak.

**Children who have been sent home with one or more of these symptoms must be symptom-free for 24 hours before returning to school or have received documented approval from a physician.** CDCB reserves the right to exclude any child from its program until the child is no longer contagious. When children become sick at home, they should also be symptom-free for 24 hours before returning to school. Please keep CDCB teachers and staff up-to-date on any health changes in your children.

### **Sunscreen**

During outdoor play, children shall be protected from the sun by using shade, sun-protective clothing, and sunscreen or sun block with UVB-ray and UVA-ray protection of SPF-15 or higher with written parental permission.

### Insect Repellant

When public health authorities recommend use of insect repellants due to a high risk of insect-borne disease, only repellents containing DEET are used. Staff apply insect repellant no more than once a day and only with written parental permission.

### Long-Term Communicable Diseases

Children with long-term communicable diseases like herpes, CMV, HIV, and Hepatitis B, will be considered on an individual basis. If there is disagreement regarding whether a child is contagious or not, the Executive Director will consult with the child's physician, a public health official, and/or the child's family to reach a decision regarding the child's participation in the toddler or preschool program.

### Notification of Communicable Diseases and/or Infections

If we are aware that a child in one of our classrooms has a communicable disease or infection, we will contact all the families to indicate that their children may have been exposed and to inform them of symptoms to watch for.

### Keep CDCB Informed of Changes in Medical Status

Whenever there has been a significant change in a child's medical status (e.g. unusual seizure activity, aspiration, a new trach or g-tube, etc.), classroom attendance and/or therapy services will not be resumed until we receive a release from the child's physician.

When children are receiving special medication, even if the medication is not administered at school, it is helpful to let the teacher know. In many cases, there can be side effects that the teachers need to be aware of.

### Administration of Prescription Medication

When CDCB staff needs to administer prescription medication, we must have daily written authorization. Please complete CDCB's Medical Authorization Form, send the medication in the original bottle, and provide precise dosage amounts and times for the medication to be administered. Staff will never give medication from a bottle on which the expiration date has expired. Teachers maintain a log of the administration of all medication.



## Administration of Non-Prescription Medication

CDCB staff may administer “over-the-counter” medication without authorization from a physician. If you want your child to take an over-the-counter medication and you want CDCB staff to administer it, you must provide written and signed authorization each day that documents the dosage and the schedule for when the medication is to be administered. The medication must be provided in the original bottle and precise dosage amounts and times for the medication to be given must be provided. Staff will never administer medication from a bottle on which the expiration date has expired. Teachers maintain a log of administration of all medication. Please do not send medication in your child’s backpack.

## **HANDWASHING PROCEDURES**

CDCB’s programs follow these practices regarding hand washing:

- Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are monitored.
- Hand washing is required by all staff, volunteers, and children. Hand washing reduces the risk of transmission of infectious diseases.

Children and adults wash their hands:

- On arrival for the day
- After diapering or using the toilet
- After handling bodily fluids (e.g., blowing or wiping a nose, coughing on a hand, or touching any mucus, blood or vomit)
- Before meals and snacks, preparing or serving food, or after handling any raw food that requires cooking (e.g., meat, eggs, poultry)
- After playing in water that is shared by two or more people
- After handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals
- When moving from one group to another

Adults wash their hands:

- Before and after feeding a child
- Before and after administering medication
- After assisting a child with toileting
- After handling garbage or cleaning

Proper hand-washing procedures are followed by adult and children and include:

- Using liquid soap and running water
- Rubbing hands vigorously for at least 10 seconds including the back hands, wrists, between fingers, under and around any jewelry, and under fingernails; rinsing well; drying hands with a paper towel or single-use towel, and avoiding touching the faucet with just-washed hands.

**CDCB follows regulations set by the Universal Precautions practice when washing hands and handling bodily fluids.**

### **DIAPER CHANGING PROCEDURES**

Toileting is a developmental event that emerges from dependence to independence over time. Keeping children clean and sanitary is extremely important as it helps us prevent the spread of disease. Diapering also provides us a way to foster security for our children as it contributes to the physical comfort of the child.

CDCB's staff follows standard procedures when diapering children. These steps include:

- Only commercially available disposable diapers and pull-ups are used unless there is a medical reason that does not permit their use.
- Cloth diapers must have an absorbent inner lining that is completely contained in an outer covering that prevents the escape of any bodily fluids or solids. Both the inner lining and outer cover are changed as a unit.
- Soiled cloth diapers will be placed in a plastic bag without rinsing and sent home for laundering.
- Diapers will be checked at least every two hours throughout the day.
- Diapers are changed at the changing table available in the room. If the child is in another room and is found to be soiled, the child will be taken back to the classroom for changing.
- Staff that change children are required to maintain physical contact at all times the child is on the changing table in order to prevent falls.
- Guidelines for changing diapers are posted and followed by all staff members who change diapers.
- Changing tables are used for children who need diaper changing and these tables are not used for any other purposes.
- Containers for the disposal of diapers have lids and are regularly emptied by classroom staff.

## **DAILY ORAL HEALTH**

CDCB encourages children to practice good oral health routines each day. Staff members provide children in our program with an opportunity to brush their teeth after one of the meals provided. Toothbrushes and toothpaste are provided by CDCB for this purpose.

## **CDCB'S USE OF PESTICIDES**

CDCB contracts with a commercial pesticide company to eliminate insects within the building and on the grounds. Families will be given at least 24 hours notice of the use of pesticides in a letter sent home in the cubbies of their children.

## **CLASSROOM ASSIGNMENTS AND TRANSITIONS**

Classroom assignments are based on available space, disability, age, and gender mix. Every effort is made to maintain a balance that encourages them to learn from one another. Once a spot is offered for new enrollment the lead teacher will contact the parents to set up a transition period for the child. Parents will accompany their child for increasingly longer periods of time until the transition is complete.

Transitions from one classroom to another are made when space is available or when there are natural breaks in the calendar. In all cases, the child who is transitioning to the next level within CDCB will be allowed to make a gradual move into the new classroom. We recommend that the child be accompanied for increasingly longer periods of time to the new classroom, and an adult from the child's current class go along to ease the transition. Parents are kept up to date on the progress of the transition.



## **STANDARDS OF STAFF TO CHILD INTERACTIONS**

Child to staff ratios alone does not predict the quality of care. Direct warm social interaction between adults and children is more common and more likely with lower child to staff ratios. We know that low child to staff ratios are most critical for infants and young toddlers (0-24 months). Development improves when group size and child to staff ratios are smaller. Improved verbal interactions are correlated with lower child to staff ratios.

CDCB operates with child to staff ratios that are lower than those typically seen in preschool settings. Our belief is that reduced ratios allow us to be more attentive to the needs of children while being better able to support their verbal, social, and cognitive development.

Our staff never uses any form of punishment. Every effort is made to engage children at their level (especially eye level) and use meaningful gestures. Staff members use the following techniques for guiding and directing the young children that attend CDCB:

### **Physical Guidance**

- Use is based on child's individual need
- Demonstrate desired behaviors or skills
- Provide direction, reassurance, and/or guidance
- Protect the child or others
- Assist children to regain their composure

### **Verbal Guidance**

- Listen carefully when children are communicating their ideas, questions, and feelings
- Speak in natural and respectful tones
- Use eye contact when speaking with children
- Use short sentences
- Use positive directions
- Begin with directions with the desired action
- Keep directions to no more than two steps at a time
- Refrain from being overly directive
- Provide logical and accurate reasons for requests
- Make it clear if the child has a choice or not
- Minimize competition and focus on personal goals for the child
- Use natural consequences for misbehavior whenever possible

### **Affective Guidance**

- Give children honest feedback that allows them a way to evaluate their own behavior
- Give attention before it is demanded
- Accurately label the emotions that seem to be expressed
- Show affection and positive regard for children

## **ELECTRONIC MEDIA POLICY**

CDCB classrooms follow these guidelines in the use of electronic media in the classroom (TV, music, movies, software, etc.):

- Only developmentally appropriate, non-violent, and culturally sensitive material is used.
- Alternative activities are available for the children who do not wish to participate.
- Staff members are involved with children during the activity.
- Video choices are an extension of children's interests and experiences and/or classroom lesson plans.
- No more than 30 – 45 minutes of TV or video per day (may be averaged over a week). Computer turns are limited to 10-20 minutes.
- Only G rated movies are shown.

## **CLASSROOM POLICIES RELATED TO BEHAVIOR PROBLEMS**

CDCB's program promotes a positive approach to guiding behavior. We believe that by establishing an environment where children can be actively involved in exploration, where the room arrangement and visual cues help children know how to use the environment, where the expectations are clear and appropriate for the children's age and stage of development, and where there are optimum adult:child ratios, most behavior problems can be prevented. Attention to the environment is the first step to ensuring positive guidance.

When problems do arise, the teacher will attempt to determine what the child's behavior is communicating. After evaluating the situation, attempts will be made to change the environment to better reflect the needs of that child.

The language that therapists and teachers use is also an important part of positive guidance. While it is not always possible, we try to avoid using the word "no". Instead, we might say, "stop" or assess the situation and decide on another approach to guide the child to a more appropriate use of materials or space. For example, if a child is throwing blocks, we might encourage finding a ball or a bean bag to throw, offer a reminder that blocks are for building, or suggest building a tower. In this way, we use redirection, active listening, and/or modeling to encourage positive behavior. CDCB is committed to providing a nurturing environment for all children, and we believe positive guidance is essential.

On rare occasions, we may remove children from difficult situations until they can control themselves; however, CDCB does not permit the use of punishment. If we feel it is necessary to use a method not described previously in this section, we must have the approval of the Executive Director to recommend the plan to the family. If such an alternative discipline or behavior plan is developed, it must be put in writing and agreed upon by the teacher, director, and family.

## **EXCESSIVE AGGRESSIVE BEHAVIOR POLICY**

The Child Development Centers of the Bluegrass has the right to respond to the occurrence of excessive aggressive behavior in children enrolled in its programs. Excessive aggressive behavior includes but is not limited to biting, hitting, kicking, spitting, cursing, head-banging, and head-butting. CDCB's response will be in the best interest of all the children enrolled and may include dismissal from the program. CDCB's response will be at the discretion of the Executive Director.

## **THINGS TO BRING THE FIRST DAY**

Please bring a complete change of clothing – shirt, pants, underwear, and socks to remain at school. Be sure to label the clothing with your child's name and put the clothes in a large, labeled, zip-lock bag. It is essential that clothing and any other item brought from home be labeled with the child's name.

If your child uses diapers, you must send diapers and wipes each day in your child's backpack or send a supply that will be stored here at CDCB. Please label diapers and wipes with your child's name.

The first day of school can be exciting, scary, overwhelming, and confusing for young children. Even when children are ready for school, they can have some anxiety about the new situation whether the situation is only a new classroom or coming to a new school for the first time. We want children to feel comfortable and relaxed as soon as possible. Families can help by acknowledging that it can be scary for their children to be starting something new and by allowing plenty of time for the transition into the classroom for the first couple of days.

## **KEEP PHONE AND CONTACT NUMBER UP-TO-DATE**

It is very important that you keep your child's teacher and our administrative staff aware of changes in phone numbers where you can be reached while your child is at CDCB.

It is important that we also have up-to-date phone numbers for the people who are authorized to pick up your child. We take our responsibility to ensure your child's safety seriously, and we will not allow a person to pick-up your child who is not authorized by you in writing to do so. Please keep all needed phone numbers and names of emergency contact persons on file at CDCB up-to-date.



## **ACCIDENT AND INCIDENT REPORTING**

We work hard to keep children safe while they are at CDCB. We pay close attention to child-proofing our classrooms, maintaining appropriate adult:child ratios on the playground, following appropriate transportation procedures, and training every member of the program staff in pediatric CPR and First Aid.

When children are hurt, we respond by providing appropriate care. Most often minor accidents require tender, loving care, and we have plenty of that at CDCB! A cut, scrape, or bump may require washing or applying ice. Whatever happens, no matter how slight, we will notify parents. We will let you know when you pick-up your child if it's something minor. In either case, an incident report is completed and given to the Executive Director for review. When it is necessary, we will contact emergency assistance and have your child transported to the hospital you have indicated on the emergency release form. You will be contacted immediately in such cases.

## **SEVERE WEATHER, EARTHQUAKE, AND FIRE**

We conduct monthly fire drills during which children are evacuated in accordance with our fire exit plan. These plans are posted in each classroom. We also practice severe weather and earthquake response four to five times a year.

## **INCLEMENT WEATHER**

In the event of extremely hazardous conditions, check with the major network news station announcements to determine if CDCB's preschool and therapy programs will be closed or operating on a delay. CDCB may be closed due to unforeseen circumstances. Tuition will be billed the same each week regardless of inclement weather or other closures.

## **BIRTHDAY CELEBRATIONS**

We are glad to have a small celebration for children's birthdays. Generally, parents bring a special treat to share with their children's classmates at snack time. Since we have many children with special food needs, it is important to check with your child's teacher prior to bringing treats. The teacher can help by making suggestions about appropriate foods. If you are planning a birthday party for your child and wish to bring invitations to school, we ask that you be discreet. Ask your child's teacher how best to deliver the invitations.

## **TOYS FROM HOME**

We discourage children from bringing toys from home to CDCB; however, some children may need the sense of security a favorite possession may offer. When children need such possessions, we ask that they keep them in their backpacks or cubbies.

## **PET POLICY**

We welcome classroom visits from family pets with the following restrictions:

- The pet must be in good health.
- There must be documentation from the veterinarian that the pet is fully immunized and properly vaccinated against rabies.
- Reptiles are not allowed due to the risk of salmonella infection.
- A parent shall be notified in writing if a child has been bitten or scratched by an animal.
- Except if used as a planned program activity in the control of an animal specialist, an animal that is considered undomesticated, wild, or exotic shall not be allowed at CDCB.

Classroom pets will also abide by the above restrictions with the following additions:

- Staff will supervise all interactions between the animals and the children. They will instruct the children on safe behavior when in close proximity to the animals.
- Staff will make sure that any child that is allergic to a type of animal is not exposed to the animal.
- Reptiles will not be kept as classroom pets due to the risk of salmonella infection.

## **CONFLICT RESOLUTION**

Resolution of child to child conflicts (usually over a desired/preferred toy or activity) should be accomplished by having the children work through the dispute themselves. Teachers must be attentive to the need to occasionally provide some structure to the resolution as well as the words that might be needed to reach a successful conclusion to the dispute.

The following steps are suggested for resolving child to child conflict:

1. Encourage the use of words to solve problems
2. Encourage the children to use calm voices when solving their conflict
3. If necessary, model the words for the children to use (“Nathan, you can tell Brian that you will give him the truck when you are finished.”)
4. If the conflict cannot be resolved without adult supervision, a teacher may take the children to a quiet area and assist them in working out the conflict
5. In all situations, the children are encouraged to resolve their conflict with their words

## **DRESSING FOR SCHOOL**

We believe your children learn best when they are free to explore their environment and be fully engaged with the materials to which they are exposed in the classroom. That means they will get messy. Please do not dress them in clothing you don't want to get dirty. Send them to school in comfortable clothing in which they will be able to explore and fully participate in all the activities available. The children will also be engaged in lots of physical activity and need to wear safe and comfortable shoes, gym shoes are the best!

## **CONFIDENTIALITY**

It is your right to have information regarding your child and your family treated in a confidential manner by our agency. In all its activities, CDCB observes the tenets of the Family Education Right to Privacy Act (FERPA) and the Health Information Portability Records Form which allows legitimate exchange of information regarding your child among the individuals and/or organizations authorized on the form, as well as the HIPAA Notice of Privacy Practices forms outlining the procedures CDCB follows regarding our HIPAA privacy practices.

## **CHILD ABUSE REPORTING**

CDCB staff members are required by law to report to the proper authorities any suspected physical or sexual abuse or neglect of any child enrolled at CDCB. The report is to be made by telephone within 24 hours. The report contains the following information: The child's name, address, and age, the parent's name and address; indicators observed; the reporter's name and position; and the date of the report.

## **COMPLAINTS AND GRIEVANCES**

Conflicts will sometimes arise within the classroom; please don't hesitate to talk to the teacher in regard to the situation or circumstance that has occurred. If there is not a satisfactory resolution, please inform the Executive Director.

The Child Development Centers of the Bluegrass, Inc. recognizes the rights of all individuals, families or guardians, employees, and other interested persons to register complaints or grievances regarding services provided by the agency. Family members or guardians are informed of their right to present grievances or complaints related to the child's services annually. Any oral or written grievance or complaint received by anyone in the agency is referred to the Executive Director immediately. The Executive Director assumes responsibility for ensuring that the procedures for resolving a complaint or grievance are followed and that minutes are taken for all formal meetings held to resolve the matter. The Executive Director schedules a conference of relevant program staff members and the aggrieved parties within five working days of receipt of the complaint or grievance.

## **RIGHT TO MODIFY POLICIES**

CDCB reserves the right to add to, modify, or discontinue the policies stated in this handbook. When there is a need to make changes in these policies, CDCB will provide families with as much notice as possible.

## **CONTACT CDCB'S ADMINISTRATIVE STAFF WITH YOUR INPUT**

Thank you for familiarizing yourselves with the information in this handbook. We hope the information is helpful to you as your children participate in our programs. We welcome your feedback, and we want to answer any questions you may have. Feel free to contact CDCB's Administrative Staff with your input.

# Assessment Plan

## Child Development Centers of the Bluegrass

*Child Development Centers of the Bluegrass has developed this formative assessment plan to obtain data on which to build our curriculum and make learning experiences more meaningful for our children. The results of these assessments will also be used in program evaluation and improvement.*

- Assessment will be on-going for all children at CDCB.
- The AEPS (Assessment, Evaluation, and Programming System) for Infants and Children will be used at least twice each year to collect data in the areas of :
  - a. Cognitive Skills
  - b. Language/Communication
  - c. Social-Emotional Development
  - d. Self-Help and Adaptive Behavior Skills
  - e. Health and Physical Development
- All staff members receive training/orientation in AEPS assessment and curriculum.
- Results are entered and maintained electronically on the AEPSi Management Site.
- In addition to the AEPS, teachers use checklists, parent information, portfolios, and observations to assess additional skills and behaviors.
- Assessments will be done in the child's natural classroom setting when possible.
- FERPA guidelines will be used to maintain confidentiality of assessment results.
- Parents are encouraged to share ideas related to assessment areas or methods of assessment during the parent/teacher conference or at any time during the year.
- Parents will be asked to complete the Parent Report as part of the AEPS assessment.
- Parents will be given printed report summaries of AEPS reports.
- Staff will explain and discuss results with parents during individual planning meetings for students.