Welcome to the Boise State University Children’s Center!

The purpose of this handbook is to provide families a quick reference to the Center’s philosophy, goals, curriculum, policies, and procedures. This handbook reflects our commitment to 1) the growth, development, and needs of young children, 2) the understanding and involvement of families, and 3) the importance of school and home communication.

Children’s Center families reflect our belief in diversity. Families bring varying backgrounds--socio-economic, racial and religious--but a common commitment to ensuring all children’s optimal growth and learning.

The Children’s Center admits and welcomes children from all families, without discrimination on the basis of race, national or ethnic origin, color, religious beliefs, family configuration or disability which can be reasonably accommodated.

Listed below are the names of the administration at the Children’s Center. Our classrooms have two professional full time benefited staff as well as Student Employees to support breaks and planning time for teachers. Practicum students, Interns, and Volunteers are here from time to time to support their education in working and understanding growth and development in young children. We encourage each and every one of you to visit with us, ask questions, and become involved in your child’s educational development. We are here to serve you and your child.

Main Line Boise State University Children’s Center .......... 208-426-4404

.......................................................... Director 208-426-4402
Chris Zacharias ............................... Assistant Director 208-426-4405

Visit our Website (http://childrenscenter.boisestate.edu) for more information on our programs.

Boise State University prohibits discrimination against any individual on the basis of race, color, religion, gender, age, national origin, physical or mental disability, veteran status, genetic information or, sexual orientation, as allowed by federal, state or local law, in any phase of its admission or financial aid programs, and other aspects of its educational programs and in allowing access to University services, facilities or activities.
MISSION STATEMENT

Our mission is to provide quality early childhood learning experiences to the children of the Boise State University community in a warm and nurturing developmentally appropriate environment. This type of environment will inspire a desire to learn through “hands-on, open-ended” experiences that are tailored to meet the needs of every child. We are dedicated to providing and fostering a network of support for the children and their families through education, encouragement and community partnerships. We will collaborate and provide other departments on campus a site for Boise State University students to complete observations and internships, practicum and special projects.

PHILOSOPHY

The Children’s Center provides an engaging and relationship-based environment for children promotes each child’s physical, social, emotional, creative and intellectual development. Our philosophy is based on the belief that each child is unique. Because children are naturally curious, we know they learn best when allowed to explore and investigate the world around them. As children are involved in meaningful play, they are able to build on previous encounters with materials to deepen their understanding of what they already know. Classroom activities reflect individual needs and foster independence, creativity, a sense of empathy and cooperation. We also know children need knowledgeable, nurturing, consistent teacher/caregivers who understand the stages of child development, respect family needs and promote cultural diversity. The staff is dedicated to building strong partnerships with families to enrich children’s experiences.

PURPOSE

The Children’s Center was established in November 1979 to provide a quality child care program for the children of full and part-time Boise State students, faculty and staff. Our professional staff provides a model educational program for all the families it serves. Students from University Academic school programs and students from the Colleges of Education and Health Sciences are assigned to the Children’s Center for internships, field methods, and volunteer work. We also serve as an observation site for University students fulfilling class requirements.

ACCREDITATION

You have chosen a program for your child that is accredited by the National Association for the Education of Young Children (NAEYC). NAEYC administers the largest and most widely recognized accreditation system for all types of early childhood programs and child care centers. NAEYC, the nation’s largest organization of early childhood educators, created its accreditation program in 1985 to set professional standards for early childhood education, and to help families identify high-quality child care and early education programs. The Boise State University Children’s Center has been accredited through the National Association for the Education of Young Children since March 1993.

What is Accreditation? Early childhood programs accredited by the NAEYC Academy for Early Childhood Program Accreditation have voluntarily undergone a comprehensive process of internal self-study and improvement. Each NAEYC-accredited program must meet all 10 of the NAEYC Early Childhood Program Standards and more than 400 related criteria. Programs are accredited by NAEYC for a five-year period. For more information visit https://www.naeyc.org.
What is a high-quality early childhood program? High-quality programs provide a safe and nurturing environment while promoting the development of young children. NAEYC-accredited programs show their quality by meeting the 10 NAEYC Early Childhood Program Standards, which are based on the latest research on the education and development of young children. All NAEYC-accredited programs must:

1. Promote positive relationships for all children and adults.
2. Implement a curriculum that fosters all areas of children development—cognitive, emotional, language, physical, and social.
3. Use developmentally, culturally, and linguistically appropriate and effective teaching approaches.
4. Provide ongoing assessments of child progress.
5. Promote the nutrition and health of children and staff.
6. Employ and support qualified teaching staff.
7. Establish and maintain collaborative relationships with families.
8. Establish and maintain relationships with and use resources of the community.
9. Provide a safe and healthy physical environment.
10. Implement strong program management policies that results in high-quality service.

LICENSING

The Children’s Center is licensed to provide services to children ages 2 months of age (after their first set of shots) until just before Kindergarten through the City of Boise and State of Idaho. We are required to meet their standards for staffing, discipline, health, safety, curriculum, equipment and materials, nutrition, transportation, records, and reports. This includes annual Health & Safety, Fire, and City inspections as well as an FBI background check on all staff. A copy of our current license is posted at the front desk when you walk in. The required ratio of teachers to children meets Boise City standards yet each child experiences the maximum attention and supervision when meeting the standards of an NAEYC accredited program.

CENTER ADMINISTRATION & FUNDING

The Children’s Center operates under the direction of the College of Education. The program is supported with revenue produced primarily from student/parent usage fees and some appropriated University funds.

EMERGENT CURRICULUM

Interests, curiosity, and developmental matters are the primary vehicle for immediate, complex, comprehensive, and sustained learning and development. If your child is an infant or young toddler, the curriculum is focused on expert nurturing for your child and supporting their developmental needs. We provide knowledgeable nurturing care in a safe and secure environment for your child to feel comfortable which supports a child to develop an attachment to their primary teacher. With those conditions established and supporting your child’s natural, individual daily patterns of eating, diapering, and napping, we provide a rich and various sensory experiences and opportunities for them to develop their exploratory skills and their body in their own way and in their own time.

If your child is an older toddler, we provide a responsive, respectful and reciprocal approach to develop social skills as relationship opportunities emerge and to guide them in exploring a rich array of materials, processes, tools, and environments. As they demonstrate individual interests, we assist them in exploring those interests in-depth and in a variety of ways over extended periods of time.
If your child is a preschooler, we facilitate them in pursuing their inclinations, interests, and inquisitiveness through a variety of media, processes, and environments, while supporting their individual learning style, temperament, developing group skills, and multiple intelligences.

DO YOU WONDER...? EMERGENT CURRICULUM – WHAT IT IS AND WHY IT’S IMPORTANT

What emerges from each learning group using Emergent Curriculum are opportunities for to focus on real issues that have meaning for the children. Teachers are practiced at facilitating the accumulation of interests within a learning group and assisting children in engaging explorations and projects that accommodate all of the individual interests, various learning styles, personalities, and developmental levels within the group.

At the heart of our program is a focus on high quality relationships with children, parents, and family members that are respectful, equitable, trusting, collaborative, caring, gentle, and based on skills using our carefully developed philosophy and years of practice.

We offer an Emergent Curriculum because it provides the best overall results for children of all ages. In our program, the children’s ages are from infancy through preschool. An Emergent Curriculum means:

- What comes from the children is the curriculum, which in turn has meaning and relevance to their lives. It drives their natural curiosity.

- An emergent curriculum involves the whole child; meaning the social, emotional, cognitive, and physical realms of development and learning.

What does that mean in practice? Our teachers provide rich, diverse and relevant resources with respectful support to children’s emerging interests and their various in-depth explorations and multi-media expressions. Observation is the key to discover what the children are interested in and build on those inclinations, interests, and curiosity to help them learn naturally and holistically as powerful individual learners and as effective members in successful learning groups.

Children initiate the explorations and projects. Children explore and express themselves in their own way and in their own time. Each exploration or project can take weeks or months, depending on the children’s sustained curiosity and engagement, which can morph into new lines of inquiry and investigation.

For example, for infants, we support each child in developing at their own pace without interference. The environment is designed for each child’s emerging interests and fitted out with a variety of open-ended materials for them to explore. When an infant is ready and inclined, they reach out and engage those items that match current interests and abilities. A specific example is in the area of whole body physical development. Infants in an emergent curriculum are their own initiators and move in the time and manner that they are ready for in crawling, raising up, sitting up, pulling up, cruising, and walking. Because of this, the children are stronger, more flexible, and more self-confident in their early physical development. They have also learned that they are the main determinants of their own successful learning and growth.

For toddlers, we observe what things they bring into the classroom or choose there to play with, and we help them to go farther and deeper with those explorations. For example, in one toddler classroom, an interest in playing with cardboard boxes evolved into parents and teachers bringing in boxes of many sizes that resulted, after weeks of exploring, testing, and taping them together, into a large maze of tunnels and towers.
For preschool children, we observe and listen to their expressed interests and support them in their gathering of information and other resources to fuel their in-depth explorations and comprehensive projects. For example, an interest in where the water in the classroom comes from these possible scenarios:

- Can lead to exploring the pipes under the sink and then…
- Looking at building plans for the water supply and add…
- Mini field trips to the street to examine utility hole covers and bring in an outside resource like…
- A classroom visit by a civil engineer who showed them slides of water sources and systems then leads to…
- A trip to the building basement to see the pipes and then children can….
- Build their own simulated utility holes and hole covers like they saw in the streets out of large tubes that they climbed into….
- Experimenting with joining PVC pipes and testing water flow with gravity and pumps.

Children can work on that project off and on for almost a year and intensely for over an hour each school day for about four months.

An emergent curriculum for children of all ages can also include cultural elements from children’s families, as the children bring them in and/or accept them as part of their exploratory activities. An example of this could evolve for preschoolers in which the children had cooked many types of breakfast meals over several weeks and wanted something more challenging. In response, the parents of a child with heritage from India brought in ingredients for cooking Chicken Tikka Masala.

Exploring and expressing are the fundamental strategies in an emergent curriculum. We build learning around what the children want to explore, and the learning process involves gently guiding and facilitating exploration by adults to get children to express, in words, gestures, processes, and materials, when they are able, what they want, what they’re doing, and why. Thus, exploring and expressing reinforce each other and build individual and group cohesiveness.

In emergent curriculum learning groups, children learn to accept, understand, and appreciate the interests, skills, working styles, temperaments, and resources of the other children. Their unique offerings are accumulated into fascinating multi-dimensional projects and their individual efforts lead to more comprehensive compelling results.

When paired with in-depth explorations and encounters during an investigation, an emergent curriculum is a powerful learning tool, because it is child-initiated, child-centered, and child-directed; with constant adult facilitation. By harnessing children’s own interests, motivation, and energy, it allows for and encourages them to determine their own learning direction, pace, focus, and rewards.

The role of our classroom staff and children’s family members is to be alert to what intrigues the children and to provide rich resources in line with their inclinations and interests to support their initiatives, persistence and adaptations.

A Few Benefits among the Many

More meaningful learning and development occurs than in a typical program setting and it lasts a lifetime, because it is connected to what is important to the child rather than what is arbitrarily imposed by others. The result of an emergent curriculum is that children absorb a wide range of information and significant social, emotional, and physical development thanks to their having explored many sources, materials, and processes.
An emergent curriculum develops an appreciation for and skills in working with diversity in all its forms, including:

- Multiple Learning Styles are visible
- Differing Temperaments are understood
- World Views are considered
- Family Cultures are embedded
- Building new Skill Sets
- Developing Knowledge Bases
- Attitudes are recognized and respected
- Personal Values are defined
- Acknowledge Belief Systems, which are diverse
- Adapting Work and Learning Spaces
- Evolving Environments
- Open ended materials
- Enhancing the visual aspects and rethinking furnishings
- Refining Thinking Processes
- Problem Solving Individually as well as in a group setting
- Collaboration amongst peers, teachers and other classroom members
- Community building

It also develops a strong foundation for emotional intelligence and a significant understanding of a range of emotions, with corresponding effects on self-image, self-worth, and social success. Previous families enrolled here have reported that they observe outside of our program that their children, in contrast to others, demonstrate increased: ease in social settings, inquisitiveness, explorations with comprehensiveness and dexterity, verbal skills, and expressiveness in various media.

THE IMPORTANCE OF PLAY

Our program philosophy is based on the premise that children learn about the world around them through “hands on, open-ended” active involvement with other children, adults, and materials.

Children need years of experience with real objects and events before they are ready to understand the meaning of symbols such as letters and numbers. Learning takes place as young children touch, manipulate, and experiment, with things and interact with people. The teachers’ role is to create an environment that supports the ideas and experiences of children and invites them to observe, be active, make choices, and experiment. Children spontaneously engage in activities such as block building, painting, or dramatic play, adding pieces of information to what they already know and thereby generating new understandings. Children learn simple concepts and then use these concepts to grasp more complex ideas—the building blocks of learning.

Because our program is designed to maximize individual development and promote developmentally appropriate practices, our activities focus on the process of learning. Therefore, the emphasis is on the experiences of the children rather than the results of those experiences. For example, the way a paintbrush is held and how it goes over the paper is more important than what has been painted; the way a child uses blocks to design and re-design is more important than what is built. Each child has his or her own set of possibilities and we help those possibilities unfold. Days are filled with intentionally planned and spontaneous moments of learning. There is time allowed for active outdoor play, imaginative games, independent discovery, and group activities.
STAFFING

Our Center is staffed with professional employees of Boise State University and the State of Idaho with varying degrees of education and experiences. Each classroom has a Lead Teacher and Assistant Teacher with Student Support depending on classroom needs. Professional Teachers have either a Bachelor’s or Associate’s degree in Early Childhood Education or a related field or equivalent. Student Aides work various hours as part time support team members supporting breaks and planning time and may also sub for teachers that are gone due to illness or vacation. You may see interns or volunteers as well. Student aides supplement the staffing and assist the head staff with the implementation of the program. All staff receive orientation training before working in the classroom as well as on-going training to develop and strengthen their skills. Annually, all staff have Pediatric CPR and First Aid and are licensed through the City of Boise. The license includes a fingerprint and an FBI background check.

CLASSROOM TEACHERS

Each child is assigned to a classroom with a team of teachers who are responsible for record keeping, developmental assessments and parent conferences. This team of teachers ensures that every child has a “special” person and every parent has a primary contact. The primary teachers (Lead and Co-Teacher) will form a caring, nurturing, and responsive relationship with your child. In the classroom, these primary teachers will be the “expert” on your child- knowing pertinent information about your child’s individual schedule, developmental abilities, special needs, sleeping habits, and individual interests. Teachers will also monitor your child’s development and strive to have activities that will strengthen their skills.

Keep in mind, however, that the work “Lead” does not mean exclusive. Children should not become completely dependent on the presence of one person. The other staff in classroom will also develop a relationship and interact with your child as he/she explores the learning environment.

GOALS FOR CHILDREN

- To provide for each child’s physical health and safety.
- To promote the development of the whole child.
- To help children develop the social skills needed for a healthy group experience.
- To encourage in each child the development of a positive self-concept and emotional health.

DAILY SCHEDULE AND CENTER CLOSINGS

Daily operating hours are from 7:00 a.m. until 5:30 p.m. - Monday through Friday. The Children’s Center is open during regularly scheduled class days for the fall and spring (including finals week) semesters and during summer session. Our program is year round closing for major holidays, a week in August (the week before fall Semester) for staff training and development and Thanksgiving (3 days) and Christmas break (following the University time off). The program does not operate during official holidays. Please see the calendar for specific dates.

In the event of an inclement weather, the Children’s Center will take direction from the College of Education regarding closure. If closure occurs, parents will be notified by phone, email and on local television channels 3, 6 and 7. Otherwise, the Children’s Center is closed if the Boise State University campus is closed.
SAMPLE DAILY SCHEDULE

7:00 a.m.* Greeting Time / Classroom Exploration
9:00 a.m. Breakfast
9:30 a.m. Group Time
10:00 a.m. Investigations/Explorations; Outdoor Play; Large Muscle Activities
12:00 p.m. Group Time – for older children possible
12:15 p.m. Lunch
12:45 p.m. Rest/Quiet Activities
3:15 p.m. Snack
4:00 p.m.* Open Learning Centers, Outdoor Play
5:30 p.m. Closing Time

Please note that this schedule is only an example of what your child’s daily routine may be. Please check with your child’s teachers for their specific classroom schedule.

* Due to lower attendance at the start and end of the day, children will occasionally join other classrooms upon arrival and dismissal. This gives children an opportunity to play with friends outside of their assigned classrooms as well as allows the Children’s Center to give parents an opportunity to touch base with a Lead Teacher or Teacher at the start and end of each day.

MEALS

Meals at the Children’s Center are prepared and provided by Aramark University Dining Services. The trained chefs ensure that meals are nutritious as well as “child friendly” and diverse in variety.

Family style dining occurs during all meals at the Children’s Center. Family style dining means Teacher-Caregivers and children sit down together to share and enjoy each meal. Adults play an important role in making mealtime a time of relaxation and enjoyment. We help create the atmosphere that makes mealtime a community-building and pleasant experience.

By eating together, children learn to socialize and share experiences with others. They develop good eating habits and may be exposed to foods not served in their homes. As they take responsibility for serving themselves and making choices, they develop a sense of self-confidence.

The Children’s Center provides a nutritious breakfast, lunch and afternoon snack for your child. Meals are served at approximately the following times:

<table>
<thead>
<tr>
<th>Time</th>
<th>Meal</th>
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<tbody>
<tr>
<td>9:00 a.m.</td>
<td>Breakfast</td>
</tr>
<tr>
<td>12:15 p.m.</td>
<td>Lunch</td>
</tr>
<tr>
<td>3:15 p.m.</td>
<td>Snack</td>
</tr>
</tbody>
</table>

The Children's Center is not able to provide food or drink substitutions for your child or children. If you would like your child to eat or drink anything other than what we are serving, you will need to supply the items. Please be aware that food and drink from home must be packed in an individual container, with a cold-pack, so it can be stored in the classroom. All containers must be labeled with your child's first and last name and room number -- (ex: Clay Brown, Room 159).
Remember we are a PEANUT-FREE PROGRAM. Nothing can be brought in to the building that contains peanuts, or is manufactured in a plant with peanuts.

Meals are provided only for those children who sit down and are offered food. For this reason, if you pick up your child just before meals or snack are served, we are unable to send any part of the meal home with your child.

Parents are always welcome to join the classroom for mealtime. Please let your child’s classroom Teacher know if you will be joining them for a meal so they may notify the kitchen. \textit{If food is brought to school (with your Teacher’s permission) for sharing among the children it must be either whole fruits or commercially prepared packaged foods in factory-sealed containers (per NAEYC accreditation requirements).}

\textbf{REST TIME}

All children must be offered a time to rest. We make every effort possible to provide an environment that is quiet enough for those who need to nap yet not too restrictive for those who do not. When staffing allows, children who are awake early or do not sleep will go outside or do quiet activities at the tables while children who have fallen asleep continue to nap. Children will be awakened slowly by 3:00pm in order to prepare for the PM snack. Each child should bring one small blanket and sheet for rest. For health and sanitary reasons, we ask that you take your child’s blanket home each week to be laundered. If you wish, you may bring a small pillow or stuffed animal to help your child rest. Please \textbf{do not} bring toys that encourage your children to play during rest time. Teachers will monitor all items brought from home to make sure they are appropriate for naptime. Items brought in by parents will be sent home to be washed on a weekly basis.

Teachers assist children in resting by reading stories, providing soothing music, and rubbing backs. Children are not required to sleep, but are encouraged to rest quietly on their cots during this time.

Please keep in mind that if children are tired, they will fall asleep on their own and we will not wake them or prevent them from sleeping based on the request of the a parent.

\textbf{CLOTHING, TOYS, AND FOOD}

Each child should bring:

- A 2-3 complete change of clothes (including underwear and socks) labeled with your child’s name. If soiled clothing is sent home, please return a clean extra set for the next day. Be sure to check your child’s extra set of clothing periodically to ensure these items still fit and are appropriate for the weather/season.
- Crib sheet to cover cots or mats
- Jacket/Hat/Boots or extra shoes
- Blanket
- Water bottle labeled with your child’s name
- Sunscreen
- Pictures of family members
- If your child has food allergies, please ask for the current menus and substitute where needed from home
All of your child’s learning materials and toys will be supplied by the Children’s Center. Please do not allow your child to bring toys from home (with exception of a small soft toy for rest). Home toys can create disruption in the classroom, mainly because every other child wants to hold it and/or it can be broken or lost, which the program cannot replace. Toy weapons are not allowed at the Children’s Center. We ask that your child not bring candy, gum or snacks to school. The Children’s Center is a peanut free environment – so please read labels too to make sure the food you bring in is not processed in a plant that also has peanuts.

PETS AND ANIMALS

Pets and animals are allowed to visit at school only under the following conditions:

- When prior arrangements are made with the classroom teacher; and
- When documentation is available showing that the pet is fully immunized (if the pet should be so protected) and suitable for contact with children; and
- When adults are available to supervise the interactions; and
- When teachers are able to provide protection for allergic children

PARKING

Parents may use the parking lot in front of the Children’s Center to drop off and pick up their children. Although a permit is not required to park in this area, the following rules apply:

- **DO NOT** park in the parking lot for more than 1 hour (60 minutes). This area may NOT be used for all day parking. Any car that is left in this area beyond 60 minutes may be towed.
- Adhere to the “one way” direction of the parking lot drive.
- **DO NOT** leave your car running. This is an illegal and unsafe practice.
- **DO NOT** leave children of any age unattended in the car.
- **DO NOT** leave the designated spots if there is space, not near the building.

We expect parents to use the safe practice of placing children in a car seat in the back seat of your car and buckle them in before you leave. Remember, it’s the law!

SECURITY / ENTRY CARDS

University cards and community cards should be carried and used at all times. Administration is usually at the front desk yet NOT all the time. Be mindful – additional fees may apply if you do not have your card in the future.

CLASSROOM OBSERVATION

The Children’s Center is equipped with “observation” doors and windows in each classroom. These are available to parents so you can observe your children at any time during the day. When you are observing, please keep in mind you are probably just seeing a ‘glimpse’ of a situation, so feel free to talk with your child’s teacher if you have any questions or uncertainty regarding your observations.

We try to work cooperatively with several departments on campus whose students need to observe children. For this reason, all enrollment packets included a signed media and photography release form. If you have
objections to this, please note this in your child’s enrollment packet and talk to your child’s teacher about not including your child in student observations.

Although it is not a regular part of our program, the Children’s Center occasionally participates in research projects. Parents will be informed about research projects as they arise and given the option to have their child participate or note. Participation in research is not required.

**CHILDREN’S PROGRESS & WRITTEN ASSESSMENT PLAN**

The purpose of assessments is for teachers to get to know children well and to be able to plan classroom experiences that meet the needs of the children enrolled. Our school-wide assessment processes are ongoing and structured around:

1. Individual goals for children.
2. Developmental areas (physical, social/emotional, cognitive, and language)
3. Content areas (math, science, creative expression, social studies, literacy, health and safety, and technology), and
4. Approach to learning (each child’s individual learning style)

The assessment of children’s progress at the Boise State University Children’s Center bases observation of activities and relevant, concrete experiences within the classroom to support documentation from these observations. Family input to this assessment process is welcomed though daily verbal and written communication. Assessment information is sought formally from families three times during the school year using Ages & Stages Questionnaire. At the beginning of the school year (through the Child’s Personal and Development History Form, and/or the school update form) and during the time near the two parent-teacher conferences. Through these processes teachers come to understand children’s interests and development, and are better able to make decisions about teaching children individually and as part of a group.

Teachers use a variety of formal and informal assessment instruments, as needed, to assess development and ability within specific areas of development or content. These may include milestone checklists, formal and informal screening tools, as well as anecdotal and photographic observation.

At times the Children’s Center and families find it necessary to learn more about a child’s abilities and development than is available to us through our school-wide assessment processes. Within the University, teachers have access to consultations and observations with colleagues and consulting specialists. When there is need for further screening or evaluation, families are referred to specific agencies, public school resources, or medical facilities for further assessment. The purpose of these referrals is to assist the child in experiencing success in the school setting.

Assessment information for each child is kept in an individual file in the classroom. Those who have access to children’s files, including assessment information, are: the child’s teachers, the Center Administration, colleagues and consulting specialists who are involved with assessment interpretations and decisions, and the child’s parents. If school assessment information is to be shared more broadly, specific permission will be sought from parents before showing it to others professionals.

Through these fluid and ongoing assessment processes, we hope to: know children and families individually; communicate with families; effectively plan curriculum; and fully support each child with reaching their goals.
**IFSP and IEP: What They Mean to You and Your Child**

Both an Individualized Family Service Plan, or IFSP, and an Individualized Education Program, or IEP, are written plans for providing services to children with special needs. The main difference between them is that an IFSP focuses on the child (up to age 3) and family and the services they need, while an IEP targets the educational needs of preschool and school-aged children.

**Individualized Family Service Plan**

If you are concerned that your infant or toddler is not developing as quickly as other children are, or you suspect your little one may need additional support, there are early intervention services in many communities that can help. If your child is found to be developmentally delayed or to have a need, an Individualized Family Service Plan can be developed to address your child's needs. This plan includes:

- Information on your child's present level of development.
- Outcomes (goals) for your child and family.
- Services your child and family will receive to help them reach the outcomes.

An IFSP often brings together several public agencies (such as education, and health and human services) to provide services to your child and family. Services are managed by a coordinator who works with you and the service agencies to make sure your child and family get the help determined in the plan.

You can start the IFSP process by explaining your concerns to your child's pediatrician, who can refer you to an early intervention program for evaluation, such as the Infant Toddler Program.

**Individualized Education Program**

If your child needs additional support and is found to be eligible for services through the school district can develop an Individualized Education Program to help your child's learning needs, the services the school will provide and how progress will be measured. This program includes information such as:

- Specific educational and related services your student will receive.
- Dates for the beginning and end of each service and where and how often services will be provided.
- Annual goals and specific objectives for reaching those goals.

As a parent, you are entitled to take part in the process of determining whether your child has a need and what that looks like in an Individualized Education Program.

If either of these are developed prior to your child’s enrollment at the Children’s Center we will need a copy for our files to use in reference and planning. If your child receives a diagnosis (from a qualified agency) while enrolled in our program, we will participate in the development of the IEP at the diagnosing agency or initiate the development of the IEP to benefit the child’s optimal development.

We are able to provide a list of agencies or individuals who provide diagnostic evaluations and services for children with a specific diagnosis. It is the family’s responsibility to arrange diagnostic evaluation and the resulting therapy or remediation.
GUIDANCE

When a child cannot behave in a manner that supports the safety of them or others, the approach our teachers take is that this is an opportunity to teach – not discipline any child with negative behavior. Positive reinforcement and giving choices that are acceptable support children in developing self-control. Under no circumstances will physical punishment be used on a child.

Our procedures for classroom management are as follows:

1. Ignore minor misbehavior depending on the individual child.
2. Go to the child and get down to his/her level when talking over a situation.
3. Try to redirect the child’s behavior.
4. Tell children what they can do instead of “no-don’t.”
5. When dealing with prolonged or disruptive behavior
   - remind the child of limits and indicate what is appropriate
   - remove the child from the situation.
6. Serious behavior problems will be handled by the staff in cooperation with the child’s parent(s).
   - Teachers will meet with families and maintain ongoing communication.
   - Behavior will be documented for a few weeks to determine the what, when or why of the behavior
   - A child may be sent home for a day if their behavior cannot be controlled and others are at risk of being hurt
7. The Center administration may request withdrawal of a child from the program if the child’s behavior places the health or safety of him/herself or others at risk. Withdrawal may be with or without notice.

BOISE STATE UNIVERSITY CHILDREN'S CENTER GUIDANCE POLICY

1. The behaviors of children shall be addressed by teachers as outlined by the guidance policy of the Boise State University Children’s Center. This would include positive reinforcement for appropriate behavior, redirection, and reminders of classroom rules, modifying the classroom environment and/or daily schedule, and providing a supervised quiet time for the child to gain control. Classroom staff shall observe all children and document these observations to help ascertain any patterns or precipitating factors of the challenging behavior. At no time shall staff use shaming, the withholding of food, isolation or physical punishment of any kind.

2. When a child exhibits this type of behavior on a continual basis that is not resolved through appropriate behavior management strategies, the classroom teachers will meet with the Center Director or Assistant Director to review documentation collected about the behavior and ask for further guidance. In addition, teachers will communicate with parents regarding the child’s behavior and progress on a regular basis.

3. If the behavior is still not resolved, the Children’s Center teachers shall request a meeting with the child’s parent(s) to discuss the challenges. The Children’s Center teachers and parent(s) will collaborate on the development of strategies to resolve the behavior. During this process, the classroom teachers will keep the Center’s director/Assistant Director and child’s parent(s) informed of progress in resolving the challenges in the behavior. Classroom teachers will provide information to the parent(s) in written form with copies kept in the child’s file. If a child’s behavior results in injury to another child or staff member, the aggressive child’s parents will be notified as soon as possible and written documentation of the incident will be provided to the parent(s) and placed in the child’s file.
4. If the teachers feel that they need further assistance in resolving the behavior, the program may with parental permission, request the assistance of an outside party. If the teacher feels that the behavior may be the result of a special need, the program may, with parental permission refer the child for evaluation. If the parental permission is refused and the behavior continues, the continued enrollment of the child will be reconsidered in accordance with the provisions of paragraph 6 below.

5. If the result of an outside evaluation suggests the need for accommodations for 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 in the Americans with Disabilities Act (ADA).

6. If all of the above steps fail to resolve the challenging behavior, the program may ask the parent(s) to obtain care for their child at another center. The program will provide the parent(s) with 2 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.

7. Written documentation of all of the above steps will be provided to the parent(s) and placed in the child’s file.

PROFESSIONAL MEMBERSHIP

As previously mentioned, the Children’s Center is accredited through the National Association for the Education of Young Children (NAEYC). Founded in 1926, NAEY C is the world's largest organization working on behalf of young children with nearly 90,000 members, a national network of over 300 local, state, and regional Affiliates.
Policies and Procedures

ENROLLMENT REQUIREMENTS (per child)

1) Application
2) Signed Registration and Tuition Agreement
3) Enrollment Form
4) Child’s Personal and Developmental History
5) Physicians Form
6) Photocopy of Your Child’s Immunization Record
7) Parental Release and Consent Form
8) Parent Handbook Verification Form
9) Affiliation and Acknowledgement Form
10) Copy of Student/Employee ID (Front and Back)
11) Income Verification Form – if applicable for family
12) ICCP Form – if applicable for family
13) Medical Statement for any Special Dietary needs
14) Payment of Registration Fee ($100 per child)**a**, Summer Fee ($50.00)**a** and Admission Fee ($40 Student families or $80 Faculty/Staff/Community families) (these fees will be included with first monthly Tuition Billing)

TUITION / SCHEDULES / PAYMENTS

All fees are charged on a monthly basis. Faculty/Staff and Community families are contracted year round from Fall semester till the following Fall semester. Student families are contracted from Fall thru Spring semester. Effective starting Summer 2019, Student families will no longer be able to “OPT-OUT” of care during Winter Break time (after New Year’s day until the Spring semester starts) and Spring Break. Summer care has been optional for Student families and will remain so, at this time. However, Faculty/Staff and Community families will NO LONGER be able to “OPT-OUT” of care during the summer; this will be effective with the start of Fall 2019.**a**

REMINDER: Faculty/Staff and Community families are contracted year round from Fall semester till the following Fall semester.

There are only three schedules in our program:
Full time—Monday thru Friday
Three (3) days a week—Monday/Wednesday/Friday
Two (2) days a week—Tuesday/Thursday.

No discounts are given for siblings.

If you go on vacation (for any length of time), your child is ill and cannot be here based on our policies (for any length of time), or you choose to keep your child home – there is no deduction in tuition.

Payments are due by the 10th of each month, and late fees will be assessed if your tuition is not paid on time. If a bill is not paid in full by the end of the month, your child will not be able to attend the next month until the bill is paid in full immediately. If a bill is not paid, your child’s spot will be considered a withdrawal.
Student Families ONLY: [**a**]

You are required to pay the monthly tuition fee from academic Fall Semester through Spring Semester each year. Care for summer (Summer Break starts after Spring Semester ends UNTIL the beginning of Fall Semester) is the only optional care opportunity for Student Families. There will be NO “opt out” of childcare during the following times:

- The day after New Year’s until Spring Semester starts
- Spring Break week

Note to all families: [**a**]

- Tuition rates could increase yearly.1859
- Administration will give at least a 30-day notice of any changes to tuition increases.”

DAILY SIGN IN AND OUTS

Children are to be brought directly into the classroom (or playground) and ‘signed in’ on a daily basis. The person responsible for bringing and picking up your child must sign the child into and out of the Children’s Center each day on the classroom sign-in sheet. Only an authorized adult may sign a child in or out.

IN ADDITION, A PHONE NUMBER OF A FAMILY MEMBER NEEDS TO BE ON THE SIGN IN SHEET IN CASE OF EMERGENCIES -- ALWAYS!

The time of arrival or departure, adult’s signature and whereabouts for the day, should be entered along with any special instructions for that day if necessary. After sign-in, the child should be taken directly to his/her teacher so staff is aware your child has arrived. Each child must be properly signed in by an authorized adult and physically under the supervision of staff before the Children’s Center can assume responsibility for the child’s activities while on the premises.

Only those authorized adults listed on your registration form will be allowed to remove your child from the Children’s Center. If you want someone other than an authorized adult to pick up your child, please advise your child’s teacher and the front desk by filling out an authorization form at the front desk naming the person whom you have given permission to pick up your child. Advise the person picking up your child to stop at the front desk to show acceptable identification, i.e., photo ID or driver’s license. Without a note on file and proper identification, we will not release your child. Parents are responsible for advising others who deliver or pick up your child of the sign in/out procedures.

Children’s coats can be hung on their designated hooks in the cubby area when they arrive, and other items can be put in their cubbies. Please remind (or help) your child to wash his/her hands when entering the classroom.

LATE PICK-UP

Our program is closed at 5:30pm. Being late is not accepted on a weekly or monthly basis. In addition, it is extremely important that we have emergency numbers of people who are available to pick up your child if we are unable to locate you. There is a $25.00 late fee charge if your child is picked up right at 5:30 p.m.
with an additional $2.00 per minute charge beginning at 5:40 p.m. The Boise State Children’s Center closes at 5:30 p.m. Please be sure to be IN the building before 5:30 p.m. to avoid a late pick up charge. If you want to have a conversation with your child's teacher, understand that they are done working at 5:30 p.m., so arrive at least 10 minutes before we close.

**Families need to be leaving the building by 5:30pm.**

In the event a child or children have not been picked up by 6:00 p.m. on any given day, and further that (1) the parent has not contacted the Children’s Center staff as to alternate arrangements, and (2) the person identified by the parent / guardian as the emergency contact and authorized person to pick up said child from the Children’s Center, it is the Children’s Center’s policy to notify the Child Protection Unit of the Idaho Department of Health and Welfare as to the facts involved and to implement that Department’s authority to care for said child or children (Idaho Code Section 16-1601).

**CANCELLATIONS**

Because of financial and planning considerations we will only enroll children on a full semester basis for student families. All other families (Faculty and/or Staff of the University, and Community families) are considered enrolled year round (Fall semester to Fall semester). Once the semester starts, full payment is expected for the time reserved for your child. We will only accept full withdrawal from the program with written notice through a written appeal to the Children’s Center. Withdrawal after the start of a session will only be granted for emergency situations such as withdrawal from the University, or for personal reasons such as extended illness or a move. Please refer to **Payment of Fees** for more information. Finals Week (for student families) is included in the contract year and is not subject to cancellation. There are no refunds for absences because of illness, vacation, etc.

**ABSENCES**

Please call the Children’s Center before 8 a.m. if your child will be out for the day or will miss regularly scheduled times. Since fees are charged for the entire month, there will be no reduction for missed days. (See the section on Payment and Fees).

**CHILD CUSTODY ISSUES**

It is the Children’s Center intent to meet the needs of children, especially when the parents may be experiencing difficult situations such as divorce, separation or remarriage. Sharing information about such situations is helpful to staff to ensure the safety and well-being of the child. Rest assured that the strictest confidentiality will be maintained.

Please note: **We can only enforce custody matters if we have copies of court orders on file.** If parents are in the process of deciding custody and visitation, or if they have a custody agreement, the Children’s Center needs to have a written statement that clearly states:

- Visitation rights of each parent
- Pick-up rights of each
- Which parent signs permission for school outings
- Whether both parents will participate in parent/teacher conferences
As the involvement at school of both parents is important to the emotional growth and attachment of the child, we will gladly schedule either joint or separate conference times for parents, provide a parent box for each, or mail school newsletters and notices to a parent.

CONFIDENTIALITY

The Children’s Center respects the privacy of children, families, faculty, and staff. All information, either written or verbal, about children, parents, and families is kept confidential. When necessary to discuss an issue concerning your child with a parent or teacher, we will take care to talk privately outside of the child’s presence or hearing.

If a college student is working in the classroom to fulfill coursework, our expectations are that out of school, in conversations or in written assignments, children’s real names are not to be used.

At times parents make observations about another family’s child through volunteer opportunities in the classroom or on an outing. We ask that, if you have observations about something happening in the classroom, that you direct your comments or questions to the professional staff in that classroom. We value and respect all families, and want to maintain an environment that follows the highest standards of communication and confidentiality.

CHILD ABUSE

Idaho Code, Section 16-1619 requires all child care personnel to report any indication of child abuse. We are obligated by law to inform the Child Protection Offices of the Department of Health & Welfare within twenty-four (24) hours of any conditions or circumstances which would reasonably result in physical injury to a child. Persons who act upon reasonable cause in reporting child abuse are protected from any liability by Idaho Code, Section 16-1620.

WITHDRAWAL AND ENROLLMENT DISMISSAL PROCEDURES

If a parent or guardian exhibits behavior which is detrimental to the health and well-being of the children and staff in a classroom or negatively interferes with the normal functioning of the classroom, he or she will be given notice and asked to find alternative child care services for their child. In a rare circumstance in which a parent or guardian is deemed verbally, physically hostile or abusive to Children’s Center staff or children; during the one week notice period, the Children’s Center reserves the right to take measures to maintain a harmonious and safe center environment. Such measures may include calling for Boise State University police presence during a child’s drop off or pick up during the one-week period.

Failure of a parent / guardian to abide by Children’s Center policies and procedures may result in being asked to find alternative child care. Disregard of Children’s Center policies and procedures may include but are not limited to, the following circumstances:

- **Failure to pay tuition on time.**
- Refusing to accompany a child into the building.
- A Child is picked up late (after 5:30 pm) more than 3 times in any semester.
- On more than 3 occasions within any 30 day period, child shows obvious symptoms of illness including but not limited to fever, vomiting or diarrhea when brought to the Center or parent / guardian fails to pick up child within 60 minutes from the Children’s Center when notified that the child is ill.
• Endangering the well-being and safety of children by leaving medicine in a child’s cubbie.
  Failure to submit or update immunizations by the due date. Failure to submit updated medical records (such as allergy information).
• Hostile disrespect or harassment to a Children’s Center employee.
• Arriving or departing with a child under the influence of substances leaving the parent / guardian incapable of safely caring for a child.
• Any cases of suspected child neglect or abuse, or adult abuse, (verbal or physical –including hostile voice mail, faxes or e-mail communications) will be reported to the appropriate officials.

If your child is not yet ready for a group experience or his/her needs are not being met in the group setting, our teachers and administration will review all observation to determine if the best fit is to withdraw your child from the program. We do not believe a child should remain in the program unless he/she can benefit from the experience.

BABY SITTING POLICY

It is important that the Children’s Center maintain a professional environment for providing child care for the children. Separateness of home and Center child care is a component of the professional environment. If staff is involved in care of a child both at the Children’s Center and in the child’s home there are risks of emotional involvement which can also affect other staff, parents and children in the Children’s Center.

While we do not want to hamper warmth and caring on the part of our staff, we need to maintain our ability to provide care in an uncomplicated environment. Therefore, our enrolled families are prohibited from hiring any staff as out-of-center care providers for their children. This includes Center staff transporting children to and from the Children’s Center. Families who violate these rules will be subject to dismissal.

The Children’s Center adheres to the NAEYC Code of Ethical Conduct which states: “We shall not use our relationship with a family for private advantage or personal gain, or enter into relationships with family members that might impair our effectiveness in working with children” (April 2005).

ITEMS BROUGHT FROM HOME

Our Center maintains a generous supply of material, toys, and equipment for the children to use. Therefore, children are asked to keep toys and other personal items at home. This helps us to avoid hurt feelings if an item is lost or broken. If it helps your child to take a toy or special item with them when they leave the house each day, leaving it in the car is a safe and secure place where your child can have it later. If a child brings a toy into the Center, the teacher has the discretion to bring it to the office area for the parent to pick up at the end of the day, or it will be put in their cubby and they will be unable to play with it. We strongly discourage this practice because once one child starts bringing a toy, then it gives permission for all children to bring in toys and miscellaneous objects. Please be respectful of this policy and help your child to understand that their toys belong at home. In addition, please **do not** bring food, gum, candy, or money to the Center. Please help your child to understand these rules.

HOT & COLD WEATHER/AIR QUALITY POLICY

Children shall play outdoors daily when weather and air quality conditions do not pose a significant health risk. Outdoor play for infants and toddlers may include buggy trips; however other opportunities will be offered for large motor play outdoors as well.
During cold weather children spend a shorter amount of time outside and are monitored closely. During warmer weather children are encouraged to get plenty of water to replenish body fluids; the amount of time outside is reduced and children wait to go outside until late in the day or early morning when the sun is less intense. Weather that poses a significant health risk shall include temperatures below 25 degrees F or above 95 degrees F. Specific temperature guidelines are posted in each classroom.

Air quality conditions that pose a significant health risk shall be identified by announcements from the Idaho Department of Environmental Quality and Boise State University. Such air quality conditions shall require that children with respiratory health problems such as asthma shall not play outdoors when local health authorities announce that the air quality is approaching unhealthy levels.

**SUNSCREEN POLICY**

Parents/Guardians are responsible for sun screening their children prior to coming to school. Permission from families is needed to have sunscreen or sun block with UVB and UVA protection of SPF 15 or higher reapplied as needed. Our staff, with your permission can put sunscreen after an infant turns seven months old.

**CELL PHONES**

Cell phones are a fact of life today. We hope that under most circumstances parents are able to finish cell phone conversations prior to entering the building. The transition for children between school and family time is one that we hope has your full attention—for reasons of safety, so you can reconnect to your child after a time of separation, and so that, at the end of the day, you can be available to see and hear of your child’s experience during the school day. **If you carry a cell phone into the building, please turn it off or place the ringer on vibrate. If you need your phone in the Center and receive a phone call while in a classroom, please go to the Family Room or outdoors to talk.**

**HOLIDAYS AND CELEBRATIONS**

At the Boise State University Children’s Center, holidays and celebrations are viewed as an important part of many lives. The goal of the Children’s Center is to find a balanced approach to holidays without exaggerating the experience or ignoring it. Our curriculum is not holiday driven. Any holiday experience will need to be meaningful to the children, developmentally appropriate, and foster understanding and respect for one another. The Center will strive to recognize individual’s similarities and celebrate individual’s differences. Some examples may be to group holiday celebrations according to the seasons and look for parallels across cultures, set holiday activities in the context of people’s daily lives and beliefs, and connecting them to specific children, families, and staff. The Children’s Center welcomes families to share their special traditions with the Center. Staff will also listen carefully and respond to children’s comments, questions, and feelings about holidays. Each classroom teacher will formulate more specific policies and procedures for holiday related activities and will share them with the parents of the class as each holiday season arises.

**BIRTHDAY CELEBRATIONS**

Sharing your family’s special occasions and celebration days is an important part of life at the Children’s Center and can be very meaningful for your child. A child’s birthday is a special occasion for the family and the classroom community. We invite you to join your child at school during his or her special birthday celebration. Please check with your child’s teachers for specific guidelines and classroom traditions. The Center asks that birthday “treats” however, be reserved for family and friends at home. If food is brought to school (with your teacher’s permission) for sharing among the children, it must be either whole fruits or commercially prepared packaged foods in factory-sealed containers (per NAEYC accreditation requirements).
When planning for birthday parties outside of school, please only distribute invitations at the Children’s Center if you are inviting all of the children in your child’s class. The feelings of an excluded child can easily be hurt in the excitement of discovering invitations in the cubbies!

The staff will also be made aware of families’ who may not celebrate birthdays. Arrangements will be made by the teacher to accommodate the needs of these families. We are confident that together we can create many memorable and special celebrations for the children that are appropriate to the classroom setting.

**CLOTHING**

Clothing that children wear to the Center should be comfortable, easy to put on a remove, easy to care for, and labeled with your child’s name. **Please send your child in clothes that will get stained or dirty.** We offer art activities, water, sand, and outdoor play, so children need to wear clothing that allows them to move about freely and get dirty.

During cooler weather, it is necessary for each child to dress appropriately. Children will go outdoors daily unless it is raining, or the wind chill is below 25 degrees. Boots, mittens, a heavy coat, snow pants, and a hat are necessary for winter play.

*Small children often do not recognize their own clothing. In order to eliminate confusion, it is requested that all clothing be clearly labeled with your child’s name.*

Every child needs to have 2-3 outfits labeled, including pants, shirts, underpants, and socks. Please check periodically to make sure they are seasonally appropriate and also to be sure your child has not outgrown the clothing. It is also important to replace items once they are used.

**OUTDOOR PLAY AND FIELD TRIPS**

*All children in attendance at the Children’s Center will be taken outdoors for play on a daily basis.* Please send the appropriate outdoor clothing with your child each day. Children go outside everyday unless it is raining, extremely cold or extremely hot. *All children will be expected to go outside.* We adhere to the philosophy that children need fresh air and outdoor activity to maintain healthy bodies. Staying indoors can and does generate and regenerate illness. A physician’s written excuse will be accepted if your child needs to remain indoors for a limited period of time.

Field Trips are important occasional experiences for children. They are planned when they fit with curriculum. They are typically planned in order for children to have a real experience with an event, a situation, a place, or an expert around a topic of study. It is one of several ways we provide for the content part of the curriculum; they may involve the entire class or a small group.

Field trips are also a way to connect children to the routines of the school day (shopping for foods before a cooking project), to our immediate community (neighbors, the Boise State University campus, the library), or to natural processes (season changes). Field trips are ways teachers observe and research life outside the school walls with children in order to enrich children’s experiences in the classroom.

Teachers follow safety procedures when they are away from the building – they post signs for families to remind them of upcoming trips and let them know where they are; bring emergency contact information; carry first aid kits; and make necessary accommodations to meet the needs of all of the children in the group.
RED PAINT IN THE HAIR??!!

Red paint in the hair? Blue paint on the jeans? Sand in the shoes? Hardened glue on the favorite shirt? White socks that look brown? Sleeves a little bit damp?

Your child probably. . .
- Worked with a friend
- Solved a problem
- Created a masterpiece
- Learned a new skill
- Had a great time
- Developed new language

Your child probably didn’t…
- Feel lonely
- Become bored
- Do worksheets that are too easy
- Do repetitive “babyish” tasks
- Do “sit down” work that isn’t appropriate for their age group

You probably. . .
- Paid good money for the clothes
- Will have trouble getting the red paint out
- Are wondering if your caregiver isn’t paying close enough attention to your child

Your caregiver probably. . .
- Spent time planning a challenging activity for the children
- Was aware of your child’s needs and interests
- Encouraged the children to try new things
- Made smocks available for the children
- Was worried you might be concerned

Try to remember your favorite activity when you were four-years-old. Was it outdoors, playing water or mud, dress-up clothes? Young children really learn when they are actively involved in play – not when someone is talking to them. There is a difference between —messy and —lack of supervision. The caregiver made sure your child was fed, warm, took a nap, washed hands, and planned messy fun things to do because that is how young children learn! Send your child to school in clothes that can get dirty! Keep extra old clothes at school for times when the child gets really wet or messy. If you need to go somewhere that evening, bring the dressier clothes when picking up, and allow time to change. Just remember your childhood and that in a few years the teenagers will use the shampoo, mirrors and all the towels! Young children need time to be kids. If you have concerns, talk to your child’s teacher about active play!

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Taken from the YMCA/CRS Newsletter, Summer 1996
**GOODBYES**

Separation can be stressful for parents as well as children. We are here to help in this sometimes difficult, but very common, developmental process. It is not unusual for children to experience separation anxiety at some point in their child care experience. If your child is having trouble saying good-bye, rest assured that he/she is being left in good hands. When it is time for you to leave, it is easier on the child if your good-bye is loving, consistent in routines at drop off and make it final.

**When you leave your child, please don't “sneak out”**. Say goodbye and make sure to stay positive during the process. When it's time for you to leave the classroom, after you say your good-byes, make the departure definite. **Lingering can make a child unsure of what is expected of him/her.** It is helpful when parents **develop a routine (leave after reading a book together, washing hands, greeting the teacher, etc.).** **Consistency is the key.** Over time your child will become accustomed to this routine and learn that you always come back when you say you will (after snack, outdoor play, nap, etc.). Together, we will work through this important developmental process. Please note that anxiety for children can occur throughout the year during their early childhood years as a child goes through various stages of development.

Phone calls can be transferred to the classroom, and we encourage you to call and check on how your child is doing throughout the day. Our phone number is 426-4404.

**VISITATION**

You are welcome to observe the program and visit your child at any time. We also welcome and encourage parents to volunteer in all areas of the program. If you have a special talent or interest to share with the children, please let your child’s teacher know.

**SPECIAL NEEDS & SERVICES**

Our program serves a diverse group of children with differing abilities within our Center. Intentionality with individual children with special needs whose family might desire our services. First step is to consult with the appropriate resource personnel to determine our ability to provide the services required for each child. The resource team may consist of the Center Director and Assistant Director, classroom teachers, and other registered, licensed and/or resource personnel as indicated by the child’s special needs.

Our program will not exclude a child based on a disability. However, we reserve the right to consult with other professionals to determine the extent of the child’s needs. Reasonable adaptations and changes will be made to accommodate a child with disabilities or special needs while ensuring an undue burden (expense or significant difficulty) is not placed on the program.

Parents are expected to make arrangements for children who require specialized staff or consultants to help them fully participate in the program. All arrangements need to be discussed with staff and approved by the Director. Parents are financially responsible for any additional services. Any support staff that enter the program will be expected to work cooperatively with the Children’s Center staff and follow all policies and procedures (including City of Boise licensing). Support staff that are not qualified or trained as early childhood teachers will spend limited time in the classroom.

It is expected that the parents of a special needs child will provide our staff with appropriate information to assist us in providing the best possible care for their child (i.e. IFSP/IEP). When a child has a diagnosed need, the staff needs to be fully informed so we can provide the best possible care for him/her and continue to work on his/her goals.
It may be appropriate for a child to spend time in a classroom prior to enrollment to determine if their needs can be met by our staff. It will then be up to the Center staff to determine the appropriateness of a child’s placement in our program.

Revised February 20, 2019
PARENT INVOLVEMENT

Whether you are new to the Children's Center or have been enrolled for a while, we welcome you to spend time with us. Visiting will help both you and your child feel comfortable and connected. We have an open door policy - families are always welcome to participate in classroom activities, field trips or join us during mealtimes. The teaching staff can help you in choosing an activity and making suggestions. In addition to classroom opportunities for involvement, all of our family members are invited to join the Children's Center Advisory Board for family participation at a program-wide level.

HOME-SCHOOL COMMUNICATION

We value our relationship and communication with parents, as we serve as partners in the care of your children. We encourage you to let us know anything that might help us in our work with your child – a move, developmental or medical needs, the birth of a baby, divorce or separation, death in the family, a new pet, etc. All are examples of information that can be helpful to us and may explain your child’s change in behavior.

Teachers will share information with you about your child’s day on a regular basis. Although we want you to be aware of certain situations and behaviors your child may be exhibiting at the Center, we don’t expect you to ‘fix’ it or to punish your child. We will handle the situations that arise, but just want parents to be aware of what we are doing in the classroom as it pertains to your child.

Information about your child’s daily activities, upcoming events in the classroom, fieldtrips, and newsletters can be accessed through daily notes and weekly newsletters from the teachers. Important information regarding Center policies and procedures, enrollment, and upcoming events can be obtained by the front desk administration if needed.

PARENT COMMITTEE

The Parent Committee acts as an important link between the Children’s Center and the families to help coordinate a range of family and Center activities. Activities that the Committee participates in includes: fundraisers, classroom representative, hospitality at family events, Teacher Appreciation Week, and also helps promote a sense of community within the Children’s Center. The Parent Committee works alongside various Children’s Center committees which are comprised of teachers and either the Center Director or Assistant Director.

ADVISORY BOARD

The purpose of the Children’s Center Advisory Board is to cooperatively recommend and advise the Children’s Center Director, Executive Director of Campus Services and the Vice President for Student Affairs in the establishment of policies and priorities for the operation of the Children’s Center as it relates to the mission. The board is comprised of individuals from the following areas:

- Faculty members from the College of Education, and at-large members appointed by the Faculty Senate; Professional Staff Senate; Association of Classified Employees.
- One representative appointed by the Vice President for Student Affairs.
• Two representative student parents from the Center.
• Two University Student representatives appointed by the ASBSU President.
• One community representative from an NAEYC accredited program.

FAMILY CONFERENCES

Teachers welcome opportunities to talk with parents. Classroom teachers are available to talk informally on a daily basis during drop-off and pick-up. For more detailed conversations teachers are available any time during the year by appointment. Our professional code of ethics requires that all adult conversations about children be held away from children.

In addition to informal talking time, parents and teachers meet in the fall and spring (see Center calendar) to confer about each child’s development and classroom experience. Family Conferences provide an opportunity for families and teachers to share perceptions of a child’s well-being, current happenings at home or school, and/or communication regarding home and school child-rearing practices. Childcare is not provided at this time.

AGES & STAGES ASSESSMENT TOOL AND EARLY INTERVENTION

The Ages and Stages Questionnaire (ASQ) is a reliable and valid screening tool for teachers and parents to help assess the development of young children in their care. Many professionals rely on ASQ as a developmental and social-emotional screening for children from one month to 5.5 years. The ASQ looks at strengths and areas of growth, educates parents about developmental milestones, and incorporates parents ‘expert knowledge about their children.’

Screening young children is an effective, efficient way for professionals to catch problems and start treatment as early as possible—during the crucial early years when the child’s brain and body are developing so rapidly. Because developmental and social-emotional delays can be subtle and can occur in children who appear to be developing typically, most children who would benefit from early intervention are not identified until after they start school. Even pediatricians, the child health specialists, fail to detect delays more than 70% of the time when they rely on clinical judgment alone.

Research underscores the importance of early intervention:

• Developmental delays, learning disorders, and behavioral and social-emotional problems are estimated to affect 1 in every 6 children.
• Only 20% to 30% of these children are identified as needing help before school begins.
• Intervention prior to kindergarten has huge academic, social, and economic benefits. Studies have shown that children who receive early treatment for developmental delays are more likely to graduate from high school, hold jobs, live independently, and avoid teen pregnancy, delinquency, and violent crime, which results in a savings to society of about $30,000 to $100,000 per child.
• If social-emotional problems are identified and addressed early, children are less likely to be placed in special education programs—and later in life, they’re also less likely to experience school failure and unemployment.

The teachers in your child’s classroom will screen your child within the first 8 weeks of enrollment. Thereafter, preschoolers will be screened annually, 2/3’s will be screened at the beginning of fall and spring semester, and the infants and toddlers will be screened at the beginning of every semester. Parents will also be invited to assess their child within their home environment and return the results to the teacher. She/he will
then pull all of the information together into a final assessment which will be shared with parents either prior to or during parent conferences.

PARENT FILES
Every parent has a parent file or box outside the classroom. Monthly bills, newsletters, children’s artwork and other notices will be placed in this file. **Please be sure to check it daily.**

PERMANENT FILES
Files are kept for children who attend our program. These files include the enrollment forms, immunization records, health release, photo/field trip release, student information sheets, as well as informal assessment results and conference notes. Parents may request to read the contents of their child’s file at any time. The content of the file is confidential, but is immediately available to administrators or immediate teaching staff thru implied consent. Regulatory authorities such as City of Boise, Central District Health and NAEYC are given access on request. Files will be kept in storage for 7 years after a child leaves our program.

EMAIL
Each of our classrooms has an email account that is used for communication such as newsletter, family events, etc. In addition, each staff member also has an individual email account. Face to face communication is always best, but email can be a helpful option on busy days. See your child’s teacher for the email address for their classroom. **Please make sure the front desk administration has your current email address on file at all times.**

PROGRAM/PARENT BULLETIN BOARDS
Each classroom has a parent bulletin board. Daily Routines and Schedules are posted. Menus, information about your primary teachers and other information are posted on the boards. The white board in or outside your child’s classroom will give you a quick overview of what types of activities the children experienced in the day.

There is a bulletin board in the main entryway with updates on what foods will be served today and the following day, information about NAEYC, menus, guidance and illness policy, the program calendar and any information important to parents. We encourage you to check them regularly. A sign will be posted on the door when invoices are in your child’s file so you can pay your bill by the 10th of the month. On the door you will see a sign called Parent Updates”, which informs you on what staff will be out (scheduled out or a staff member might have called in that day) and who will be taking their role is marked as well.

PROGRAM EVALUATION
Once a year, parents, staff and other professionals are asked to evaluate how well the program is meeting the needs of children and parents. Evaluation criteria are based upon NAEYC accreditation standards, as well as Children’s Center particular values and goals.

A report of annual evaluation findings is shared with families, staff, and our Advisory Board through compiled report(s) displayed in the school and a written summary published in the newsletter.
PROFESSIONAL RELATIONSHIPS

Parents are expected to maintain professional relationships with Center staff. Although individual friendships and bonds may develop, parents and staff need to be careful about the appropriateness of the relationship. When a deeper friendship develops between a parent and a staff member, the boundary lines of friend/parent/teacher can become blurred causing miscommunication, confusion and possible breaches of confidentiality.

Confidentiality can be significantly compromised through social networking sites, such as Facebook (posting of pictures, talking about other families, children, or the Center). Any communication related to the Center needs to go through appropriate channels; Facebook, text messages, personal e-mail, etc., are not considered appropriate ways to communicate. Appropriate forms of communication with staff include – calling the Center to talk with staff member; talking at pick-up and drop-off; e-mailing questions or information.

PARENT CONCERNS

As a child care center we are a community of children, parents, and staff all interacting and sharing our lives together. In a community, people work closely together and the goal is interactions are positive, helpful, respectful and understanding. Yet it is to be expected that from time to time, people will experience some conflict, concerns, and difficulties.

We recognize that parenting is one of the most rewarding experiences yet is can pose some challenges in your life. We want you to share your thoughts, hopes, and dreams for your child. You want what is best for your child, and we know it is your job to advocate and protect your child.

We are human and may make mistakes, create misinterpretations, and occasionally not be clear in communication. When these things occur, we want you to tell us. As a staff, it is our goal to offer your family the best child care services possible. In order to meet our goal, we need your input, your suggestions, your questions, and concerns.

When you have a concern please remember ….

- Teachers want the parents to feel very satisfied with the care their child is receiving.
- Talk to the teachers directly whenever possible. If you feel comfortable, ask your child’s teacher first about any concern. Teachers prefer that you talk with them directly, but they do understand if you would prefer to talk with the Director.
- Realize that if you have a concern with a teacher, the director will need to investigate and talk with the teacher directly about your concern and deal with the issue in a straightforward manner so the teacher can improve performance and/or correct any mistakes.
- Be assured that teachers do not hold a grudge against your child or “take it out” on your child after you have expressed a concern. We would not hire anyone at our Center who would react in such an inappropriate manner. Actually, after expressing a concern, your child’s teacher will be more conscientious about your matter and try to improve.
- Consider using the “once is OK” rule. With minor matters, please feel open to talk to the staff outside the classroom yet when it becomes a pattern, it is definitely a time to set up a meeting.
- On the other hand, don’t allow concerns to build up. As concerns occur, share them with the teachers. It is disturbing to find out “later” that a parent had a number of concerns and never expressed them.
- Sometimes we cannot make changes you may request due to other restrictions, but we ALWAYS want to hear your suggestions. We promise to consider them seriously and respond to you in a timely manner.
VOLUNTEER OPPORTUNITIES

We encourage parents to become involved with our program. Although parents are not permitted to work with or assist other children in the classroom – it is the teachers role to support all children, parents are encouraged to talk with their child’s teacher about opportunities to participate in the classroom. Some ways to get involved include: participate in the interviewing process when hiring new staff; read a book to children; share a special interest or talent (music, art, cooking, etc.); serve on the Parent Committee; donate items for dramatic play; repair broken toys; participate in the Week of the Young Child (April), etc. We realize that our parents are very busy working and/or going to school. We encourage your involvement but also don’t want to overburden you with high expectations, so it’s up to you as to how involved you would like to become with the program.

WHAT WE EXPECT OF PARENTS

- Read the bulletin boards, notices and newsletters that are sent home. Important information is shared with you on a regular basis, but you must make the effort to read it.
- Give your child time to adjust to child care before leaving them here. Parents can help set a positive tone for the rest of the day by taking a few minutes in the morning to greet the teachers and help involve your child in an activity.
- Value staff members and show them common courtesy. Teachers/ Caregivers are more than just babysitters. We employ staff who have experience, training and/or education in child development. Show respect for their position as an important part of your child’s development.
- Focus on your child when you pick him/her up. Take time to greet staff and your child and see if there is anything the teacher wishes to communicate before you leave.
- Pay your child care fees on time. We are providing a valuable service and deserve prompt payment. Don’t put the Director in the position of reaching out for payment or having to threaten disenrollment.
- Be respectful and support Center policies. If we ask that you don’t bring in toys, then please don’t allow your child to do this. It is impossible to fully enforce all policies at all times, but know that your disregard for a policy is causing a problem.
- Make sure your children follow Center rules. Please don’t allow them to run away from you, climb on furniture, etc. Your child’s safety and well-being is our primary concern.
- Keep a sick child home. The state mandates health regulations to prevent spread of infectious illness. Although it may seem inconvenient at times, these rules also keep your child from being infected by others as well. It is up to you to have a back-up plan for a child who cannot attend.
- Address concerns in a respectful way and to the appropriate person. Do not bad mouth staff to others - seek to resolve your problem with the appropriate staff member.
- Communicate with teachers about what’s going on at home.
- Make sure children get a good night’s rest so they are ready for their busy day.
- Pick children up before the Center closes. Staff need to get home too.

~Based on an article by Stephanie Dunnewind of the Seattle Times.
FAMILIES SERVED

Children of Boise State University students and faculty or staff and University of Idaho-Boise students receive priority enrollment to participate in the Children’s Center program. The Children’s Center provides care for children ranging in age from two months of age (after the infant’s first set of shots) through five years of age. To further advance campus and community relations, alumni parents may enroll their children if space is available. First priority is given to University students.

ADMISSION PROCEDURES

Parents interested in enrolling their child(ren) for the first time need to contact the Children’s Center to determine if the Wait List is open or if there are current openings at the Center. If there are openings at the Center or for the Wait List, parents will need to come to the Center (1830 W Beacon Street, Boise, Idaho) to complete the Application. If your child gets offered a spot in the program, there is a non-refundable Admission Fee for each child -- $40 for students and $80 for non-students. This fee will be added to the first month’s invoice when there is an opening and a child is placed in that spot at the Center. The completed Application does not guarantee that there will be spot in the future for the child/children. If an Application has been completed, it is the parents’ responsibility to contact the Center if there is any change in mailing or email addresses or telephone numbers as soon as possible.

We reserve the right to dis-enroll any family that misrepresents their affiliation with Boise State University at any time.

With every new semester a student’s schedule could possibly change and so student families can request a new schedule for their child(ren). This means “if” there is a possibility to adjust your child to the desired days, you will be notified before the next semester begins. Anyone needing to make changes to their current care schedule must do so in writing – for all families and at least two weeks in advance. Forms can be obtained at the front office and must be approved by the Director of the Children’s Center. Please remember, this is a request. There are times we cannot accommodate changes and will hold this request.

Staff can do home visits before new children start on their first day. ALL children and parents should visit the center and classroom in order to meet the teachers and administrative staff prior to their first day. This ensure a proper transition for each child. It is requested that parents attend the Parent Orientation, typically held on the Tuesday prior to the Fall semester.

Due to the fact that we enroll so many students in our program who need to change their schedule each semester, all student parents in our program must re-enroll their child(ren) every semester. Please never assume that just because you have full-time care your enrollment is continuous. If we do not receive an application back from you, we have to assume you will not be returning for the upcoming semester. In the event of you not returning, a withdrawal form must be completed and turned in. Re-enrollment each semester only applies to student parents.
Note: The parent who signs the enrollment form is considered the primary contact and the parent to whom is accountable for payments and everything. Center staff will not adhere to the requests of a parent with whom there is little contact unless the request is approved by the primary parent. If we are familiar with both parents and there is a disagreement about emergency contact info, who can pick up your child, permission slips, etc., these issues need to be resolved by both parents (or a court order) in order to maintain child care at the Center. We cannot be placed in the middle of parental disputes.

CHILD CARE OPTIONS

Parents may select from one of the following options:

- 5 days a week: Monday-Friday
- 3 days a week: Monday/Wednesday/Friday
- 2 days a week: Tuesday/Thursday

The Children’s Center does not offer half-day rates. Drop-In rates, if there is space on that given day is a flat fee of $50.00 per day.

DROP IN CARE

Although you may not switch your childcare hours on any given day, or switch one day for another, you can have the option of requesting a drop in day if you are part time. These requests will be granted based on the classroom dynamics at that time, not ratios. All drop in days will be charged an additional daily rate. Drop in days are NOT intended for families to use on a regular basis. If you find this is the case, we ask that you make a permanent schedule change.

PERMANENT SCHEDULE CHANGE

A request for a permanent schedule change may be made at any time during the semester but a 2-week notice is required. We cannot always make changes to accommodate everyone’s schedule but we are willing to hold on to the request until we can make that change. All schedule changes must be approved by the Director of the Center.

DAILY FEES

The Children’s Center strives to make services accessible to all families. The Center offers a tiered child tuition rate schedule for Boise State University students and faculty/staff.

The requirement to receive the Center’s discounted Boise State student/child rate is that at least one parent must be enrolled for a minimum of six (6) academic credits each semester. If the Boise State student 1) enrolls for less than six (6) academic credits in a semester, or is 2) no longer enrolled at the University, it is the parent’s (BSU student) responsibility to notify the Center immediately. The Center’s discounted Boise State student/child rate will then be adjusted immediately to the higher Rate C (Community) monthly amount.

The requirement to receive the Center’s discounted Boise State faculty/staff rate is that the employee be in a full-time, benefit-eligible position. Should a family consist of a Boise State faculty/staff member and a BSU student, who is receiving the spousal $5.00/credit benefit, the Center’s discounted Boise State student/child rate is not available to the family—the faculty/staff member rate applies.
If a family leaves the university as either a faculty/staff member or student, the parent(s)/guardian will need to meet with the Director to discuss a dis-enrollment plan, as the family will no longer be affiliated with Boise State University.

**CHILD CARE FEES & PAYMENTS**

The timely receipt of parent fees is extremely vital to our ability to provide a quality program and quality care for your child.

1) **Fees are set in Spring Semester for the upcoming year (June 1st thru the next year May 31st).**
2) **Fees are charged for the entire month regardless of absences due to illness, vacation, etc.**
3) **Because of the ratio requirements for the infant and toddler rooms, all fees are based on the age-related group size your child is in, not on the exact age of your child.**
4) **All fees are payable in advance**
   a) A bill will be placed in each parent’s file or mailbox the first week of the month.
   b) Payments are paid via one of the following methods:
      - On-line at the Children’s Center website (https://childrenscenter.boisestate.edu/) using either a Visa, MasterCard, or Discover credit card
      - In person at the Boise State University Treasury Department-University Plaza, 960 Broadway Avenue, Suite 300 (the mirrored building)
      - By check and mailed to Boise State University, Treasury Department/Accounts Receivable, 1910 University Dr, MS 1247, Boise, ID 83725-1247
   c) **NO PAYMENTS WILL BE ACCEPTED AT THE CENTER.**
   d) Payment—in full—is due by the tenth (10th) of each month.
      i) Fees not paid by that date will be assessed a $10 late fee.
      ii) An additional $15 fee will be added to the unpaid balance after the twentieth (20th) of the month.
      iii) **After one (1) month of non-payment, an additional $25 fee will be placed on the unpaid balance, a service indicator will be added to the Boise State University student’s account, and the child cannot attend the Center until the account is paid in full. Failure to bring the account current will result in termination of childcare.**
5) Returned checks will be assessed a fee equivalent to that charged to Boise State University by the bank.
6) If only partial tuition payment was made for one month, the outstanding balance has to be completely paid with the total current-month’s tuition or childcare will be suspended at current-month’s end until all tuition is paid.
7) All delinquent Boise State student accounts must be reported to the Vice President for Student Affairs for action. Under BSU POLICY 4102-D, “ADMINISTRATIVE WITHDRAWAL,” the University has the legal right to cancel a Student’s enrollment for nonpayment of debts, fees, bad checks, etc., after proper notice of intent. Anytime an account is referred to Student Affairs, an additional administrative fee of $25 will be assessed.

At the time of the first registration, a non-refundable Admission fee of either $40 for students or $80 for non-students and a $100 registration fee [**a**] will be charged for each child (this will be added to your first monthly billing). If the child is withdrawn from the program before their initial start, you must give a written notice via a Withdrawal Form to the Children’s Center no less than 10 business days prior to their pre-determined start date. Failure to give such notice and not showing up once the session/semester has started will result in the assessment of two (2) weeks of tuition, **as well as the admission and registration fees.**
8) If a family chooses to dis-enroll a child at any time during a session/session, the family needs to complete a Withdrawal Form and provide at least a 30-day notice. Failure to provide the 30-day notice will result in the assessment of two (2) weeks tuition.

IDAHO CHILD CARE PROGRAM (ICCP)

The Idaho Child Care Program (ICCP) provides child care subsidies for qualified families. These subsidies are given to families who are working, looking for work, attending training or education programs or need preventative services. Parents pay a percentage of the child care costs, based on the number of children in their home and their monthly income. Parents are required to pay their portion monthly. If you are interested in finding out more, call the Idaho CareLine at 2-1-1.

LATE PICK-UP

The Center closes at 5:30 p.m. Pickups at 5:30 p.m. will be assessed a $25.00 charge till 5:40 p.m., and subsequently an additional $2.00 PER MINUTE PER CHILD CHARGE.

Your child and the staff become very concerned when you are late. Please telephone, if possible to let us know if you will be late. It is extremely important that we have emergency numbers of people who are available to pick up your child if we are unable to locate you.

NOTIFICATION OF WITHDRAWAL

If you have been accepted into our program and choose to withdraw prior to the beginning of the semester (for student parents) or your child’s scheduled first day (non-student parents), you MUST notify the Center in writing via a Withdrawal Form. Forms are up at the front desk. Failure to provide such notice will result in you being billed for two weeks of childcare based on the schedule on your signed contract.

If you completely withdraw from our program anytime during the year, a 30-day notice is required. Failure to provide such notice will result in you will being charged child care fees for two weeks of care whether or not your child is in attendance. After any withdrawal, you may submit an application for a future semester, but you will NOT receive priority as a currently-enrolled family and you will also have to pay another non-refundable Application fee per child. This policy applies to the Summer session, as well as Fall and Spring semesters.

Revised February 20, 2019
IMMUNIZATIONS

Idaho State Law (Idaho Code 39-1118) requires licensed child care providers to keep immunization records on file of all children. Records must include the name of the child, date of birth, date (month, day, and year of each immunization), and a signature of the health care provider who administered the immunization.

Immunization records must be provided before a child may start attending the Children’s Center. Parents are responsible for providing current documentation each time their child completes a series of shots.

A delayed schedule in shots needs to be written by your doctor with specific times the shots will be given. **If your child does not get the shot when that date occurs, your child WILL NOT be able to come until the shot is given and written proof is brought into the front desk administration.**

Immunizations help protect all children and staff from severe diseases. **Exemptions from any immunization for personal and/or religious beliefs will not be accepted.**

HAND WASHING POLICY

It is a policy of the Children’s Center for all staff, families, and children to wash hands upon arrival to school and throughout the day. A notice of required hand washing for adults and children is posted by every classroom. Hand washing is taught at the Children’s Center and monitored periodically to ensure accuracy and effectiveness. Staff from Central District Health visits the Children’s Center for additional training. Hand washing is an important activity to be carried out during times of good health and when contagious illnesses are prevalent. If children are not able to independently wash hands, adults are to provide support and be close by for assistance.

CHILDREN’S CENTER ILLNESS POLICY

Providing a healthy, safe environment for children is an important goal of the Children’s Center. We understand that many of our parents face a real dilemma when a child is ill. We know you do not want to, and in some cases, cannot miss school or work, but when children are brought to school sick, it places all of us at risk. **You need to secure back up care if your child is ill.**

Infants, because of their developing immune systems, are especially vulnerable to illness. Our concern is for all the children in our care. **With that in mind, our illness policy provided in this email to all of you needs to be followed even if your doctor states your child can return to the program.**

Please keep your child home if:

- Fever (See chart at the end of this topic) accompanied by behavior changes or other symptoms
- Conjunctivitis (Pink Eye) – out 24 hours after the initial dose of medicine.
- Symptoms and signs of possible severe illness (lethargy; uncontrolled coughing, persistent crying; difficulty breathing; wheezing)
- Diarrhea – defined by more watery stools, not associated with changes of diet or medicine, that is not contained by the child’s ability to use the toilet
- Undiagnosed skin rash
- Vomiting (out within 24 hours of first encounter and not return until a full 24 hours of being clear and able to be in group care)
- Persistent abdominal pain
- Mouth sores with drooling
- Rash with fever or behavior change
- Head lice (In the case of head lice, the child may not return until the hair is nit-free)
- Strep throat or other streptococcal infection, out three days after initial antibiotic treatment and cessation of fever free from medication for 24 hours
- Chicken Pox, until all sores have dried and completely scabbed over
- Croup/Bronchitis – out three days after initial diagnosis and fever free from medication for 24 hours
- Pneumonia – out seven days after the initial diagnosis and fever free from medication for 24 hours
- Hand, Foot and Mouth Disease – out five days after initial diagnosis and exposed sores have scabbed over
- Impetigo, until untreated sores are NOT present or 48 hours after antibiotic treatment AND can be covered from exposure to others
- Scabies, until after treatment has been completed
- Any communicable illness
- IF YOUR CHILD IS SENT HOME FOR MILD SYMPTOMS OR NOT ABLE TO MEET THE THREE CRITERIA LISTED IN OUR ILLNESS POLICY, YOUR CHILD CANNOT COME THE FOLLOWING DAY

Your child’s fever needs to be controlled without the use of medication (i.e. Tylenol, Motrin, etc.) for 24 hours prior to returning to the Children’s Center.

We ask that you keep these policies in mind when your child is ill. Beyond that, we also ask that you assess your child's state of health in terms of his/her needs. Some children may no longer have symptoms (vomiting, fever, etc.) after 24 hours, but may still not feel well enough to be in a group care environment.

If you find your child has an infectious disease, please contact the Children’s Center as soon as possible so we may notify other parents of possible exposure.

It is not our intent to allow children who are truly sick to stay at the Center, but it is also not our intent to exclude children who are only mildly ill and able to participate in daily routines and activities. Children need to be able to participate in all activities – the staff cannot leave a child inside because a doctor or family member does not want the child to go outside. Our staff rely on parents to make good decisions regarding your child’s health, so please do not send your child if he/she is sick. The staff will assess and monitor the health of all children during care and will need to decide if a child is too ill to attend. Please provide the staff with accurate information about your child’s health so the best decision for the welfare of your child as well as of the other children in care.

On occasion, a doctor/pediatrician may state and approve a child’s return to childcare, however even with this doctor/pediatrician approval, the Children’s Center will continue to uphold our illness policies stated in this email and will be posted in every classroom with the fever chart. A doctor/pediatrician approval for a child’s return to childcare does NOT override our Center’s policies.
Staff understand it can often be difficult to determine the seriousness of the situation when a child is not feeling well. We tend to look for signs of a child getting better versus feeling worse.

Every situation is different, but we will use three criteria to determine if a child needs to be excluded:

- The illness prevents the child from participating comfortably in our daily routine and activities.
- The illness results in a greater need for care than the child care staff can provide without compromising the health and safety of the other children.
- A fever is accompanied by any of the symptoms or conditions previously listed.

Please keep in mind that children should not be given fever-reducers, such as Tylenol, just prior to attending the Center in an effort to disguise a fever. The medicine will wear off and, if a child is truly sick, she/he will relapse quickly and will be sent home which will add additional time the child will need to be out of the Center.

If a child becomes ill while in our care, the parent(s) will be notified immediately. Protocol is:

1. Staff will contact parents by phone using the phone number left on the sign in sheet that day.
2. If there is no answer, messages will be left yet if we do not get a call back in 15 minutes, teachers will notify the next contacts on your child’s contact list to come pick up.

It is imperative for all parents to provide us with accurate contact information so we can contact you at any time. If a parent cannot be reached, we will contact the person authorized on your enrollment form. If we determine your child is too ill to stay, parents are expected to pick up within 30 minutes of the initial call.

No tuition adjustment is made for the time that a child is out ill per Center policy.
Is it a Fever?

A gentle kiss on the forehead or a hand placed lightly on the skin is often enough to give you a hint that your child has a fever. However, this method of taking a temperature (called tactile temperature) won't give an accurate measurement.

Use a reliable digital thermometer to confirm a fever. It's a fever when a child's temperature is at or above one of these levels:

- measured **orally** (in the mouth): 100°F (37.8°C)
- measured **rectally** (in the bottom): 100.4°F (38°C)
- measured in an **axillary** position (under the arm): 99°F (37.2°C)
PICK-UP PROCEDURE

In the event your child becomes ill while at the Children’s Center, parents / guardians will be notified first. The Children’s Center will then wait one half hour for a return call confirming the message has been received and someone is on their way to pick up. If the initial message is not returned within the half hour waiting period, authorized emergency contacts will be notified for pick up. **Children need to be picked up within the 30 minutes of a parent being called.**

MEDICATION

Prescription medication to be given at school must be in the original container accompanied by written instructions from the physician, prescription number, name of medication, date filled, child’s name, physician’s name, directions and schedule for dosage, route (mouth, topical, etc.), storage requirements (refrigeration, for example), and expiration date.

Administration of prescription medications requires written parental authority on the Medication Consent Log. Consent Logs are completed in the classroom.

**Over-the-counter medication will not be administered by staff. Families will have to come in and give any over the counter medicines to children. Fever-reducers, such as Tylenol, cannot be administered by our staff. Also, remember that cough drops may not be given at the Center- they are considered a choking hazard.**

INSECT REPELLENT

For health reasons, we do not use insect repellent unless the local health department deems it necessary.

MEDICAL CONCERNS

If your child has a known severe or a life threatening medical condition, we must be notified in writing. Families must fill out a Medical Action Plan for our files. Staff must be given verbal and written instruction if there is a need for any special precautions in the classroom. Should your child have non-food allergies, a Medical Action Plan will be completed as well. See Meals for information regarding food allergies.

EMERGENCIES

We make every effort to ensure a safe environment for the children at all times. There is a set of written procedures for emergencies. Emergency plans are posted in the front entrance and are available to families at the front desk. For example, the program has plans for lost or missing children, responses to security threats, utility failures, and natural disasters. These are reviewed, refined, and practiced annually by staff.

The Children’s Center has a system of assigning management responsibilities when the Director is off site. This system includes the Assistant Director, Office Specialist, and when necessary, Teachers. At all times there are staff trained in pediatric CPR and first aid on site.

An emergency evacuation plan is reviewed regularly with staff, and a fire drill is held once a month. In the event of an emergency that would require the evacuation of the building, the children will be taken to the Soccer Field on Lincoln Avenue first and, then if necessary, to the Student Union Building, 1700 University Drive. In the event of an evacuation, parents may call the following phone numbers, (208) 724-4903, or (208) 866-4761.
The Consent for Medical Treatment form you signed as part of the enrollment process, allows the Children’s Center to secure emergency medical treatment for your child should it ever be necessary. Because parents are contacted immediately in the event of an accident, it is extremely important that your class schedule (if applicable) and all telephone numbers are kept up-to-date.

In an extreme emergency, the staff will call 911. We will then call home numbers and / or alternatives numbers (including work and cell phones) in order to contact parents / guardians. For Boise State University students, we will try to locate you through the Vice President for Student Affairs Emergency Locator Service. For this reason, it is important that you note your whereabouts on the sign-in sheet if you will be somewhere other than class.

FIRE DRILLS

In accordance with the City of Boise Child Care regulations, fire drills are conducted once a month. These drills are designed to teach the children about safe practices when exiting the building in the event of a fire.

We ask that parents adhere to our fire drill practices and procedures if they are in the building at the time of the drill, i.e. exit the building with your child and wait until the drill has ended before re-entering.

BUILDING SAFETY PROCEDURES

Because our Center is a restricted access facility, key cards are necessary not only to provide access but also a record of who is entering the building. Key cards are required for all families and staff; this security is necessary to protect your children and our staff.

The Children’s Center is a secured facility. This means that entrance into the facility is only through the Front Door and that individuals must use either a proxy card or be buzzed in by someone at the Front Desk. Please help maintain the safety of every child and staff member by not holding the door open to any persons when you are coming and going. Only designated Children’s Center staff will authorize access to individuals who do not have a key card, even if they are a familiar face.

You—the parents—must use either your Student/Faculty/Staff Bronco Card (proxy card) or the Center-issued proxy card every time you drop off/pick up your child. You should never provide your card to anyone else who may be authorized to pick up your child; they need to be buzzed into the Center so that they can be checked against the authorized list on your account, and sign in.

If you misplace or lose your card, it is imperative that you tell an administrative staff person immediately. This helps to ensure that unauthorized people do not have access into our building. The administrative staff will temporarily disable your key card. You will have 7 days to locate it. If it is not located within the time period, you will be required to replace your Boise State ID card at a cost of $25; or if it is a Center-issued card, you will be issued a new card, and the $25 cost will be placed on the next tuition statement.

All non-Boise State University affiliated individuals are issued a card upon enrollment, and all Boise State University affiliated individuals are required to have Boise State University ID card. You must bring your key card to open the front door each time you drop off or pick up your child. Failure to do so consistently could result in you being asked to find childcare elsewhere because you need to login with our security system every time you drop off/pick up. If someone other than parents are picking up or dropping off your child, please remind them to check in at the Front Desk and sign in.
The Boise State University campus, as well as the Children’s Center is an entirely smoke-free facility. No smoking is permitted in the presence of children. Signs are posted at the front entrance notifying all visitors to the building. The Children’s Center is inspected annually by University Risk Management. As part of NAEYC accreditation requirements, the Children’s Center was inspected in 2007 and found to have no traces of lead, radon, or asbestos on site.

HAND WASHING

To help control the spread of illness, children are required to wash hands upon arrival at the Center and at other times throughout the day. Washing hands is the best way to prevent the spreading of illness. We are happy to provide lotion for children whose hands become dry due to all of the hand washing.

SUPERVISION OF CHILDREN AT THE CENTER

Parents are responsible for the safety and well-being of their child(ren) any time in which you are together at the Center (Parent Programs, drop-off and pick-up times, etc.) but the Children’s Center staff will step in if we feel a child’s behavior is considered unsafe for him/herself or others.

Please do not allow your child to wander or run off anywhere in the Center without you (classrooms, large motor room, etc.). There are many potential dangers, so it is imperative that children are always supervised. When entering and exiting the building, your child must remain with you at all times. They should not run ahead to their classroom or run out the front door without you – this is teaching them a very unsafe practice. Children should never be outside of the building without direct adult supervision.

PERSONS AUTHORIZED TO PICK UP

Children will be released from the Center ONLY to authorized persons whose names appear on the Enrollment Form, an Authorized Pickup Form, or a written note from the parent. (A note should be given to the Center staff in advance that includes the person’s name and telephone number -- please do not send a note along with the person who is picking up). A telephone call will only suffice in the case of an emergency. Please give the teachers in your child’s classroom (and the office staff) advance notice if someone else is picking up your child.

The parent who signs the enrollment forms is the primary contact as the parent to whom our program will be the responsible person for any issues with the child and billing needs. Any parents who is unfamiliar to us will not be allowed to pick up their child unless they are identified on the enrollment.