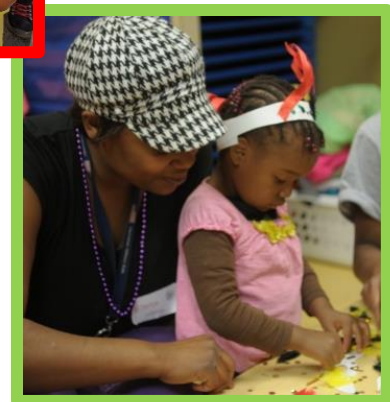




## Family Handbook





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## Who We Are

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Clayton Early Learning succeeds in promoting educational equity through a powerful and unique model that harnesses the synergy of four dynamic initiatives of research, practice, training and policy. The Schools at Clayton Early Learning are home to a diverse community of learners encompassing staff, children, and families. Within each school community continuity of care is supported for both children and families through a birth to age five continuum and the location of infant, toddler, and preschool classrooms in one intimate geographic area. Our work is guided by the results of research studies about the best ways to support children and their families.

Our flagship Educare Denver school is a part of a coast-to-coast network of state-of-the-art Educare schools. The Educare model provides programming and instructional support to develop the early skills and nurture the strong parent-child relationships that create the foundation for successful learning.

In 2013, Clayton Early Learning opened its second school in Far Northeast Denver as part of Z Place on the Evie Garrett Dennis Campus. This unique collaboration furthers our partnership with Denver Public Schools and extends our school-based quality teaching and early learning services to over 100 children and families in a rapidly growing and underserved part of Denver.

Our Schools are unique because we aim to improve outcomes for not only the families enrolled in our program but also the community at large. We do this by:

- Providing high-quality services to the children and families enrolled in the program
- Opening our doors to others in the early childhood community who want to learn about what we do, and
- Contributing to the knowledge base about how to best serve families through our research and evaluation studies.

As a result, you may find that Clayton Early Learning is different from other programs. Administrators and teachers from other early childhood programs, as well as students preparing for a career in early childhood education, will come to our program to observe what we do. Parents of children enrolled in our school will be asked to participate in research projects. All of our research is focused on providing information that will help us improve the work we do with families. *While participation in any particular research project is voluntary, parents who do not wish to have their children participate in any such research projects should thoughtfully reconsider whether a Clayton Early Learning School is a good match for them.*



## Mission and Vision

### Vision Statement:

We envision a world where all children are prepared for success in school through highly effective early childhood education.

### Mission Statement:

Clayton Early Learning provides national leadership to advance the field of early childhood education by researching, implementing and disseminating innovative teaching models. We promote educational equity for young children through family engagement, teacher preparation and effective early education policy.

## Philosophy and Purpose

At Clayton Early Learning, we base our delivery of services on how your child sees and experiences his or her environment. Viewing the environment through “*the eyes of a child*” guides the program to provide services based on what the child needs to develop, such as trust, feelings of security, independence, and initiative. The goal is to enable each child to develop his or her potential in all aspects of physical, social, emotional, and intellectual development by providing individualized supports to ensure that he or she has access to activities, materials, and other learning opportunities.

Clayton Early Learning values an inclusive setting for all children, regardless of family circumstances, that honors and respects their diverse abilities, cultural beliefs and traditions. We encourage staff and families to celebrate diversity through the curriculum, by sharing cultural experiences, worldviews and family customs.

At Clayton Early Learning, we believe that you are both the expert on your child and his or her first and primary teacher. Our purpose is to support your efforts in supporting your child’s development and to help you develop the resources to meet your needs and self-determined goals.

## Values

The values that underlie all efforts and activities undertaken by Clayton Early Learning are Excellence, Stewardship, Growth, Innovation, Collaboration, Diversity, Family-Centered, Integrity, and Accountability.

## Beliefs

### **We believe that:**

- Integrated, comprehensive services for children best serve the whole child within a family system.





- Early childhood is the best time to support optimal development of children.
- High quality programs support the optimal development of individual children so they can succeed in school, and in life.
- Growth and change are vital to a healthy organization.
- Current research must inform decisions about programs and practices.
- Reflective practice ensures that the program's practices, services, guidelines, and procedures align with our values, beliefs, and early childhood theories. Research and evaluation at Clayton Early Learning must be made available to others in the field.

## Children with Special Needs

The learning activities that help maximize the development of infants, toddlers, and preschoolers with disabilities or special needs are little or no different from activities designed for children who do not have disabilities or special needs. There are, however, adaptations to the environment that may be necessary for some children with physical, emotional or sensory impairments to help them achieve autonomy and successful experiences. Children with identified special needs have *Individual Family Service Plans (IFSP)* for birth to three year olds or an *Individualized Education Plan (IEP)* for preschoolers. These plans outline specific services from which the child will benefit. Clayton Early Learning will work in partnership with you to plan the most supportive environment for your child's success. The Schools Clayton Early Learning, including our outdoor play environments, meet the regulations of the *Americans with Disabilities Act*.

## Theory

Quality early childhood programs are created and implemented by adopting and adapting evidence-based early childhood developmental and educational theories. The Schools at Clayton Early Learning continuously strive to improve program quality and child outcomes by bringing life to early childhood theoretical approaches. These approaches inform us about best practices for serving both the Clayton community, the greater early childhood community and field.

## Approach

Through the reflective practice process, Clayton Early Learning assesses school quality on an ongoing basis. This enables us to address areas needing improvement; establish goals and benchmarks; and adapt, change, and implement the most promising early childhood practices in a responsive and efficient manner.



## Parents' Rights and Responsibilities

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### **As a Clayton Early Learning parent, you have the right to:**

- Have your culture, beliefs, concerns, and values welcomed, appreciated, respected, and reflected in your child's program.
- Receive information about all aspects of the program communicated to you in a language you can understand.
- Visit or observe your child in the school environment.
- Ask questions of and give feedback to staff members.
- Confidentiality in matters involving the welfare of every child and family in accordance with program policies and the law.
- Be notified of significant changes in staff within 48 business hours.
- Be notified of policy and procedural changes within 48 business hours.

### **As a Clayton Early Learning parent, you have the responsibility to:**

- Understand this handbook and adhere to its guidelines and procedures.
- Ensure the program has current emergency contact information and that your emergency card is up to date (e.g., current phone numbers of your home, work, and cell phones). You should notify your Child Family Educator immediately of any change in this information.
- Keep your child's immunization and well child exam records current. Disclose essential information about the care of your child with staff.
- Respect, approach, and talk with staff as professionals who work with you to provide a quality early childhood education program.
- Respect the diversity, culture, and language of all children, families and staff in the Clayton community.
- Raise issues promptly and directly, seeking mutually agreeable solutions that honor the needs of the organization and your family.
- Participate in goal setting as well as parent-staff conferences, parent meetings, home visits, and other activities as necessary to individualize a curriculum plan for your child.
- Ensure your child maintains 85% attendance.
- Keep your child safe and in your direct supervision while he or she is in your care at school, especially during drop-off and pick-up. Close proximity ensures for your child's safety and builds school readiness skills as they learn to stay close to their caregiver.
- For Home Based & Combination Families attend socializations and/or field trips twice a month.
  - Meet weekly in the home with staff at a regularly designated time.





- Maintain 85% attendance for home visits and socializations
- For Combination Families attend Parent/Child Activities or Family Engagement events monthly.
- Meet biweekly in the home with staff at a regularly designated time.
- ○ Maintain 85% attendance for home visits and twice a week class times. For Play and Learn
  - Attend Play & Learn Sessions twice a week and the monthly parent meetings.
  - Families are expected to notify their Play & Learn Facilitator if they will not be attending a session.

## Services<sup>1</sup>

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### Education and Early Childhood Development

The Schools at Clayton Early Learning offer a variety of age-appropriate learning experiences that support a child's physical, intellectual, social, and emotional development. Classroom activities also include an emphasis on physical health, dental health, personal safety, and nutrition. The teachers in the classrooms and the Child Family Educator provide information on child development and parenting. Parents and staff are partners working together to support all aspects of your child's development and individualized learning plan at Clayton Early Learning. This individual learning plan becomes part of a written document that outlines your child's goals, steps to achieve these goals, and steps to review your child's progress in meeting these goals.

### Child Health and Developmental Services

Clayton Early Learning is committed to wellness and embraces a holistic view of health for children, families, and staff. The objective is to ensure that through collaboration, all of a child's health and developmental concerns are identified, and children and families are linked to an ongoing source of continuous, accessible care to meet their basic health needs.

### Physical Health

Preventive health care is vital to a child's overall growth and development. The health team works with teachers, Child Family Educators, and families to support children in receiving preventive health care services, well-child checks, immunizations, and dental screenings.

### Nutrition

With your assistance, your Child Family Educator conducts regular nutrition screenings to support the development of healthy eating habits for you, your family, and your child. If needed or desired, a Registered Dietician is available for consultation. All meals and snacks

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<sup>1</sup> For Head Start families, comprehensive child and family services align with the Head Start Act and Performance Standards which can be found at <http://eclkc.ohs.acf.hhs.gov/hsle>



served in the Schools at Clayton Early Learning are “*family style*” to enhance children’s development of self-help and social skills.

## Mental Health

Clayton Early Learning supports the social and emotional well-being of children and families. We believe the relationship that you are developing with your child is important. The staff is available to help with problem solving and resource referrals.

Mental health clinicians assist staff in developing strategies that support the social and emotional needs of the children in the classroom and at home. In addition, they are also available to connect families with culturally relevant social and emotional supports through individual consultations, parent/family workshops, parent/family support groups, and referrals.

## Inclusion and Individual Support

At Clayton Early Learning, we believe that enrolling children with special needs in the program is an enriching experience for all children, staff and community. We support this by individualizing your child’s learning to support the child and include the child’s learning goals into the classroom. Ongoing observation and assessments are used on regular basis to assist families and staff in setting these goals. Inclusion services available to all children include; annual developmental screening, assisting families in receiving referrals for evaluation, and additional services from staff and partnering specialists. We also contract with community partners to provide services for children with IEPs, and happy to work with providers offering 0-3 early intervention services. As a Head Start school, we are required to hold 10% of enrollment for children with disabilities and/or delays.

## Family Partnerships

Your Child Family Educator works collaboratively with you to identify family goals through the Family Partnership Agreement. These agreements describe the goals for your family and specify the resources available and services needed to reach your goals. Your Child Family Educator will help you locate desired community resources and assist you in accessing them. Referrals can be made to agencies such as those offering child care, emergency assistance, intervention services, continuing education, job training, and employment services. Additionally, educational workshops, parenting and nutrition classes, and literacy-focused training are often offered onsite by Clayton Early Learning staff in an effort to assist you in reaching your goals.

## Community Partnerships

Clayton Early Learning works in partnership with many community agencies to provide resources such as health care, mental health services, nutrition, early intervention, training and education, cultural events and learning activities for families. The Head Start Health Services Advisory Committee meets regularly to assure for comprehensive program services



and includes professionals, parents and volunteers from the community. Transition services are supported through collaborative relationships and agreements between our schools and those you may be considering for your child's ongoing school experience. Your Child Family Educator can assist you in locating and advocating for needed services.



## **Guidelines and Procedures**

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### **Families Served**

Clayton Early Learning provides expectant mothers and diverse families with children from birth to age five continuous, intensive, and comprehensive early childhood development and family support services.

### **Enrollment**

During the eligibility and enrollment processes, parents select a program option that meets their needs. An eligibility application is first completed which places a child on the waiting list if all eligibility documents are verified. Enrollment materials are completed once a child is mapped into an enrollment vacancy. Documentation is required for licensing, tuition assistance and to provide high quality comprehensive services, gathered. All eligibility applications are approved by the Admissions Specialist. An Enrollment Team meets weekly to review openings to ensure for a successful transition for the child, family and staff. Child eligibility applications are completed electronically with eligibility documents uploaded securely. Once the child enrolls, a comprehensive file is made which is kept locked and secured. Families receiving Early Head Start or Head Start services must live within our service boundaries to maintain their enrollment.

At the beginning of the program year, all parents/families have the opportunity to attend a back to school night held at each school where they can meet the staff and familiarize themselves with the campus. Parents who enroll in Early Head Start or Head Start services through one of our community collaborations have the opportunity to attend an orientation at their respective site.

Parents wishing to attend events where they need special provisions and accommodations should contact their Child Family Educator or Family Engagement Liaison to ensure that their needs are met.

### **Confidentiality**

Information regarding Clayton Early Learning families is kept confidential within the program. Information is shared on a need-to-know basis with professionals who provide child and family services and to ensure the safety of children enrolled in the program. Information is shared with outside providers only with appropriate authorization.

### **Communication**

Effective communication with children and families is central to the program's core beliefs. Clayton Early Learning ensures that both English-speaking and non English-speaking families receive quality, culturally relevant services. Bilingual staff may be available to assist with translation. If a bilingual staff person is not available in the family's native language, the program will utilize contract interpreters or technology supports. Friends and family members



will only be used as interpreters at the request of the family. Requests are evaluated on a case by case basis.

Every effort will be made to provide an education staff person that speaks the language of your child. Where education staff are not available in your child's native language, a variety of teaching strategies and techniques in English for Speakers of Other Languages (ESOL) will be used to support children's learning, creativity, language, literacy, and numeracy skills. Classroom environments reflect the community and the culture, language, and ethnicity of the children and families.

## Child Abuse and Neglect

All staff at Clayton Early Learning are mandated reporters and are required by law to report any incident of suspected child abuse or neglect to the *Department of Human Services*. The Clayton Early Learning philosophy is to act in the best interest of the child, to be as supportive and as non-threatening as possible to the family, and to maintain the child and family in the program. Parents are responsible for reporting any inappropriate staff behaviors or actions toward children. Suspected child abuse or neglect by a parent, guardian, staff, or other persons may be made to:

### *Denver Department of Human Services*

1200 Federal Blvd.

Denver, CO 80204

Child Abuse Hotline: 720-944-3000(Denver)

Child Abuse Hotline: 844-CO-4KIDS (Statewide)

Main Number: 720-944-3666

Detailed child abuse and neglect procedures are outlined in the Standard Operating Procedures Manual (copies are located in various locations within the school; ask your Child Family Educator). Information regarding reporting child abuse is provided to parents during the enrollment process and parents are informed of staff's mandatory reporting requirements of suspected abuse and neglect prior to their child entering into the program.

## Grievance and Problem Solving Process

Parents should feel free to discuss any school-related concerns with teachers and their Child Family Educator as most issues can be resolved at this level. If an issue cannot be resolved at that level among the parties involved, parents are encouraged to take the concern to the Curriculum and Instruction Mentor Coach (who supervises the Lead Teacher) or the Family Engagement Mentor Coach (who supervises the CFE/Family Engagement Liaison), any Specialist/Coordinator. If an issue cannot be resolved at that level, parents are encouraged to take the concern to any one of the three Directors. Please refer to the Important Numbers section for contact information. Educare Denver and Clayton Early Learning's School at Far Northeast are co-led by three directors: Family Engagement, Curriculum & Instruction and Community Partnerships, Early Intervention & Health.



If the solution offered is not satisfactory, parents may complete a “Concern Form” which can be obtained from their Child Family Educator/Family Engagement Liaison or a Mentor Coach, Specialist or Coordinator. The form should be completed and turned into any Director within five working days of the incident so that resolution can be reached as quickly as possible.

To file a licensing complaint about this facility contact:  
The Colorado Department of Human Services  
Division of Child Care  
1575 Sherman Street  
Denver, Colorado 80203-1714  
1.800.799.5876

## School Closings

Whenever Denver Public Schools (DPS) are closed or on a delayed schedule, the Schools at Clayton Early Learning will also close or be on a delayed schedule. School closing announcements are made on local radio (850 KOA) and television stations (Channels 4, 7, or 9) and left on the main telephone (303-355-4411) automated system. Due to the age of our children, if we feel children’s safety would be at risk, Clayton Early Learning may close in extreme circumstances even if DPS is open. Attempts will be made to notify parents when Clayton Early Learning closures are different from DPS.

## Transportation

Clayton Early Learning is committed to the safe and responsible transportation of children. Transportation may be available for policy council meetings, activities; field trips; and for home-based families. The driver will follow vehicle safety guidelines for children and adults. Use of an appropriate car seat is required. Children 2½ years old and younger must be accompanied by a parent or guardian. To ensure that we are in compliance with Head Start guidelines; children will not be permitted to remain on the bus for longer than one hour at a time. Please work with your Child Family Educator to ensure that the transportation need does not exceed an hour for each trip. To receive transportation without a parent or guardian present, children 3 years of age or older must have written permission from their parent or guardian to be transported for field trips. Child Family Educators are available to support families in identifying transportation solutions.

Transportation for children in the DPS program at our Far North East Campus is set up through our Sewall partners. Please see our Family Engagement Liaison for assistance with connecting to Sewall for coordination of transportation through DPS.





## Screen Time and Media Use

Television and video usage for children less than two (2) years of age is not utilized. Children two (2) years of age and older may have non-consecutive fifteen (15) minutes increments of computer and tablet time not to exceed thirty (30) minutes per day for the exception of a special occasion which may not exceed thirty (30) minutes per week (there are no limits for children using personal adaptive devices). No television, recorded media, computer, tablets, and media devices should not be used during snack or meal times. Children are not exposed to media with explicit language or topics. Classroom Closing Procedures

These procedures are posted in every classroom. Child attendance is tracked and documented throughout the day. At school closing (6 p.m.), every classroom, closet, bathroom, and hallway is checked to guarantee all children are safely out of the buildings.

## Volunteers

Clayton Early Learning highly values the participation of parents and community members. Importantly, the use of volunteers also assists Clayton Early Learning in meeting its 25% required match for federal funding through the monetary value of volunteer time, donations, and gifts. Volunteers in the classroom must be at least 18 years of age (12 years of age and older if accompanied by an adult volunteer) and:

- Parents are encouraged to observe their child's classroom and should contact their teacher or Child Family Educator to schedule a visit.
- Individuals who volunteer must complete a *Volunteer Interest Assessment* and submit it to their Child Family Educator. The Child Family Educator will work with a Family Engagement Liaison for review and to schedule a time to meet regarding assignment and orientation. For both community members and regular classroom volunteers, a background check and negative Tuberculosis (TB) test is required prior to volunteering in a classroom.
- All volunteers will receive a Volunteer Handbook and an orientation (including a review of Clayton Early Learning's confidentiality, discipline, and child abuse guidelines) before their service begins.
- Volunteers must be supervised and have clearly established duties.
- Volunteers cannot be used to fulfill the required staff-child ratio.
- Where Clayton Early Learning collaborates with a community agency such as the Denver Public Library or Volunteers of America to place volunteers, that agency's screening process is sufficient to meet program requirements.

"Regular" is defined in this section by:

- Any volunteer who participates for 6 hours+ a week on an ongoing basis
- Any volunteer who participates for 2+ hours a day consistently
- Any volunteer who is completing mandated volunteer hours for coursework that exceeds 6+ hours.



## Holiday and Celebration Guidance

*Because holidays are special times, they do not teach children about the daily life of people and this becomes a problem in teaching about cultural diversity. When early childhood curriculum uses holidays as the primary source of activities about cultural diversity, children do not learn about the common tasks that all people do in culturally different ways. Focusing on holidays is “tourist curriculum”— children visit a culture by participating in a few activities and then go home to their regular classroom life. This leads to stereotyping and trivializing a culture — “All people do is dance, wear special clothes, and eat.”<sup>2</sup>*

Multicultural experiences should not be limited to a celebration of holidays and should include food, music, families, shelter, and other aspects common to all cultures.<sup>3</sup>

### Definitions

- Holiday: a day fixed by law or cultural custom on which traditions or activities are celebrated in honor of an event or person.
- Tradition: a handing down of cultural statements, beliefs, legends, customs, or information from generation to generation, especially by word of mouth or by practice.
- Celebration: To observe a day or event with ceremonies of respect, festivity, or rejoicing.

### Holiday and Celebration Philosophy

- To be responsive to cultural diversity
- To promote activities that are appropriate to a child’s level of development
- To affirm the parents contribution to their child’s education
- To support families in decreasing holiday stress and depression

### Guidance for Holiday Recognition

- Learning about cultures in school can broaden children’s awareness of their own and other’s cultural experiences, if they are thoughtfully used as part of an inclusive curriculum about cultural diversity.
- Activities about a holiday should not be a child’s first introduction to a culture. First, children need to understand who people are and what their daily lives are like in order to have

<sup>2</sup> Derman-Sparks, L. (1989). *Anti-bias curriculum: tools for empowering young children*. Washington DC.: NAEYC

<sup>3</sup> Bredekamp, S. (Ed.). (1997). *Developmentally appropriate practice in early childhood programs, Revised Edition*. Washington DC.: NAEYC., pp. 41-42.



a better understanding of the holiday. We support representing cultures and diversity throughout the year and not just on special holidays. In classrooms and curriculum, children and parents should be able to see some or all of the following:

- Pictures of all types of families
- Books from different cultures
- Dolls that represent different ethnicities
- Music from different cultures
- As an accredited program of the National Association for the Education of Young Children (NAEYC), we are provided guidelines for celebrating holidays.
  - Families and program staff ask themselves why children should learn about this holiday. Is it developmentally appropriate for those in the group? Why is it important for specific children and families?
  - Activities are connected to specific children and families in the group. This linking helps children understand holiday activities in the context of people's daily lives. Children should have the chance to explore the meaning and significance of each holiday.
  - Both children and staff honor every group represented in the classroom. This respect does not require that every holiday of every group must be celebrated; otherwise, classrooms would be celebrating all the time! It does require, however, that none should be treated as though they were "unusual." Children should recognize that everyone's holidays are culturally significant and meaningful.
  - Activities demonstrate the fact that not everyone in the same ethnic group celebrates holidays in the same way. Families may provide examples of their own unique traditions.
  - Families and program staff work together to plan strategies for children whose families' beliefs do not permit participation in holiday celebrations. Families should take part in creating satisfactory alternatives for the child within the classroom.
  - The focus is on meaningful ways to celebrate holidays without spending money. Families may find certain holidays stressful because of the amount of commercialization and media pressure to buy gifts. Teachers can help by showing children that homemade costumes and gifts are very special and that celebrating can be joyful without gifts.

## Guidance for Birthday Recognition

In order to make birthdays special for children celebrating a birthday and at the same time respecting children who do not celebrate, the guidance below will be followed:

- Teachers/CFEs learn about the children and families' beliefs regarding birthday celebrations during the first home visit and use this information to help all children feel special, regardless of their cultural beliefs.
- Clayton Early Learning promotes healthy nutrition. When a birthday will be honored as a special occasion, Teachers/CFEs will decide how to honor the child's special day with traditions other than the use of food (e.g., a special hat, scarf, vest, crown, button, etc.).



- Teachers/CFEs will plan developmentally appropriate ways for classmates to honor their friends without excluding anyone (e.g., a letter, card, or book made by classmates).
- No outside food will be served within the schools per federal regulations.

## Guidance for Transition Celebration

Clayton Early Learning year-end “celebrations of learning” are transition celebrations are designed to honor the completion of a child’s educational experience through developmentally appropriate activities.

- Activities planned with the children, parents/families, and staff should focus on transition through the eyes of the child. These activities should make the child and the parent/family feel good about the child's growth and achievements. Young children's needs are better met in small informal group activities rather than staged events. Expectations of children must be realistic. Clayton does not incorporate the use of caps and gowns to celebrate transitions.

## Nutritional Guidance for All Celebrations

One of the primary goals of Clayton Early Learning is to assure that well-balanced nutritious meals and snacks are served to children to help them learn to eat a wide variety of foods as part of a balanced diet. Food that is served to children during program operating hours must meet Child and Adult Care Food Program nutritional guidelines. Good nutrition is important to health of infants, children, and adults. Foods served must be high in nutrients and low in fat, sugar, and salt.

*No outside food will be served within the schools per federal regulations.*



## Program Options

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In our schools, children birth-to-5 grow and learn in state-of-the-art environments to arrive at kindergarten prepared for academic success. Our practices in the classroom and with families are research-based and outcome-focused. We rigorously evaluate and align effective educational practices from birth through third grade to make sure children succeed, and we disseminate promising practices through our focused professional development and policy work.

### **Full/Extended Day (Children ages six weeks – five)**

Clayton Early Learning provides licensed, high quality early childhood education in our schools located on the Clayton Campus and on the Evie Garrett Dennis campus in far northeast Denver. In the full and extended-day options, financial assistance may be available through the *Colorado Child Care Assistance Program (CCCAP)*, *TANF (Temporary Assistance for Needy Families)*, or *Head Start*. Teachers make two home visits and have two parent-staff conferences a year. Child Family Educators and Family Engagement Liaisons meet on a regular basis with families and teachers. Several schedules are available in the full/extended-day option and can be found in our school brochure. Please speak with your Child Family Educator or Family Engagement Liaison if you are interested in more information.

### **Part Day (Children ages three – five)**

In this option, children attend class in the school for half a day, either the morning session or the afternoon session. In the part-day option, financial assistance may be available through the *Colorado Child Care Assistance Program (CCCAP)*, *TANF (Temporary Assistance for Needy Families)*, or *Head Start*. Teachers make two home visits and have two parent-staff conferences a year.

### **Home-Based (Children ages birth – five)**

Clayton Early Learning provides a home visitation option for income eligible children and families. Through weekly 90 minute home visits, the Child Family Educator works with the families to build strong relationships that support information sharing and achieving family goals and aspirations in culturally and linguistically responsive ways. The home environment is used to create rich learning opportunities that build on everyday routines and support the child's overall development. This option is designed to ensure a successful learning experience for both parent and child working together in their own home. All home-based services also include monthly socializations/field trips (if age appropriate), and parent meetings. Programming for birth to three year olds spans twelve months while the 3-5 year old program aligns with a nine month school year.



## Combination (Children ages 18 months to 3)

A combination option of school- and home-based experiences are available for income eligible families. Children, 18 months to 3 years of age, attend school-based classrooms twice a week for 4 hours. Parents participate in some classroom activities and are expected to participate in two home visits a month.

## Prenatal

Prenatal and postpartum services are available for income eligible women. We provide prenatal education, including health and nutrition education and support prenatal mothers in accessing community medical and dental services. The program consists of a weekly visit with the Child Family Educator and a visit once a trimester by the health team. Education, links to community services, and screening in the areas of health, nutrition, and mental health are the main focus for the postpartum mother and newborn. The Child Family Educator and health team provide these services.

## Play and Learn (children ages 0-3 and their caregiver)

Children and their caregivers attend sessions twice a week during the nine month school year. Community fieldtrips are offered twice monthly during the summer months. Sessions are designed for caregivers to interact with the child in ways that supports the child's learning and development. Caregivers are provided with information on child learning and development.

## Community Collaborations

Services are available for income eligible families in community child care programs operated by *Mile High Montessori Early Learning Center*, *Florence Crittenton Early Learning Center*, and *Early Success Academy*. Our collaborations offer parents additional locations to choose from for their child's early learning experiences. The child's teacher makes two home visits and conducts two parent-staff conferences a year. Each family receives a parent handbook from the community site.

## Denver Preschool Program

Clayton Early Learning is an approved provider in the Denver Preschool Program. The Denver Preschool Program (DPP) is the result of a voter approved initiative to provide tuition credits for parents, and quality improvement grants to preschools. DPP is open and voluntary for all Denver children the year before they are eligible for kindergarten. All enrolling Clayton Early Learning families with age-eligible children complete applications to DPP and credits are applied to tuition only.





## Parents in the Program

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Your participation in the Schools and programs at Clayton Early Learning is highly valued and supports our school community. We ask that you will make a commitment to volunteering at least eight (8) hours a year. There are a number of ways in which your time and talents can be helpful and useful to the program. Talk with your Child Family Educator, your child's Teacher or Policy Council members about other volunteer opportunities you would find meaningful.

### Parent-Staff Conferences and Home Visits

Clayton Early Learning conducts home visits with families throughout the program year in Early Head Start and Head Start program options.

- School-based Head Start parents are expected to participate in two parent-staff conferences and two staff home visits during the program year, as well as ongoing communication with their Child Family Educator.
- School-based Early Head Start parents are expected to participate in two parent-staff conferences, two teacher home visits and 4 Child Family Educator home visits during the program year, as well as ongoing communication with their Child Family Educator.
- Home-based parents are expected to participate in weekly home visits and two monthly socializations/field trips during the program year.
- Combination parents are expected to participate, , in two home visits a month during the program year.
- Prenatal mothers are expected to meet with their Child Family Educators weekly, meet with the nurse once a trimester, and meet with the dietician once during their pregnancy and once postpartum. (See *Program Options* for more information).
- Play and Learn parents and caregivers are expected to participate in two sessions a week during the program year and two fieldtrips a month during the summer.

### Family Meetings

Clayton Early Learning provides a variety of opportunities for families to connect and communicate. Each classroom conducts regularly scheduled parent meetings. These informal meetings are designed to provide parents and family members an opportunity to connect to their child's curriculum and extend learning into the home, meet other parents, receive information about their classroom and Clayton Early Learning activities, provide feedback, explore areas of interest, and participate in a parent and child experience. Check the calendar for dates and times. Translation services and refreshments are provided.



Clayton Family meetings provide a forum for families to engage in dialogue on topics of their choosing, presented in various formats. Parent Committee - elected officers participate in planning and conduct the business portion of the meeting.

## Clayton Times Newsletter

A family newsletter is published every month. Interesting articles on child development and upcoming parent/family activities are included in this newsletter. Additionally, efforts are made to include articles and information reflective of various cultures. If you have suggestions for the newsletter, or would be interested in helping with this publication, contact your Child Family Educator.

## Head Start Policy Council

The Head Start Policy Council consists of parent members, community and Board representatives. The Council meets monthly on the 1st Thursday from 5:15 – 7:00 p.m. at Educare Denver. Check our calendar for dates and times. Dinner, child care, transportation, and translation services are provided for members during all meetings. The Policy Council members elect their own officers who conduct Council business and lead the members through decision-making processes.

The Policy Council is a joint Early Head Start, Head Start and Early Head Start Childcare Partnerships council. Elections are held annually and representatives can hold office for a maximum period of three years. Letters are sent in the fall of each year to every parent informing them of the election process and Policy Council responsibilities. Interested parents then complete an enclosed form, *"Why I Would Make a Good Policy Council Representative?"*, stating their interest in running for office. There are at least two election days in the schools where voting tables are set up for parents to cast their votes. Home-based family ballots are hand delivered by the Child Family Educator

The purpose of the Council is to serve as a forum for shared governance; initiate suggestions and ideas for program improvement; assist in planning and coordinating agency-wide activities; encourage parent participation in the program; and work in partnership to develop; review; and approve or disapprove policies, procedures, grants, funding requests, and personnel matters (e.g., new hires and terminations).

## The Family Leadership Committee

The Family Leadership Committee is open to all Clayton Early Learning parents. The Committee meets monthly and has responsibilities to plan, coordinate, and organize ongoing parent activities with the assistance of staff. Parent Committee members elect their own officers who conduct committee business and facilitate the All Family Meeting where they lead parents through decision-making processes.



## Educational Opportunities for Parents and Families

Clayton Early Learning offers workshops and training activities throughout the year in which you can participate. These opportunities can teach new skills and provide information about interesting, useful subjects. Contact your Child Family Educator or your child's teacher for more information.



## Important Phone Numbers to Remember

Clayton Early Learning -----	303-355-4411
Educare Denver Fax-----	303-355-3718
Clayton Early Learning in Far Northeast Denver Fax-----	720-536-8629
Help Desk - Educare-----	X313
Help Desk – Far Northeast-----	X880
Chief Program Officer-----	X275
Director, Family Engagement-----	X310
Director, Curriculum and Instruction-----	X388
Director, Community Partnerships-----	x257
Admissions Specialist-----	X432
Assistant Director, Far Northeast School-----	X883
Community Partnerships Specialist-----	X430
Early Intervention Specialist-----	X279
Inclusion Coordinator-----	X381
Family Liaison Specialist-----	X253
Health, Nutrition & Wellness Specialist-----	X288
Health Records-----	X272
Child Care Licensing-----	303-866-5958
1575 Sherman Street, Denver, Colorado 80203-1714	

### Educare Denver Classrooms

Room 123 / Part Day-AM Preschool-----	X401
Room 128 / Full Day-Preschool-----	X402
Room 129 / Full Day-Infants/Toddlers-----	X403
Room 134 / Full Day-Infants & Toddlers-----	X404
Room 136 / Full Day-Infants/Toddlers-----	X405
Room 139 / Full Day-Toddlers-----	X406
Room 140 / Full Day-Preschool-----	X407
Room 146 / Part Day-PM Preschool-----	X408
Room 166 / Part Day-AM & PM Preschool-----	X409
Room 172 / Full Day-Preschool-----	X410
Room 173 / Full Day-Toddlers-----	X471
Room 177 / Combination-Toddlers-----	X412
Room 178 / Full Day-Infants/Toddlers-----	X271
Room 182 / Full Day-Toddlers-----	X414
Room 183 / Full Day-Preschool-----	X415
Play and Learn-----	X881

### Clayton Early Learning in Far Northeast Denver Classrooms

Infant Room / Full Day-Infants -----	X896
Toddler 1 / Full Day- Toddlers -----	X895
Toddler 2 / Full Day- Toddlers -----	X893
Preschool 1 / Full Day-Preschool-----	X887
Preschool 2 / Full Day-Preschool-----	X889
Preschool 3 / Full Day-Preschool -----	X890



Preschool 4 / Part Day-AM & PM Preschool----- X892

Play & Learn -----X886

## Guidance and Discipline

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The foundations of self regulation begin at birth when adults interact with babies in ways that teach them to feel safe, to feel loved and to know that their needs will be met. These early interactions with parents, guardians and caregivers establish the foundation to develop the child's capacity to wait, give, trust, love, and care for others. Child behavior is a form of communication. Our goal is to teach children to become conscious of hurtful behavior patterns and find respectful ways to get their needs met. We teach these skills through a positive approach built upon empathetic and loving relationships.

At Clayton Early Learning, we use Conscious Discipline, a social emotional curricular approaches. This approach may look different than the discipline you may have seen in school! It is all about connections.

We focus on:

- Teaching children the social-emotional and communication skills necessary to control themselves, problem solve, build self-esteem and develop pro-social skills  
Creating a School Family that builds connections between families and schools, teachers, teachers and children, and children. .
- Constructing routines, rituals and structures that leave coercion, force, , fear and external rewards behind, and encourage self motivation, helpfulness, problem-solving and connections.

### **Conscious Discipline®**

Conscious Discipline asks adults to:

- See misbehavior as a call for help instead of disrespect
- See conflict as a teaching opportunity rather than a disruption to learning
- See children as capable of self-regulation instead of needing to be controlled
- See connection as the most powerful motivating force for achievement
- Understand that social connections are the basis for problem-solving
- Understand that what you focus on, you get more of

Clayton Early Learning **does not** use the following as a form of discipline:

- Withhold, deny or force food or rest
- Punish children for toileting accidents
- Use corporal or harsh punishments, including: pinching, shaking, spanking, punching, biting, kicking, rough handling, hair pulling, humiliation or fear-based



- Use separation or time-outs
- Use restraints, meaning the use of physical force or other means to restrict the child's freedom of movement

## Guidance for Families

- You are your child's first and most important teacher. Research has shown that parent involvement goes hand in hand with children's success in school.

When significant and repetitive behaviors that raise safety concerns arise it will be required that you are part of the process. These may be:

- Weekly/monthly meetings with Teachers and Staff
- Positive Behavior Support Plans
- Two way communication forms
- Support from our Early Childhood Specialist team

- We work hard to ensure that we have the clearest understanding of the communication behind the behavior a child may be demonstrating. In an effort to do that, staff will complete a behavior incident report. This is not a punishment, but a way to ensure that we can have open communication with families. This also allows us to collect some valuable information on potential factors that could be influencing behavior.

Situations where behavior tracking and documentation will happen.

- Aggression to another child or adult that results in physical pain or harm to that person (includes kicking, hitting, biting, scratching)
- Running out of classroom, off playground, or from group without responding to the calls of the adult
- Intentionally injuring self in manner that may cause serious harm (severe head banging, biting self)

Behavior tracking forms will also be completed if a child continues to engage in problem behavior despite efforts to redirect to use alternative skills.

## **Contacting/Informing the Caregiver**

- Caregivers will be notified as soon as possible if harm was caused to another child or adult
  - In most cases staff will review the form with you at time of pickup.
- There are times when we will work with families to create a child's individual positive behavior support plan which is intentionally designed to extend beyond the school day. This type of plan will be completed after behavior tracking data has been collected on significant and repetitive behaviors that raise safety concerns. Such plans are created with parents/guardians, teachers, and one or more of our mental health consultants, early intervention or development specialists to intensively help families support their child's development of self-regulation skills.





Examples of behaviors that benefit from this type of plan include:

- Fighting, hitting, biting, or other physical aggression
- Taking or damaging school property
- Using abusive language/gestures
- Leaving classroom or playground without permission
- Throwing objects, tipping over shelving

Clayton Early Learning complies with Head Start rules and regulations which states “A program must prohibit or severely limit the use of suspension due to a child’s behavior. Such suspensions may only be temporary in nature. A program cannot expel or unenroll a child from Head Start because of a child’s behavior.”

We look forward to working as a team with each of our families to support all students in developing the communication and social emotional skills necessary to build cooperation, engage in constructive problem solving and achieve academic success.



## Arriving at the School

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### Hours of Operation

The core operational hours for the Schools at Clayton Early Learning are from 8:00 a.m. to 5 p.m., Monday through Friday. Parents receiving extended day services may have access to the school between 7:30 and 6:00 p.m. Extended day families will work with Child Family Educators during the enrollment process to determine a pick-up/drop-off schedule for their child, based upon family needs.

To ensure for safe loading and unloading, designated parking is available for parents. Please follow parking safety expectations. The building is secured and entry requires use of a unique security code which is issued at enrollment and may change from time to time. Visitors must enter the building by ringing the doorbell at the main door.

The schools are closed for periodic staff professional development and training and for special holidays which are listed on the family calendar. The hours for program options are:

### *Infants and Toddlers*

#### Combination Option:

- Monday and Wednesday AM classes from 8:00 a.m. to 12:00 p.m., or
- Monday and Wednesday PM classes from 12:30 p.m. to 4:30 p.m., or
- Tuesday and Thursday AM classes from 8:00 a.m. to 12:00 p.m., or

Full Day – Monday through Friday from 8:00 a.m. – 5:00 p.m.

Extended Day – Monday through Friday from 7:30 a.m. – 6:00 p.m.

### *Preschool:*

#### Part Day

- AM classes – Monday through Thursday from 8:00 a.m. to 11:30 a.m.
- PM classes – Monday through Thursday from 12:30 p.m. to 4:00 p.m.

6.5 Hour Day – Monday through Friday from 8:00 a.m. to 2:30 p.m.

Full Day – Monday through Friday from 8:00 a.m. – 5:00 p.m.

Extended Day – Monday through Friday from 7:30 a.m. – 6:00 p.m.

### Full Day Drop Off and Pick Up Time

Families must agree to a drop-off/pick-up time at the time of the child's entry into the school during the enrollment process. Only adults eighteen years or older and approved by the parents or guardian on this agreement may drop off or pick up a child.

Infants, toddlers, and preschoolers thrive on predictable and consistent routines. Please note that inconsistent routines are especially problematic to children who experience separation anxiety. Individualized activities are planned during the daily routine, normally occurring at the beginning of the day when children are rested and alert. Timely arrival in the morning ensures your child can participate in these activities.



For infants and toddlers, the needs of individual children and families are taken into consideration in determining the cut off time for both arrival and pick up for a specific child. Parents and staff should consider the amount of time that infants and toddlers are in group care and if it is appropriate for the child. For infants and toddlers our suggested time of arrival is before 9:00 a.m.

If you arrive with your child and the child's class is on a walking excursion or field trip, you may either take your child to meet the group at the site of the field trip or check with the Mentor Coach or Administrator, or designated staff, who will attempt to place your child in an age appropriate classroom, if space is available, until the return of his or her regular class.

When accepting a child who arrives late, teachers will inform parents that they will monitor how the child transitions into the classroom. If there are difficulties with how a child transitions into the classroom, parents and teachers will discuss adjustments to the child's routine at pick-up time.

Adults dropping off or picking up a child after the agreed upon time must check in with the Mentor Coach or Specialist/Coordinator. When late drop-offs or pick-ups become a pattern, and/or are disruptive to the class, they will be discussed with the parents, teachers, Child Family Educators and Mentor Coaches in order to resolve the issue. A late fee is charged for pick-ups after the scheduled pick up time.

These are acceptable exceptions to the established drop off/pick up time:

- When parents call ahead to the classroom or help desk
- When there is inclement weather
- When there are medical appointments
- When it is not a pattern of chronic late drop off/pick up

**What to Do Upon Arrival**

1. Families receiving CCCAP tuition assistance will need to check-in and swipe your CCCAP card at the CHATS machine.
2. Sign your child in on the *Arrival/Departure Sheet in the classroom*.
3. For infants and toddlers, complete the *Parent/Child Communication form*.
4. Communicate questions or concerns with the teacher.

**Absences**

Refer to our illness policy in the back of this handbook for special guidelines on when you should keep your child home from school.



In order for your child to receive the full comprehensive benefits of our early education program, it is critical that your child attends school, home visits, and socializations regularly. Parents are instructed at the time of enrollment and during orientation to call the classroom or their Child Family Educator if their child will be absent from class, socialization, or miss a home visit.

Families should contact their Child Family Educator or Family Engagement Liaison regarding family emergencies or family vacations. Families who will be gone for longer than four days must complete a Family Leave Request Form which is turned into the Admission Specialist, and reviewed on a case by case basis with the Enrollment Team. When there is an unexplained absence or reasons to be concerned about the child, parents or guardians will be called the first day of the absence to determine the reason the child was absent and be offered any needed assistance.

*For Head Start eligible families, a child's space in full and extended-day options cannot be reserved if:*

- She or he will be absent for more than four days (unless pre-approved).  
\*\*add information about Family Leave Request?\*\* (Emily)
- She or he has shown a pattern of frequent absences and all attempts at working with the family have not resulted in the child's regular attendance. The Child Family Educator or Family Engagement Liaison will discuss other program options with the family that may better meet the family's needs.

*Clayton Early Learning will consider a child as withdrawn when:*

- A family voluntarily withdraws a child from the program.
- For Head Start eligible families:
  - The family moves outside of Clayton Early Learning's service area.
  - After intervention, every effort to work with family to remove barriers to regular attendance has been exhausted.
  - When contact with the family has been unsuccessful.

## Head Start Extended Day Services

Parents/Guardians who choose the full or extended-day program options and are eligible for *Temporary Assistance for Needy Families (TANF)* or *Colorado Child Care Assistance Program (CCCAP)* services must meet and maintain the requirements to stay enrolled in the option. If parents do not meet or maintain the requirements of the full or extended-day options, they may be considered for transition, as available, or placed on the wait list in another program option.

Parent co-pays are assessed by the county department of social services and are based on the number of family members and the family's gross income. Co-pays are due on the 1st of each month and a family is considered 'past due' if the payment is not made. In addition, the parent/guardian is responsible for any balances not paid by CCCAP. This includes if your



child is absent for more than 3 days and if CCCAP is only paying part-time hours. Parents/guardians are also responsible for maintaining their authorization with CCCAP. If your authorization has expired you will be required to pay tuition for services.



## Departing the School

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### What to Do When Leaving for the Day

1. Sign out on the *Arrival/Departure Sheet* in the classroom.
2. Collect your child's clothes and belongings.
3. Check child's cubby or file for communications from staff.
4. Families receiving CCCAP tuition assistance will need to check-out and swipe your CCCAP card at the CHATS machine.

### Authorized Pick Up

Children are released only to individuals listed on the pick-up form authorized by parents and/or guardians. Individuals listed, but not known to staff, are required to show valid photo identification (I.D.) Parents must inform staff when one of the listed people on the pick-up form will pick up their child. There is a place on the sign-in sheet to update any changes.

### Important Note

The school must have legal documentation in your child's file stating custody guidelines when families have specific legal custodial arrangements (e.g., custody and restraining orders, court orders). Only in an emergency can a parent or guardian verbally authorize a person to pick-up who is not designated on the pick-up form. It is important that legal documents are provided to the Child Family Educator for the child's file and are updated if any changes occur.

### Late Child Pick Up

Parents and guardians are responsible for promptly picking up their child at the end of their class or at their agreed upon time. When a child is not picked up, Clayton Early Learning staff are to follow the outlined procedures to assure the safe continuous care of the child. If the child is not picked up, the teacher or Child Family Educator will attempt to contact the parents/guardians. If unable to contact the parents, the teacher or Child Family Educator will call designated individuals on the emergency contact card. Late child pick up will be addressed in accordance with the following guidelines:

1. A late fee will be assessed.
2. Designated staff have the discretion to call the *Denver Department of Human Services* thirty minutes after the end of class time or program closure if unable to reach anyone from your child's emergency contact card.
3. Families who are late more than once may be required to meet with designated staff to develop a back-up plan for pick up in case of future emergencies.
4. Habitual late pick-ups may result in additional interruptions in service.

### Withdrawal from the School

It is required that the parent notify the teacher and/or Child Family Educator two weeks prior to the date of the child's leaving.





## Interruption in Services

When parents/guardians are unable to meet the financial, work or educational requirements of the full or extended day program, services may be interrupted. The child may be transitioned to available openings or placed on the wait list in other program options as eligible and available. The Child Family Educators will attempt to communicate in person with the parents/guardians as to the reason why they no longer qualify for the full or extended day program, and give the parents/guardians other options available as well as qualification requirements for continuation in the program. Clayton Early Learning will consider a Head Start child as withdrawn when a child's family moves outside of Clayton Early Learning's service area.



## Curricula

The curriculum model that Clayton Early Learning has adopted is designed to meet the following definition of curriculum. “*Curricula*. (1) Center-based and family child care programs must implement developmentally appropriate research-based early childhood curricula, including additional curricular enhancements, as appropriate that:

(i) Are based on scientifically valid research and have standardized training procedures and curriculum materials to support implementation; (ii) Are aligned with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* and, as appropriate, state early learning and development standards; and are sufficiently content-rich to promote measurable progress toward development and learning outlined in the Framework; and, (iii) Have an organized developmental scope and sequence that include plans and materials for learning experiences based on developmental progressions and how children learn.

(Head Start Performance Standard 1302.32(a)(1)).

*Home-based curriculum.* A program that operates the home-based option must:

(1) Ensure home-visiting and group socializations implement a developmentally appropriate research-based early childhood home-based curriculum that: (i) Promotes the parent’s role as the child’s teacher through experiences focused on the parent-child relationship and, as appropriate, the family’s traditions, culture, values, and beliefs; (ii) Aligns with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five* and, as appropriate, state early learning standards, and, is sufficiently content-rich within the Framework to promote measurable progress toward goals outlined in the Framework; and, (iii) Has an organized developmental scope and sequence that includes plans and materials for learning experiences based on developmental progressions and how children learn. (Head Start Performance Standard 1302.35 (d) (1)).

Our curricular framework supports school readiness for all children. The design is comparable to the design of a house. The “foundation” of the curriculum is built on well-organized classrooms, research-based instructional interactions between teachers and child, and social-emotional support. The “pillars or walls” of the framework are the curriculum goals, learning experiences, materials, roles for parents and staff, and the ongoing assessment and screening that guide the planning that is done for each individual child. The roof of the model defines the modifications and instructional strategies that will be used to support children’s learning.

### The School-Based Curriculum

The Schools at Clayton Early Learning have chosen ***The Creative Curriculum*** to be the base curriculum for all classrooms serving children from birth to 5 years of age. This curriculum has five components:

- 1) How children develop and learn
- 2) How the classroom is set up
- 3) What children will learn (learning experiences)
- 4) How teachers will care for and teach the children



- 5) Partnerships with parents in working with their children. This is all designed and based on sound research and theory in early childhood development.

All classroom teachers use Head Start Performance Indicators and Colorado's Early Learning Guidelines to select what children will learn. These guidelines help teachers make decisions that reflect individual children's unique needs. Teachers also draw from several additional curriculum resources to support children's learning, including Conscious Discipline, Project Based Learning and principles from Reggio Emilia:

### ***Conscious Discipline***

Conscious Discipline is a comprehensive classroom management program and a social-emotional curriculum. It is based on current brain research, child development information, and developmentally appropriate practices. Conscious Discipline employs seven conscious skills including composure, encouragement, assertiveness, choices, empathy, positive intent, and consequences.

See pages 25-26 for more information about Conscious Discipline.

### ***Project Based Learning***

Guided by children's natural curiosity about their environment, teachers plan opportunities to investigate topics of interest to the children in their classroom that meet Colorado's Early Learning Guidelines and Head Start Performance Indicators. Teachers facilitate rich investigations about the topic that may include trips to field sites where experts can provide more information to expand their experience. Children document their learning through writing, drawing, photography, and designing models with natural materials. These are called **projects**, and they incorporate literacy, math, science, the arts and movement.

Projects are different from "themes" or activities in several ways:

THEMES	PROJECTS
<ul style="list-style-type: none"><li>• Teachers and sometimes directors select topics for themes without knowing what children are interested in.</li><li>• Themes are broad topics, like "Seasons," or "Cats."</li><li>• Themes often include only one or two content areas.</li><li>• Lessons and closed-ended activities are pre-planned by the teacher or by the curriculum company.</li><li>• Themes usually have a fixed timeline for studying (one per week or one per month).</li><li>• Themes may or may not be tied to required standards for early learning</li></ul>	<ul style="list-style-type: none"><li>• Children and teacher select together a research question that's worth learning about, like "What does a plan need to live?" or "How do bones help my body work?"</li><li>• Projects are based on specific questions that require research and critical thinking to answer. As children learn more, they ask more questions, and teachers revise their plans to expand children's learning or respond to specific, new questions. In this way, children contribute to the planning and implementation of the project.</li><li>• Projects include many kinds of</li></ul>



<p>and development</p> <ul style="list-style-type: none"> <li>• Some themes may be more interesting than others for individual children, like “airplanes” or “flowers.”</li> <li>• Final products are often crafts that may or may not reflect the children’s learning.</li> </ul>	<p>content (literacy, math, science, arts, movement)</p> <ul style="list-style-type: none"> <li>• Open-ended investigations (not activities) are developed to fit the children’s questions and interests.</li> <li>• Projects are much longer than themes, often lasting many weeks or months.</li> <li>• Meet specific development and academic standards</li> <li>• Since a project comes from children’s own questions, they are more curious and engaged than in themes someone else picks for them.</li> <li>• Final products include documentation of the entire learning process the children undertake, with their questions, their research, their analysis of data and their conclusions or answers to their questions.</li> </ul>
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## ***Principles from Reggio Emilia***

Reggio sees children as active and competent participants in constructing their own learning as they interact with the environment. The teachers learn along with the children and guide them in documenting their learning, making it visible to others. The environment or classroom is considered a “third teacher” and includes many authentic and natural materials for children to use in representing concepts. As a parent, you play a key role in delivering the curriculum, and we encourage you to participate in your child’s learning by extending it from the classroom into your own home!

Infant and Toddler teachers have a variety of other curriculum resources that guide their practice. These include ***Cradling Literacy*** and ***Ready to Read*** (approaches to literacy development in young children) and ***Learning through Relating*** (a social-emotional based curriculum that encourages development in all aspects of development).

Preschool teachers also have additional resources that supplement the primary curriculum. These include ***Second Step*** (a violence prevention program is used support the social/emotional development of all children) and ***Talking About Touching*** (a curriculum that teaches children simple safety rules that guide them toward safe decision making in a variety of situations).

## **The Home-Based Curriculum**

The Prenatal to Age 3 home-based program uses ***Partners for a Healthy Baby***. This research-based curriculum addresses the health and development of the child in the context of the various needs of expectant and parenting families. The program is also implementing the



**Developmental Parenting** approach. This approach is research-based and focuses on parent-child interactions that support child development.

The Preschool home-based program uses the **Home Instruction for Parents of Preschool Youngsters (HIPPIY)** curriculum. Based on the belief that parents play a critical role as their child's first teacher, this family focused curriculum helps parents provide educational experiences that support school readiness for their child.

## **Play and Learn**

Play and Learn focus on the interaction between the child and caregiver. These interactions are supported through the **Learning Through Relating Curriculum** and **Dialogic Reading**.

## **Ongoing Authentic Assessment**

Clayton's curriculum and assessment are aligned, so that teachers can use assessment tools to plan instruction that helps every child learn. Children's development learning and are assessed in multiple ways, including quantitative measures like **PPVT** or **ASQ**, and many qualitative ways with **Teaching Strategies GOLD** and **teacher observation and documentation**. All children in both school-based and home-based options at our Schools are assessed with this tool on an ongoing basis through observations in the classroom or home. The data that is generated through these observations is used to plan for individualized instruction and support school readiness for each child. You will see much of this data about your child or children during parent teacher conferences and home visits. You can see documentation of the learning process of the whole class in each classroom.



## Organization of the Classrooms in the School

### Staff-Child Ratios

Classrooms	# of Adults to Children	Max # of Children
Infant Rooms	3:8	8
Toddler Rooms	3:8	8
Part-day Preschool Rooms	2:16	16
Full-day Preschool Rooms	3:16	16

All classrooms feature high quality learning environments to help your child develop his/her skills to reach individualized lesson plan goals.

### The Staff

Clayton Early Learning is committed to recruiting highly qualified staff who reflect the demographics of the children and families we serve. There is ongoing training throughout the year for all teachers to link research with their knowledge of best practice in the early childhood field. A strong training plan ensures our ability to create the best possible learning environment for children and promotes individual competence for early childhood teachers. Teachers and staff are trained in First Aid, CPR, and Universal Precautions. A criminal record check by the Colorado Bureau of Investigation, along with a review from the Central Registry, is obtained for all Clayton Early Learning employees.



## Your Child's Safety

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Your child's health and safety are the primary concern of all Clayton Early Learning staff. The following are procedures for ensuring and protecting the health and safety of your child in the schools throughout the course of the day:

- The main entrance is locked and you must key in your personal code on the security pad to enter the school. To ensure security of the building, please do not give out your code to your child or others not authorized for pick-up. Parents or other individuals picking up a child that require assistance entering the building will be escorted to their destination by program staff.
- Staff greet you at arrival and/or departure, and parents, family members over the age of 18, or guardians sign children in or out on the designated form in the classroom.
- If there is reasonable suspicion that the adult designated to pick up your child is impaired by drug, marijuana or alcohol use, your child will not be released into their care. The next prioritized person on your emergency contact list will be notified to pick up your child.
- Parents are responsible for supervising children at all times while the children are not in the care of Clayton Early Learning staff.
- Children are not to have access to technology without supervision from staff or families. All technologies are subject to filtering and monitoring procedures.

### Procedure for Identifying Where Children are at all Times

Attendance is monitored throughout the day including when children are in the classroom, when they exit the classroom and the school, and when they are outside of the classroom. Teachers keep attendance records with them at all times. The schools have fenced outdoor play environments and children can be seen at all times.

### Building Security and Visitors to the School

The school is a secure facility and maintains a record of all visitors that includes the date, the visitor's name and address, and the purpose of the visit. All visitors must enter the building by ringing the doorbell at the main door. Once enrolled, you will receive a unique four-digit access code to enter the building. For security purposes, this code is not to be shared with others and will be changed from time to time. Each family should use their own code to enter the building. Parents or other individuals picking up a child that require assistance entering the building will be escorted to their destination by program staff.

### Parking Lot Safety

The safety of our children, families, faculty and community members is of utmost importance. Children are everywhere and even with reminding, children can quickly dart out in front of cars. Please keep your children close to you at all times and do not let them run in between parked cars. Be on alert for children coming from any direction.





We're all busy and have places to go, however, to ensure safety for all, we must always be on alert and be prudent in our actions. Here are some expectations when driving on our campuses:

1. Drive slowly (5 MPH) when entering the parking lot.
2. Follow the traffic direction arrows and signs when driving in the parking lot.
3. Do not use your phone to talk or text while driving on campus.
4. Be courteous, cautious and aware of others. Children can appear from anywhere and are often not visible above tire height.
5. Only park in a handicapped space if you have a handicapped placard or license plate.
6. If you are running late, call the Help Desk @ 303-355-4411 to let them know and drive safely to pick up your child.
7. Please turn your music down when entering the parking lot.
8. If approached by an upset person, do not engage in an argument or altercation. Please report your interaction to our security specialist, the Help Desk or any school personnel.
9. Talk with your Child Family Educator if you have any concerns about parking lot safety.

## Safe Sleep Policy

Providing infants with a safe place to grow and learn is very important. For this reason, Clayton Early Learning has created a policy on safe sleep practices for infants up to 1-year-old. We follow the American Academy of Pediatrics (AAP) recommendations and the Consumer Product Safety Commission as well as all regulatory bodies, to provide a safe sleep environment and reduce the risk of sudden infant death syndrome (SIDS). The staff, substitute staff, and volunteers at Clayton Early Learning follow the safe sleep policy and receive annual training on safe sleep best practices. All families with children under 1 year of age are given the full safe sleep policy and futon permission to read and sign. If you would like a copy of this, please speak with your Child Family Educator.

## Field Trips and Other Activities

Field trips must be properly planned and adequately supervised. Children must be 2½ years of age and older to participate in field trips other than walking excursions. Field trips should be scheduled well in advance. Planning includes completion of FIELD TRIP PARENT/GUARDIAN PERMISSION FORMS.

Specific objectives for each field trip are developed. Completed forms that reflect preparation and follow-up discussion and include activities to make each field trip a relevant cultural and educational activity will be approved by the Mentor Coach or Administrator.

Parents/guardians should always be notified whenever children leave the schools for a field trip. All field trips should be placed on the monthly calendar. If a field trip is arranged after the



monthly calendar has been sent home, a notice will be sent to all parents/guardians, and must be posted on the parent/family bulletin board in advance of the trip. Additionally, a sign should be posted on the door of your child's classroom indicating the children's whereabouts and time of return.

If you arrive after the class has left for the field trip, you may take your child to the field trip site or Clayton Early Learning will attempt to place your child in an appropriate alternative classroom. If space is unavailable, you will need to seek alternative child care.

For field trips, there should be one adult for every four children. We welcome you to participate on the field trip; however, please make arrangements for your own transportation if there is insufficient room on the school bus. If a class does not have the necessary adult-child ratios, the field trip will be cancelled.

### Sibling Classroom Visits

Enrolled siblings in separate classrooms are allowed to visit each other in the younger child's classroom with both teachers' permission. The teacher will maintain staff-child ratios required by licensing during the sibling classroom visit. Older siblings not enrolled in the school may visit with proper documentation.



## Unexpected Situations and Emergencies

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### Inclement Weather

Our schools close or are on a delayed start whenever Denver Public Schools close or are on a delayed start due to bad weather. Listen to your local television (Channels 4, 7, and 9) and radio (850 KOA) announcements, or call the main telephone number (303-355-4411) for closure information. Indoor space is used for motor activities during severe weather (extremely hot or cold temperatures). (Also, see School Closings).

### Emergency Procedures

Because Clayton Early Learning at Far Northeast, is located in a DPS facility, the school is required to have an emergency management plan, include procedures for evacuation, shelter in place, lockdowns and lockout situations. Drills for fire evacuation and shelter in place (tornado) are practiced monthly at the school, and lockdowns and lockins are practiced quarterly with all children and staff.

If there is an actual emergency, children and all adults will go to a designated safe place; assemble together; staff will account for each child and adult; and comfort and aid will be provided as needed. Parents/guardians can find the location of their child by calling Clayton Early Learning, (303) 355-4411.

If it is necessary to close the campus, Educare Denver children will be available for pick up at Macedonia Baptist Church at 3240 Adams Street. Clayton children at the Evie Garrett Dennis campus will be able to reunite with their families at Omar D. Blair Charter School at 4905 Cathay Street. Green Valley Recreation Center, located at 4890 Argonne Way is a secondary evacuation site. Staff will make every attempt to contact parents/guardians in the event that the campus is evacuated.

Clayton Early Learning's emergency management plan includes an evacuation plan for children with disabilities and those with access and functional needs who need evacuation assistance. This plan includes: designated emergency Evacuation Staging Areas, identified children (or staff) who need evacuation assistance with individualized needs, designated staff in each child's classroom who will assist the child in getting to the Staging Area, posted list of children (and staff) inside the Fire Panel as well as in the School's Emergency Contact Information Binder at the front desk, and a process to ensure communication about the individualized evacuation plan with the appropriate staff members, the children and their parents/guardians.

### Incident and Accident Reports

All Clayton Early Learning employees are responsible for prevention, non-medical first aid, documentation, and notification of any incident, accident and/or injury involving any child under their supervision. School staff is responsible for learning and enforcing safety procedures. If



an incident, accident, or injury occurs, school staff determine the status of the child and give care according to emergency and/or first aid procedures. This includes calling 911, if needed. The child's parents/guardians are notified of all incidents and called immediately if medical attention is needed. Emergency cards are updated quarterly. Referral for further non-emergency medical care should be made if needed. If the nurse determines a referral for medical care is indicated, the nurse makes the referral. Parents/guardians receive a copy of the *Incident/Accident Report Form*.

## School Day Illness

When you are notified that your child is ill during the school day, you will need to make arrangements to have your child picked up from the school within one hour. At that time, you may receive a referral form. Based on the information indicated on the referral, any medical follow-up indicated will be required prior to your child returning to school (see ILLNESS POLICY: WHEN TO KEEP YOUR CHILD AT HOME).

## Lost Children

Clayton Early Learning is committed to providing a safe environment and supervision of all children enrolled in the program.

- All children must be well supervised at all times by their responsible caregiver. If you have concerns that the classroom is difficult to supervise, the Mentor Coach, Specialist, Coordinator and/or your Child Family Educator should be contacted to discuss concerns.
- Attendance is monitored throughout the day including when children are in the classroom, when they exit the classroom and school, and when they are outside the classroom. Teachers keep attendance records with them at all times. The schools have fenced outdoor play environments and children can be seen at all times.
- Any time an authorized adult (e.g., Nurse, Child Family Educator, disabilities staff etc.) takes a child out of the classroom, the teacher must be notified. An adult must stay with the child at all times.
- In the unlikely event a child is unaccounted for while in our care, we will conduct an immediate search and contact the parent and the authorities as needed.



## The Food Program

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### General Information

Food service for Clayton Early Learning is served in a pleasant and relaxed mealtime atmosphere with developmentally appropriate furniture and eating utensils. To encourage independence and socialization, food is served family style where children and the teachers sit at the same table and share the same meal. The dining table is set with individual plates and flatware. Food is placed in small bowls from which the children can help themselves. An adult should be seated with the children during the meal times because role modeling is essential to the development of their healthful eating habits and positive attitudes toward nutrition.

Children should be offered all foods and encouraged (in a friendly, non-directive manner) to take a serving and try the food. Children will never be forced to take a food they do not want and children are never required to eat more of a food than they want. Cycle menus are designed to offer the children a variety of foods which consider USDA Food Regulations, cultural, religious, and ethnic preferences, and broaden the child's food experience. Variations to the cycle menu are available only with a doctor's special diet statement.

The full-day program serves a breakfast, lunch, and afternoon snack following USDA nutritional and portion guidelines appropriate for the child's age. The part day classrooms receive either breakfast or lunch. Breakfast and a morning snack are served in the Combination morning session; likewise, lunch and an afternoon snack are served in the afternoon session.

### Breastfeeding and Bottle Feeding

If you wish to breastfeed your child, you are welcome to stay within the classroom or a lactation station is available in the health office. Commercially prepared formula is mixed according to instructions and will be placed in a bottle marked with the child's name. All pre-mixed bottles of formula or breast milk are appropriately refrigerated. Program approved formulas are provided for families. Children between the ages of 1 year and 2 years of age are given whole milk once they no longer take formula or breast milk. Children over 2 years of age are given 1% milk. Other types of milk can only be given at this age under a physician's orders with parental/guardian permission.

### Special Situations

If your child has an allergy to foods, or is on a special diet, Clayton Early Learning will follow the information provided by their doctor's written special diet form. Special diets are served only upon instruction of the child's physician and upon the request of the parent/guardian.



## Food from Home

Clayton Early Learning follows procedures from the USDA food safety guidelines. These guidelines do not permit food from home to be brought to the schools and served during class time. Parent/family activities may include cultural sharing of food and potlucks.

## Daily Routines

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### Rest or Quiet Time for Full Day

Clayton Early Learning provides a quiet rest or naptime for full day children during the day. Each classroom's daily schedule is posted on the parent/family bulletin board. Each child has his or her own crib, mat, futon, or cot. Many children will fall asleep during this time. Teaching teams encourage resting using calming and quieting techniques (e.g., soft music, dimming lights, and back rubs). Each child has his or her own special routine for relaxing. A labeled favorite blanket or toy sent from home may help children (older than one year) to rest and relax. Written parent/guardian permission must be given for any child under two years of age to rest on a mat or futon. Infants sleep according to their own schedule to promote self-regulation.

### Diapering

The Clayton Early Learning staff is trained in proper diapering techniques that are posted at the changing areas in each infant/toddler classroom. Universal Precautions are used. These precautions, which guard against disease, require a change of disposable gloves, washing of child and caregiver hands, and sanitation of the area before and after the changing of each child. Diapers are provided for families receiving Head Start services.

### Toilet Training or Potty Learning

Staff will work with the child and family to provide guidance in toilet training or potty learning. When children develop an awareness of when they are dry and when they are wet or soiled and show an interest in using the toilet, those children may sit on the toilet when other children do. Hands will always be washed at these times. When children experience success in using the toilet and understand the connection between body functions and the toilet, they will gradually use the toilet on their own. If a child understands and is capable but is not willing, then the child is not completely ready to learn how to use the toilet and staff will work with the family to determine when the child is ready.



## Clothing and Belongings from Home

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### Clothing

Keep it simple. Dress for fun! Clayton Early Learning days are filled with all kinds of hands-on learning. Children should wear simple, washable clothing and comfortable shoes. Since our classroom extends to the outdoors, dress your child appropriately for the weather. Days at the schools are sometimes messy, so bring a change of clothes for your child, including pants, shirts, socks, and underwear. Make sure clothing is labeled, including jackets and coats. When the weather is sunny, and children play outside for an extended period of time, sunscreen is applied to those children who have signed parent/family permission forms.

### Children's Belongings – Diaper Bags and Backpacks

The Schools at Clayton Early Learning have individual cubbies where children store their personal belongings. Toys, any food or candy, money, medications, lotions, creams and other items labeled "Keep Out of Reach of Children" are not permitted. Please make sure ALL clothing and personal possessions are labeled with your child's name. Children may need to bring a blanket, a special object or toy for rest time. All items brought to school should fit in their cubby, This helps to meet Health Department regulations about children's belongings and proper placement of these items. We recommend backpacks and diaper bags stay at home or in the car instead of in the classroom.

#### ***For Infants (under 18 months)***

We suggest you bring at least two changes of clothing and a pacifier (if child desires). Any special powders, ointments or medications with a doctor's statement as to why it is needed and instructions for proper application, to a member of our Health & Wellness team at drop-off. Labeled bottles of formula or breast milk can be given to the teacher at drop-off. There are special storage areas for all of these items.

We suggest you bring at least two changes of clothing and a pacifier (if child desires). Any special powders, ointments or medications with a doctor's statement as to why it is needed and instructions for proper application, any labeled bottles of formula or breast milk must be given to the teacher at drop-off.

#### ***For Toddlers (over 18 months)***

We suggest you bring at least two changes of clothing, a blanket or comfort item, any special powders, ointments or medications with a doctor's permission statement as to why it is needed and instructions for proper application must be given to a member of our Health and Wellness team at drop-off. If your child is toilet learning, to support their process please bring extra clothing and label it with your child's name.

#### ***For Preschoolers***





We suggest you bring at least two changes of clothing and a blanket or comfort item. If your child is toilet learning, to support their process bring plenty of extra clothing ~~in a plastic bag~~ labeled with your child's name.

## Laundry Policy

The school staff will be responsible for laundering sheets for the cribs, mats, or futons routinely. Per regulations of State Health Department, families are responsible for washing wet and or soiled clothing. They will be put in a marked plastic bag for you and and stored in a locked cabinet until you arrive, per our regulatory standards..



## Promoting and Protecting Your Child's Health

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### Administering Medication

Over-the-counter medications, such as Tylenol and cough medicine, are given at Clayton Early Learning only with parent/guardian and physician permission. If prescription medication needs to be given at school by the health team or a staff person trained in medication delegation by a Registered Nurse, medication must be in the original prescription container. The parent/guardian must sign a medication administration form, and provide a written authorization from the physician. The parent/guardian must give the medication directly to a staff person designated to accept medication.

A medication administration record will be maintained by the teachers delegated to administer medication. Medication is stored out of the reach of children in a locked container. If refrigeration is required, the medication will be stored in a locked container in the refrigerator.

### Well Child Examinations and Screenings

Clayton Early Learning emphasizes the importance of early identification of health problems. A periodic physical exam according to the *Early Periodic Screening Diagnostic Testing (EPSDT)* schedule and a dental screening are required for each child in the program. The parent/guardian must submit a statement of the child's current health status signed and dated by an approved health care professional and a record of all immunizations received in order to meet licensing regulations.

### Immunizations

At the time of enrollment, information must be obtained regarding all immunizations a child has had, including the dates that each immunization was given. If immunizations are not given due to medical, personal, or religious reasons, the appropriate exemption found on the back of the *Certificate of Immunization* must be signed and dated by the parents/guardians. If one child in the school is not immunized, parents in the program must be notified that the risk of a spread of a preventable disease exists, while maintaining individual child confidentiality. Both well child exams and immunizations must be current according to the *EPSDT* schedule for entry to the school and to avoid any subsequent interruption of child care.

### Special Health Requirements

At the time of enrollment in the school, Clayton Early Learning staff must obtain any information on special health needs for each child, including any known allergies, current medications, special diets, or any chronic health condition. Information and instruction regarding the care of each child who has an identified health condition or developmental concern, such as seizures, asthma, diabetes, allergies, heart or respiratory conditions, and physical disabilities, must be provided by the parents/guardians and health care provider. Current medication administration and current medications must be onsite for the child to



attend school. Together, the parents and the health team will develop a health care plan so that the teaching staff is informed and able to provide the best care for your child.



## Illness Policy: When to Keep Your Child At Home

**There are three main reasons to keep sick children at home:**

1. The child does not feel well enough to participate comfortably in usual activities, (such as; extreme signs of tiredness, unexplained irritability or persistent crying).
2. The child requires more care than program staff is able to provide, without affecting the health and safety of the other children.
3. The illness is on the list of symptoms or illness for which exclusion is recommended.

**And remember, the best way to prevent the spread of infection is by practicing good hand washing.**

**Children with the following symptoms or illness should be excluded from school:**

SYMPTOMS	Must My Child be Kept at Home?
<b>DIARRHEA</b> frequent, loose or watery stools compared to child's normal pattern; not caused by diet or medication	<b>Yes</b> - if child looks or acts ill; if child has diarrhea with fever and behavior change; if child has diarrhea with vomiting; if child has diarrhea that is not contained in the diaper or the toilet, within a 24 hour period
<b>FEVER</b> with behavior changes or illness <u>Note:</u> An unexplained temperature of 100°F or above is significant in infants 4 months of age or younger and requires immediate medical attention.	<b>Yes</b> - when fever is accompanied by behavior changes or other symptoms of illness, such as rash, sore throat, vomiting, diarrhea, behavior changes, stiff neck, difficulty breathing, etc.
<b>"FLU-LIKE" SYMPTOMS</b> Fever over 100°F with a cough or sore throat. Other flu symptoms can include fatigue, body aches, vomiting and diarrhea	<b>Yes</b> - for at least 24 hours after there is no longer a fever, without the use of fever-reducing medicine
<b>COUGHING</b> <u>Note:</u> Children with asthma may be cared for in school with a written health care plan and authorization for medication/treatment	<b>Yes</b> - if severe, uncontrolled coughing or wheezing, rapid or difficulty breathing and medical attention is necessary
<b>Mild RESPIRATORY OR COLD SYMPTOMS</b> stuffy nose with clear drainage, sneezing, mild cough	<b>No</b> - may attend if able to participate in school activities <i>EXCLUDE if symptoms are severe. This includes fever accompanied by behavior changes and/or difficulty breathing.</i>
<b>RASH WITH FEVER</b> <u>Note:</u> Body rash without fever or behavior changes usually does not require exclusion from school, seek medical advice	<b>Yes</b> - seek medical advice. Any rash that spreads quickly, has open, weeping wounds and/or is not healing should be evaluated



SYMPTOMS	Must My Child be Kept at Home?
<b>VOMITING</b> two or more episodes of vomiting in the past 24 hrs	<b>Yes</b> - until vomiting resolves or a health care provider decides it is not contagious. If the child has a recent head injury observe for other signs of illness and for dehydration
<b>CHICKEN POX</b>	<b>Yes</b> - until blisters have dried and crusted (usually 6 days) If blister occurs after vaccination, refer to Health Dept Guidelines
<b>CONJUNCTIVITIS (PINK EYE) OR</b> pink color of eye <i>and</i> thick yellow/green discharge	<b>No (bacterial or viral)</b> – children do not need to be excluded unless the child meets other exclusion criteria, such as fever or behavioral change. Consult a health professional for diagnosis and possible treatment.
<b>CROUP (SEE COUGHING)</b> <u>Note:</u> May not need to be excluded unless child is not well enough to participate in usual activities	Seek medical advice
<b>FIFTH'S DISEASE</b>	No - child is no longer contagious once rash appears
<b>HAND FOOT AND MOUTH DISEASE</b> (Coxsackie virus)	<b>No</b> - may attend if able to participate in usual activities, unless the child has mouth sores and is drooling
<b>HEAD LICE OR SCABIES</b>	<b>Yes</b> - from end of the school day until after first treatment.
<b>HEPATITIS A</b>	<b>Yes</b> - until 1 week after onset of illness or jaundice and when able to participate in usual activities
<b>HERPES</b>	<b>Not necessary unless the student has open sores and is drooling uncontrollably.</b> <b>Yes</b> - if area is oozing and cannot be covered, such as mouth sores
<b>IMPETIGO</b>	<b>Yes</b> - for 24 hours after antibiotic treatment starts
<b>RINGWORM</b>	<b>Yes</b> - from end of school until after first treatment starts. Keep area covered for the first 48 hrs of treatment
<b>ROSEOLA</b>	<b>Yes</b> - seek medical advice Exclusion not necessary unless the child has a fever along with the rash
<b>RSV</b> (Respiratory Syncytial Virus)	Exclusion is not necessary, but is recommended when a child is not well enough to participate in usual activities and/or is experiencing acute respiratory symptoms stay home. Seek medical advice. Once a child in the group has been infected, spread of illness is rapid.
<b>STREP THROAT</b>	<b>Yes</b> - for 24 hours after antibiotic treatment and the child is able to participate in usual activities
<b>VACCINE PREVENTABLE DISEASES</b> Measles, Mumps, Rubella (German Measles), Pertussis (Whooping Cough)	<b>Yes</b> - until determined not contagious by health care provider
<b>YEAST INFECTIONS</b> including thrush or Candida diaper rash	<b>No</b> - may attend if able to participate in school activities Follow good hand washing and hygiene practices



## References

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