<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important Information</td>
<td>p.3</td>
</tr>
<tr>
<td>History and Overview</td>
<td>p.3</td>
</tr>
<tr>
<td>Mission of Kids Campus</td>
<td>p.3</td>
</tr>
<tr>
<td>Philosophy</td>
<td>p.3</td>
</tr>
<tr>
<td>Our Goals</td>
<td>p.4</td>
</tr>
<tr>
<td>Commitment to Anti-Bias and Anti-Discrimination</td>
<td>p.4</td>
</tr>
<tr>
<td>Kids Campus Teaching Staff</td>
<td>p.5</td>
</tr>
<tr>
<td>National Association for the Education of Young Children (NAEYC)</td>
<td>p.5</td>
</tr>
<tr>
<td>NAEYC Code of Ethical Conduct</td>
<td>p.6</td>
</tr>
<tr>
<td>Educational Connection</td>
<td>p.6</td>
</tr>
<tr>
<td>Confidentiality</td>
<td>p.6</td>
</tr>
<tr>
<td>Consultants</td>
<td>p.7</td>
</tr>
<tr>
<td>Community Partnerships</td>
<td>p.7</td>
</tr>
<tr>
<td>Wait List Policy</td>
<td>p.8</td>
</tr>
<tr>
<td>Enrollment Policy</td>
<td>p.8</td>
</tr>
<tr>
<td>Enrollment Packet</td>
<td>p.8</td>
</tr>
<tr>
<td>Contracts</td>
<td>p.9</td>
</tr>
<tr>
<td>Pre-Registration</td>
<td>p.9</td>
</tr>
<tr>
<td>Summer Enrollment</td>
<td>p.9</td>
</tr>
<tr>
<td>Transitioning for New Children</td>
<td>p.9</td>
</tr>
<tr>
<td>Transition for Infants</td>
<td>p.10</td>
</tr>
<tr>
<td>Transition for All Other Ages</td>
<td>p.11</td>
</tr>
<tr>
<td>Transitioning for Current Children</td>
<td>p.11</td>
</tr>
<tr>
<td>Withdrawal</td>
<td>p.11</td>
</tr>
<tr>
<td>Dismissal/Termination Policy</td>
<td>p.11</td>
</tr>
<tr>
<td>Child Custody Dispute</td>
<td>p.12</td>
</tr>
<tr>
<td>Concerns/Feedback</td>
<td>p.12</td>
</tr>
<tr>
<td>Children’s Arrival and Departure Excluding Early Pre-K and Pre-K Classes</td>
<td>p.12</td>
</tr>
<tr>
<td>Children’s Arrival and Departure for Early Pre-K and Pre-K</td>
<td>p.13</td>
</tr>
<tr>
<td>Departure</td>
<td>p.14</td>
</tr>
<tr>
<td>Late Arrival (all classrooms)</td>
<td>p.14</td>
</tr>
<tr>
<td>Releasing a Child</td>
<td>p.14</td>
</tr>
<tr>
<td>Late Pick-ups Excluding Early Pre-K and Pre-K</td>
<td>p.15</td>
</tr>
<tr>
<td>Open Door Policy</td>
<td>p.15</td>
</tr>
<tr>
<td>Cell Phone Use</td>
<td>p.15</td>
</tr>
<tr>
<td>Absences</td>
<td>p.15</td>
</tr>
<tr>
<td>Firearms, Alcoholic Beverages and Smoking</td>
<td>p.16</td>
</tr>
<tr>
<td>Clothing</td>
<td>p.16</td>
</tr>
<tr>
<td>Toys and Transitional Objects</td>
<td>p.16</td>
</tr>
<tr>
<td>Volunteers, Visitors and Observers in the Classroom</td>
<td>p.17</td>
</tr>
<tr>
<td>Parent Orientation</td>
<td>p.17</td>
</tr>
<tr>
<td>Daily Schedule</td>
<td>p.17</td>
</tr>
<tr>
<td>Parent Engagement and Communication</td>
<td>p.18</td>
</tr>
<tr>
<td>Language Services</td>
<td>p.18</td>
</tr>
<tr>
<td>Curriculum</td>
<td>p.19</td>
</tr>
<tr>
<td>Developmentally Appropriate Practice</td>
<td>p.20</td>
</tr>
<tr>
<td>Outdoor Play</td>
<td>p.21</td>
</tr>
<tr>
<td>Helmets</td>
<td>p.21</td>
</tr>
</tbody>
</table>
Welcome to Kids Campus at SFCC!

Important Information
If you require special accommodations in order to access the information in our Family Handbook, please contact the Kids Campus front desk for assistance at (505)428-1354 or call (505)428-1701 (V/TTY).

History and Overview
Santa Fe Community College’s Early Childhood Multicultural Educational instructional program was initiated in January of 1988. The Early Childhood Development Center (ECDC) opened in the fall of 1991 to service as an instructional setting for individuals pursuing their educational credentials and as a quality early care and education environment for SFCC students, staff, faculty, and the community. In 2011, the ECDC joined the Office of Finance and Administration under the direction of the Assistant Vice President of Business Services and Purchasing. In spring of 2012, the name of ECDC was changed to Kids Campus at Santa Fe Community College. In 2014, Kids Campus joined the Office of Academic Affairs, under the direction of the Vice President for Academic Affairs.

Kids Campus is a year-round early care and education program that is open Monday through Friday, from 7:30 a.m. to 5:30 p.m. The core program hours are from 8:30 a.m. to 3:30 p.m. Before care is provided from 7:30 a.m. to 8:30 a.m. and aftercare is provided from 3:30 p.m. to 5:30 p.m. There are a total of eight classrooms serving children 8 weeks through 5 years of age.

Kids Campus has been accredited by the National Association for the Education of Young Children (NAEYC) since 1996. Because it is NAEYC-accredited, Kids Campus also maintains the highest level license (5-Star) with the State of New Mexico Children, Youth, and Families Department.

Santa Fe Community College continues to support Kids Campus with funding, space, resource materials, and administrative staff.

Mission of Kids Campus
The mission of Kids Campus is to provide a positive and nurturing learning environment for children and their families. We are committed to a diverse population at our Center, respecting and responding to the needs of each family. As an extension of the College of Education, we strive to provide a model program for students interested in the profession of Early Childhood Education.

Philosophy
We believe that each child is unique. Early childhood is a remarkable and critical stage of life when young children learn through exploring their environment, making discoveries, asking questions, and forming hypotheses about the world around them.

We do our best to be sensitive and responsive to children’s interests, needs, and individual competencies. We make every effort to maximize children’s development and learning by enriching their engagement in meaningful learning experiences as they ask questions and explore their surroundings.

We encourage children to be active and curious as they put together (or construct) their individual interpretations of the world. Finally, we work to create an emotionally responsive
setting where children learn respect for their own and other’s individuality and cultural similarities.

We consider children’s family relationships to be primary in their lives. Our goal is to honor each child’s family and find ways to work together as partners for the good of the child. Teachers and families work together to ensure that children are successfully participating in the classroom even when professional practices and values differ from family practices and values. We want to encourage an atmosphere where parents and Teachers can learn from one another and share what is important to them. A child’s education is linked to working with the families to better understand the development of the child.

We believe that children will learn best during their time with us if they have strong, supportive, and nurturing relationships with our staff. We realize our moment to moment interactions with children have a profound influence on their development and learning. We also believe that the social relationships children develop through play and peer interaction significantly contribute to their development and learning across the language, cognitive, social, emotional, and physical domains of development. Teachers develop weekly curriculum based on the observed interests and needs of the children that address all aspects of child development across all domains.

**Our Goals**

1. To commit to accountability and continuous improvement in our practice as early childhood education.
2. To support student retention by providing high quality early care and education services.
3. To know, respect, and be responsive to each child and their family.
4. To create and sustain an emotionally supportive environment wherein children have ample opportunity to develop positive self-identity.
5. To use children’s interests and curiosity about the world to assist them in reaching their full potential in all areas of development and across subject areas by:
   - Implementing a variety of purposeful learning experiences that contribute to competence in language, literacy, and early mathematics.
   - Providing opportunities for creative self-expression through music, movement, art, and imaginative play.
   - Designing curriculum and classroom environments that encourage children to think, ask questions, observe, explore, and experiment.
   - Helping children understand and engage in sound nutritional, health, and safety practices.
   - Arranging opportunities to explore the environment and community in which they live.
   - Intentionally providing materials, equipment, and opportunities that promote physical development in coordination, balance, and gross and fine motor skills.

**Commitment to Anti-Bias and Anti-Discrimination**

Our program is committed to countering potential bias and discrimination. This means we share a commitment to human rights, the dignity of the individual and social justice. We strive to create a program that truly reflects the lives of our children, families, staff, and community. We recognize the impact culture plays on families; we therefore will make every effort to provide a responsive program that affirms human similarities, differences, and the right of people to make
choices about their own lifestyles. We seek to recognize, appreciate, and respect the uniqueness of each child. Teachers create and maintain a setting where children of differing abilities can progress, with appropriate guidance, towards increasing levels of autonomy, responsibility, and empathy. Teachers gain information about the ways families define their own race, religion, home language, culture, and family structure through ongoing communication and family surveys.

All Kids Campus staff will:

- Treat all children and their families with equal respect and consideration,
- Initiate activities and discussion that build position self-identify and teach the value of difference,
- Intervene when children tease and/or reject others,
- Provide models and visual images of adult roles, differing abilities, and ethnic or cultural backgrounds that counter stereotypical limitations,
- Avoid stereotypes in verbal and non-verbal communications,
- Include all families in all aspects of our program,
- Take into consideration each family’s needs, interests, and skills.

**Kids Campus Teaching Staff**

Each classroom consists of a Lead Teacher and Teacher Assistant who have primary responsibility for working with that group of children. Classrooms may also have the additional support of a Part-Time Teacher Assistant, a Substitute Teacher Assistant and/or a Student Employee (Early Childhood Classroom Assistant).

All staff directly involved with children (Center Director, Administrative Secretary, Cooks, Teacher, Teacher Assistant, Substitute Teacher Assistant and Early Childhood Classroom Assistant, and Inclusion Specialist) have a criminal background check on file which is updated every 5 years. In addition to a criminal background check, each temporary or regular staff member (Teacher or Support Teacher) has a current Pediatric First Aid/CPR certificate and must attain a Certificate of Completion for the 45-Hour Entry Level Course or its equivalent within six months of hire. All staff must also complete 12-24 contact hours of continuing education prescribed by the New Mexico Children Youth and Families Department.

When a permanent staff member resigns or is terminated, the Director and SFCC’s Office of Human Resources work together under policies established by the college to recruit new personnel. The hiring process includes posting the position, convening a search and interview committee, screening and rating applications, interviewing, recommending, and finally hiring a suitable candidate. This process may take up to three months. We do our best to notify and support parents and children while we hire temporary personnel until the vacant position is permanently filled.

**National Association for the Education of Young Children (NAEYC)**

NAEYC is the world’s largest organization working on behalf of young children. In its own words, “The National Association for the Education of Young Children (NAEYC) is dedicated to improving the well-being of all young children, with particular focus on the quality of educational and developmental services for all children from birth through age 8.”

Many of the policies and procedures contained within the Parent Handbook derive from the following ten Program Standards and individual performance criteria (not described) developed by NAEYC to define high-quality early childhood services for young children.
1. Promote positive relationships among all children and adults to encourage each child’s sense of individual worth and belonging and to foster each child’s ability to contribute as a responsible community member.

2. Implement a curriculum that has specific goals in mind for each child and group of children and promotes learning social, emotional, language, cognitive and physical areas of development.

3. Use developmentally, linguistically and culturally appropriate teaching approaches that are effective and help children learn and develop.

4. Use ongoing formal and informal assessment methods to gather and communicate information on your child’s learning and development.

5. Promote the nutrition and health of children and protect children and staff from illness and injury.

6. Employ teaching staff that has the educational qualifications, knowledge, and professional commitment necessary to promote children’s learning and development and to support families' diverse needs and interests.

7. Establish and sustain relationships with each child’s family and be sensitive to family composition, culture and language.

8. Establish relationships with and use community resources to support the achievement of program goals.

9. Provide and maintain safe and healthy indoor and outdoor physical environments.

10. Implement effective policies and procedures that address and govern fiscal, program and personnel management to ensure high-quality experiences for children, staff and families.

**NAEYC Code of Ethical Conduct**

The core values, ideals and principles contained in NAEYC’s Code of Ethical Conduct is meant to guide the Kids Campus staff in their daily decisions and ultimately to further their commitment to the general welfare of young children. For more information please refer to: [www.naeyc.org](http://www.naeyc.org)

**Educational Connection**

One of the purposes of Kids Campus is to serve as an observation, project, practicum, and field experience site for Teacher Education students. Students from other SFCC departments and other colleges may also occasionally observe and/or visit in our classrooms. No one will be admitted without approval for participation from the Director. Kids Campus administrative staff, teaching staff, or College instructors will supervise College students participating in Center activities at all times.

Infrequently, we request parent permission for child involvement in a specific activity such as an interview by a developmental psychology or nursing student. Your child will not join the activity unless we receive your permission and your child is a willing participant.

**Confidentiality**

Out of respect for our partnership with families, sensitive information (verbal and/or written) that is shared between families, teaching staff, and administrators will be communicated to other Kids Campus staff and professional consultants when we think there is a legitimate reason and with full knowledge and consent by the family. We do not share private information with others who do not have direct contact with the family. In addition, Kids Campus staff members are aware of their ethical responsibilities regarding confidentiality and they verify their understanding during orientation.
NAEYC accreditation and the New Mexico Children, Youth and Families Department both require and verify certain documentation contained in your child’s file such as health evaluations, immunization records, child assessments and emergency contact information. Children’s files are subject to random surveys by licensing and accreditation personnel.

Each child’s file has a file log that verifies who has examined your child’s file. Non-routine file examination (N.M. Licensing, NAEYC Accreditation personnel and professional consultants) will be documented via the file log. All children’s files are kept in a file cabinet in an administrative office that is monitored and secured.

Information obtained by Kids Campus staff through informal and formal assessments is confidential. Teachers and Teacher Assistants who need assessment information to better support a child in their classroom are the only individuals who will have access to the above information on an ongoing basis.

In compliance with the Family Education Rights and Privacy Act (FERPA), access to a child’s file will be given to the following individuals:

- Contracting parent as listed on the current Kids Campus contract unless we receive written permission otherwise
- Kids Campus staff who have legitimate reason for file access
- Accreditation and/or NM Licensing representatives
- Consultants (with prior parent consent)
- Court-ordered requests

Please refer to: www.ed.gov/policy/gen/guid/fpco/ferpa, as this guides our policy on confidentiality.

**Consultants**

The Kids Campus may solicit the support of an outside consultant to help us meet the requirements of an existing grant or to assist in improving our performance in identified areas.

Typically, a consultant helps out with developmental screenings, acts as a classroom observer or communication facilitator, and works collaboratively with classroom Teachers. The consultant may also be of assistance to Kids Campus families. The majority of the consultant’s scope of work occurs during a regular work day and has prior approval by the Director. The Director, the consultant, and teaching staff work together to determine the most beneficial use of the consultant’s time and expertise.

**Community Partnerships**

Kids Campus works collaboratively with several organizations and agencies on the SFCC campus and within the Santa Fe community. New Vistas, CYFD Training and Technical Assistance Program (TTAP), and the Santa Fe Public Schools (specifically the Nye Center) are occasionally called upon to provide resources and/or services to Kids Campus staff and our Center’s children and families.

Kids Campus staff have access to inclusion specialists through TTAP who will come into the classroom and provide support for children with disabilities, behavior challenges, and special needs. They assist with children’s and families’ full participation in the program. All services provided are culturally and linguistically appropriate and consultants and specialists need parent approval before providing any type of observation or assessment. We encourage continuity of services for children by maintaining a dialogue with other programs and agencies in order to
guide collaborative work and achieve mutually desired outcomes for children.

Kids Campus staff will incorporate their knowledge about the community into the development of their curriculum and the children’s learning experiences. Classrooms will go on walks around the campus and take field trips to SFCC’s main campus to visit the Dental and Nursing schools, Visual and Fine Arts galleries, and Culinary labs in order to increase children’s understanding of their community and its culture. Children are also taken to the College for cultural events like storytelling in the library and participating in dancing and singing with Santa Fe’s fiesta court in the fall to enrich both the children's and their families’ experiences. Various members of the community are invited to our program to share their interest and talents with the children. If there is a special event in the community, we will make every effort to inform the parents so they can attend if desired.

**Wait List Policy**

**Application**

Kids Campus maintains a waiting list for all families interested in enrolling their children in our program. Wait List applications are accepted on an ongoing basis. Applications are available on site or online at [http://kidscampus.sfcc.edu](http://kidscampus.sfcc.edu).

The application must be submitted for each child before a child is placed on the Kids Campus Wait List. Please indicate the start date, and the days and time you prefer to enroll your child. If you are completing an application for an unborn child, include the anticipated date of birth.

We enroll children on an ongoing basis from our Wait List. On average, vacancies are more likely to occur in August and January. When we have available space, families will be notified. It is each family’s responsibility to keep contact information current.

**Enrollment Policy**

Kids Campus serves SFCC staff, students and faculty as well as the community at large. In order to enroll a child in the Santa Fe Community College Kids Campus, the individual signing the enrollment contract with the Center must have primary legal guardianship of the child. Legal guardianship can include the following categories: a parent, foster parent, domestic partner, grandparent, and/or family member. We may ask to see a court’s guardianship order.

**Enrollment Packet**

Our enrollment packet includes the Kids Campus Handbook and forms required by New Mexico’s Child Care Licensing Regulations and NAEYC Accreditation.

**ALL Documents (1-10) must be completed before you sign a contract.**

1. Developmental Health History,
2. Child Emergency Information (Parents must provide two local contact numbers) and Authorization of Emergency Contacts and Medical Information,
3. Cream Application (sunblock, diaper cream, etc.) and Diet Information,
4. Diet Restriction(completed by a physician)
5. Immunization Record (all immunizations must be current before child begins) or valid New Mexico Health Department Certificate of Exemption
6. Permissions/Releases
Photography
Field Trips
Water Play/Swimming

7. Food Program Eligibility and Information (once per year)
8. Obligation to Offer Infant Formula and Food (infants only)
10. Child Health Assessment (to be completed within six weeks of contract start date)

Please read our Parent Handbook carefully because you will be asked to verify agreement with its policies and procedures.

Please Note: We ask families to complete the following forms once a year:

1. Child Emergency Contacts (minimum of 3 working numbers) and Family/Pick up Information
2. Cream Application/Diet Information
3. Permissions/Releases
   Photography
   Field Trip
   Water Play/Swimming

Contracts
Parents must sign a contract with the Kids Campus before their child starts attending as well as when they transition in to a new classroom.

Pre-Registration
The Center asks for enrollment confirmation for children prior to semester start dates. This is so that we may enroll additional children from the waitlist in a timely manner. We consider it a family commitment when you indicate that your child will be continuing or reenrolling at a later date. If your plans change - we require thirty days’ notice in order to process disenrollment.

Summer Enrollment
Families who leave for summer months (up to 8 weeks), but intend to return at the beginning of the Academic Year have two (2) options:

1. Give a 30-day written notice of withdrawal and complete a wait list application for the coming school year.
   (This does not guarantee a spot for your child).
2. Give a 30-day written notice of withdrawal and pay a non-refundable holding fee equal to 20% of the summer tuition that is not applied toward future payments.

If your child does not attend for the summer (June & July), but returns for the Academic Year, you must transition your child until he/she is comfortable in the classroom.

Transitioning for New Children
Transition is the term we use to describe how newly-enrolled children become acquainted with their classroom and Teachers.

We require all families new to Kids Campus to actively participate in the transition process with their
child. Parents/legal guardians are required to sign a contract before they begin the transition period. Newly enrolled families must transition their child for a minimum of three days during the first week - with at least TWO HOURS REQUIRED for the first day. We ask that you plan for at least 3 days of transitioning with the amount of time you and your child are in the classroom increasing each day (see below). **Your child cannot be left unattended by the family member assisting in the transition process during this time period.** Transitions provide the children and their families the opportunity to become familiar with our teaching staff, classroom routines, our philosophy, and Kids Campus’s policies and procedures.

Starting school is a change for both parents and children. To increase the ease with which this transition occurs the following tips are suggested:

1. At home, tell your child in advance that they will be going to school or to a new classroom.
2. Encourage your child with positive comments, such as, you believe they will do well and confirm to them that there are grown-ups who will help them if they need it.

On the first day, ask your child to choose a place for you to sit while you watch. Your son or daughter needs to interact with other grown-ups, children, and materials at their own pace. When your child’s teacher and you agree that your child is ready, tell him/her that you are leaving. Under no circumstances should you plan to leave without telling your child, “sneaking out” may avoid a painful confrontation, but it also intensifies your child’s fear and frustration. Do not ask your child whether they will be “OK.” Express your confidence in their ability to manage on their own. Acknowledge your feelings and theirs; “When I leave, we’ll sure miss each other, I will pick you up after school, I’ll be back, and the teacher will help you.” At this time, you may want to give your child a small remembrance, something that belongs to you, or a family photograph. Some children will ask to keep a favorite stuffed animal or blanket with them in your absence. Ask your child to participate in your leaving. Good-byes that are short, caring, and firm work best. Offer a hug and a kiss. If possible, ask your child to wave to you from a window.

Though these measures may help with separation, we should expect that children will show some initial distress. Once children have transitioned into their new classroom, their behavior will demonstrate to you the quality of their experience.

**Transition for Infants**

**Day 1:** Two morning hours ex: 8:30 – 10:30 Parent/Guardian stays in the room the entire time and leaves with the child at departure time. Teacher may hold or change the baby’s diaper with the caregiver and begin to interact with the infant to create a positive connection.

**Day 2:** Four morning hours ex: 8:30 – 12:30 Parent/Guardian stays in the room the entire time and leaves with the child at departure time. Session may include morning nap and lunch. More interactions are encouraged between teacher and infant.

**Day 3:** Full day (8:30 – 2:30) Parent/Guardian remains on site throughout the day, in and out of room as needed.

Blankets, stuffed animals, pacifiers and other transitional objects may be helpful to ease the transition experience. It is the Center’s intention to create a smooth and easy transition for infants and their caregivers. **For difficult transitions, parents/guardians may be required to extend the transition period.** Some children adapt more easily to a new environment but in some
cases it may be necessary to add additional transition days if the infant remains inconsolable for long periods of time.

**Transition for All Other Ages**

Day 1: Two morning hours ex: 8:30 – 10:30 Parent/Guardian stays in the room the entire time and leaves with the child at departure time.

Day 2: Four morning hours ex: 8:30 – 12:30 Parent/Guardian stays in the room the entire time and leaves with the child at departure time. Session may include lunch.

Day 3: Full day (8:30 – 2:30) Parent/Guardian remains on site throughout the day, in and out of room as needed.

**Transitioning for Current Children**

For children continuing enrollment, the Teacher or Teacher Assistant from the current classroom will go with your child to their new room to introduce them to the new Teachers, routines, and environment.

Children returning to Kids Campus after a break of more than 15 school days will require the same transitioning period as newly enrolled children (see Transitioning for New Children above).

**Withdrawal**

When families make the decision to withdraw their child from a classroom and our Center, it is a transition for the child and his/her family and for our staff as well. Please give us the opportunity to say goodbye and if desired, to plan an activity in the classroom to acknowledge this important event.

To withdraw from the SFCC Kids Campus, a written notification must be submitted to the Director a minimum of 30 days in advance of the anticipated withdrawal. The family is responsible for tuition and fees from the date of the written withdrawal letter through the 30 day notification period.

**Dismissal/Termination Policy**

Kids Campus strives to maximize the quality of a child’s experience in our program by fostering positive relationships among children and with each child’s family. Occasionally circumstances inhibit this process. Grounds for dismissal/termination from our program may include but are not limited to:

- Non-payment for your child care services and/or lack of adherence to tuition payment policies.
- Parents falsify information on enrollment forms or otherwise knowingly falsify information
- Parents do not agree or do not follow and comply with policies set forth in this Handbook.
- Lack of parental cooperation with the Center’s efforts to resolve differences and/or to meet the child's needs through parent/staff meetings of conferences.
- Inappropriate or abusive behavior and/or verbal abuse of threats by parents, relatives, guardians or other parties toward the Center staff, other parents or children
- Inability of parents/guardians to deal in a professional manner with Center personnel or other parents and children at the Center.
The continued enrollment of the child poses a risk to the health and/or safety of other children, parents or center staff members or continued enrollment of the child constitutes an undue burden on the Center’s resources.

10 continuous days of absence without notification

**Ultimately, dismissal decisions are made by the Kids Campus Director after meeting with the child’s family.**

**Child Custody Dispute**
If you are involved in a parental dispute due to separation and/or divorce, please inform the Center Director of the situation as soon as possible. We must adhere to information submitted by the contracting parent/legal guardian at enrollment until we receive legal documentation (court paperwork) to the contrary. In these circumstances, it is our goal to:

- Provide consistent, impartial, emotional and social support to your child,
- Remain neutral and maintain confidentiality in matters related to the dispute between parents/legal guardians: Kids Campus staff will not answer questions, give information, and/or converse about the absent parent/guardian,
- Communicate regularly with both parents/legal guardians.

Court documents related to the dispute will be kept in the child’s file. Occasionally, we may need clarification about the exact implementation of court requirements. This is particularly true around issues of visitation and the time of pick-up and drop-off at our program. If this is the case, we require the individuals involved in the dispute (parents/legal guardians) to submit a specific agreed-upon schedule that includes days and times when each party will visit, drop-off, or pick-up the child.

**Concerns/Feedback**
We welcome your positive and negative feedback. The staff is here to help parents and children; therefore, open communication with parents/legal guardians is a must and is always sought and welcomed.

1. If there is concern about your child’s experience in his/her classroom, please bring your concern (verbally or in writing) to the attention of the teaching staff in your child’s classroom. Kids Campus staff will talk with the parent to clarify and resolve the problem in private.
2. Parents/legal guardians unable to reach a solution with the teaching staff are invited to discuss the situation with the Center Director.
3. If a resolution acceptable to the parent/legal guardian is not found, he/she can present the concern in writing to the Vice President for Academic Affairs, who will facilitate a discussion among all parties involved (Teacher, parent, and Center Director) to attain resolution.
4. As a last resort, parents/legal guardians can contact the Children, Youth and Families Department, Licensing Bureau, which provides additional guidelines and regulations for complaints.

**Children’s Arrival and Departure Excluding Early Pre-K and Pre-K Classes**

**Arrival**
Please sign your child into his or her classroom and at the front desk *before* you accompany him/her into the classroom. Documentation of children’s arrival and departure is required by New Mexico Child Care Center Licensing Regulations.
Parents/legal guardians are required to bring their child inside the classroom in order for teachers to acknowledge you and your child’s arrival and to assist in transferring responsibility for your child to Kids Campus staff. Children should never be placed inside of a gate or doorway and left without a concrete transition from parent/legal guardian to the teaching staff.

Arrival time in your child’s classroom begins as early as 7:30 (Before Care) and ends no later than 9:00. At 9:00, doors to classrooms will be locked for the day. Late entry will not be permitted, unless the caregiver provides a doctor/dentist note verifying a medical appointment. When a 2-Hour Delay occurs, children may arrive at 9:30 and no later than 10:00.

Please notify the front desk and teachers one day in advance of appointments. Children may arrive late on the day of the appointment with a slip from the doctor verifying the child was seen.

Departure
When you arrive to pick-up your child, remember to sign her/him out of the Center at the front desk as well as in their classroom. In order to maintain the safety of all our students and families during both drop off and pick up, please ensure that your child remain within close proximity (3 feet) of you. Many people enter and exit our building during these transition times (other parents, families, staff, janitorial staff, security personnel, and students for college level classes) and it is imperative that you are mindful of where your children are located. The Kids Campus front doors open automatically with or without the presence of an adult and exit to our busy parking area.

Failure to comply with Arrival and Departure Policies may result in your child(ren)’s disenrollment from our program.

Children’s Arrival and Departure for Early Pre-K and Pre-K

Arrival
Please sign your child into her classroom at the front desk before you accompany him/her into the classroom. Documentation of children’s arrival and departure is required by New Mexico Child Care Center Licensing Regulations.

Parents/legal guardians must bring their child into the classroom in order for teachers to acknowledge you and your child’s arrival and to assist in transferring responsibility for your child to Kids Campus staff.

Arrival in your child’s classroom is required to take place between 8:15 a.m. and 8:30 a.m. At 8:30 a.m., activities will begin for the day and classroom doors will be locked until pick up time. Late entry will not be permitted, no exceptions.

Early Pre-K/Pre-K Hours Fees:
Early Pre-K and Pre-K adhere to the New Mexico Pre-K schedule. Tuition rates differ from the rest of our classrooms. This program runs from August until May and is free Monday through Thursday from 8:00 a.m. to 12:30 p.m. A wrap around service is available at the rate of $475 per month through December 2017 and $500 from January through May 2018. Wrap around schedules cover 7:30 a.m. until 5:30 p.m. Monday through Friday. Before and after care are not available for this program. Early drop off (prior to 8:15 a.m.) will result in a fee of $25.00. Late pick up is $25.00 for the first 5 minutes plus $1.00 per minute thereafter. This will be added to your bill the first time it occurs. Subsequent infractions will require payment the following day to allow re-entry of your child. Failure to pay the fee will result in your child’s immediate dismissal from Kids Campus and your slot will be forfeited to the next child on the waitlist.
Departure
When you arrive to pick-up your child, remember to sign her/him out of the Center at the front desk as well as in their classroom.

In order to maintain the safety of all our students and families during both drop off and pick up, please ensure that your child remain within close proximity (3 feet) of you. Many people enter and exit our building during these transition times (other parents, families, staff, janitorial staff, security personnel, and students for college level classes) and it is imperative that you are mindful of where your children are located. The Kids Campus front doors open automatically with or without the presence of an adult and exit to our busy parking area.

Failure to comply with Arrival and Departure Policies may result in your child(ren)’s disenrollment from our program.

Late Arrival (all classrooms)
If you are going to be late, it is required that you notify the front desk BEFORE 8:45 a.m. (8:15 a.m. for Early Pre-K and Pre-K). If your child has a doctor/dental appointment or has been out sick, we will need a doctor’s note excusing late arrival or releasing the child to return after an illness. We would prefer a 24 hour notice of appointment if possible.

Once you arrive at Kids Campus:
You will check in at the front desk and staff will make a copy of your doctor’s excuse for you to provide to their teacher. The original will be placed in your child’s file.

- If you arrive late without calling and/or without a doctor’s excuse, Kids Campus reserves the right to not provide child care services that day.
- Persistent or excessive late arrival and/or late pick-up may result in dismissal from Kids Campus.
- Staff will work with families in emergency situations.

Releasing a Child
Children can be released only to their parents/legal guardians or to the people listed on the child's emergency form. It is your responsibility to complete a Change of Information Form, and notify the Front Desk of any changes in the names of persons authorized to pick up your child. Copies of legal documents must be provided to Kids Campus before any staff member can actively prevent non-custodial parents from visiting or picking up their children.

If someone other than a regularly authorized person or a person who is unfamiliar to your child’s classroom teachers is to pick up a child, the Center must be notified in writing, no exceptions. This can be done by faxing a written and signed statement. Our fax number is 505-428-1129. A photo ID will be requested from the new adult and the name checked against those on the authorized list. Children will not be released to anyone who is not 18 years of age or older.

If the staff suspects that the person picking up a child, whether a parent or other authorized adult, has used drugs and/or alcohol, the following actions will be taken:

1. We will call campus security.
2. We will not release the child to any person who appears to have used drugs or alcohol.
3. We will call for another authorized adult to pick up the child.
4. We will call the Human Services Department to make a report.
Late Pick-ups Excluding Early Pre-K and Pre-K
Children must be picked up according to their contract schedule. Late pick up will incur a $25.00 fee for the first 5 minutes plus $1.00 per minute thereafter. **Calling ahead to inform us of your late arrival will not dismiss late fees.** Pick up for all children should be complete by 5:30 p.m. **Habitual lateness may be a cause for dismissal from Kids Campus.**

If no one has picked up a child by 5:30 p.m. (or scheduled closing time on early release days) and the staff has not heard from the child’s parent, we will attempt to locate a person authorized to pick up the child. If by 20 minutes after official closing time we have not been able to reach anyone authorized to pick up the child, we will call NM Human Services Department, Social Services Division (505) 827-7450 or Santa Fe Sheriff’s Department. Under no circumstances can staff take a child home or drive a child to the parents’ or another person’s home.

Open Door Policy
Children’s families may visit Kids Campus anytime during our regular hours of operation. Please notify the front desk of your presence. If you are an infrequent family visitor to our Center, we ask that you introduce yourself to front desk personnel, sign in, and put on a “visitor” tag before you proceed to a classroom. Check-in is not required for identified family members, but we would appreciate if you stopped at the front desk to notify us when you are in the building.

If for any reason you wish to reach your child’s classroom directly:

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infant A</td>
<td>428-1613</td>
</tr>
<tr>
<td>Infant B</td>
<td>428-1614</td>
</tr>
<tr>
<td>Toddlers</td>
<td>428-1746</td>
</tr>
<tr>
<td>Early Twos</td>
<td>428-1163</td>
</tr>
<tr>
<td>Late Twos</td>
<td>428-1708</td>
</tr>
<tr>
<td>Early Pre-K Bilingual</td>
<td>428-1366</td>
</tr>
<tr>
<td>Early Pre-K Regular</td>
<td>428-1157</td>
</tr>
<tr>
<td>Pre-K</td>
<td>428-1859</td>
</tr>
</tbody>
</table>

Cell Phone Use
At drop-off and pick-up times, we feel that children need the active support of their parents in order to organize for the beginning or the end of the day and to successfully enter or leave their classroom or exit our building. These times of the day may also be the most convenient time for Teachers and families to share important news, events of the day or to communicate face-to-face. For the above reasons, **we ask that you refrain from using your cell phone while you are in Kids Campus.**

Absences
We recognize that families want to spend time with their children for extended periods of time and children enjoy having an occasional “fun day” with their parents and/or extended family. Young children are also susceptible to a variety of illness that contributes to absenteeism.
Nevertheless, we believe that consistent attendance lays a strong foundation for a child and family’s relationship with classroom Teachers, our program and a child’s opportunity to learn. In order to gain the greatest benefit, children must be present. In addition, frequent absences may impact the classroom teachers and children who regularly attend. **Please note that more than 10 consecutive absences may result in your child being dismissed from Kids Campus.** Please notify the front desk at 428-1354 of any absence.

**Firearms, Alcoholic Beverages and Smoking**

Firearms, alcoholic beverages, or non-prescription controlled substances (drugs) are prohibited on the SFCC campus or in vehicles.

Kids Campus is a **SMOKE-FREE ENVIRONMENT**. No smoking is allowed anywhere on the premises, including all outdoor areas and is not permitted in the presence of children.

**Clothing**

Please dress your child in comfortable, washable, play clothes. Our children spend time painting, playing with water and doing other messy activities on a daily basis. We do our best to protect children’s clothing by providing smocks. You should expect that children will get messy while attending our program. Kids Campus is not liable for lost or dirty clothing.

We ask that you provide an extra set of clothing that includes underwear, socks, pants, top and a hat for protection from the sun. Extra clothing should be sent to school in a see-through plastic box or backpack with your child’s name written on it. It will be kept in your child’s personal “cubby.” **PLEASE LABEL EVERYTHING** so that your belongings can be returned to you. Teachers will attach a note to your child’s cubby when clothing needs to be replenished.

Children play outdoors every day. Seasonal changes in temperature will alter what children should wear to feel comfortable outside. In colder weather, please send your child with boots or heavy shoes, an insulated jacket, a hat, gloves/mittens and long pants or tights that can be worn under a dress. In warmer weather, provide clothing that keeps your child cool and protects them from the sun as appropriate.

**Toys and Transitional Objects**

Toys from home are not permitted. Toys brought from home to the Center may be broken or misplaced and often must be closely supervised to avoid ownership issues. Please do not allow children to bring toys from home in to the classroom as this creates unnecessary conflict when the child must put it away until pick up. Kids Campus is not liable for lost or broke toys that are brought to our center.

Toys or valuables brought from home will be removed from the classroom, and can be picked up at the front desk at the end of the day. This does not include transitional objects.

Transitional objects are personal items brought from home that remind your child of the significant adults in their life who provide comfort and love. A transitional object can be a blanket/pillow, a photo, or a favorite teddy bear. Transitional objects may be brought to school, and a Teacher will help store the transitional object in your child’s cubby for rest time or for times when they need reassurance.
Volunteers, Visitors and Observers in the Classroom

One of the purposes of Kids Campus is to serve as an observation, project, practicum, and field experience site for teacher education students. Lab School students from other SFCC departments and other colleges may also occasionally observe and/or visit in our classrooms.

We limit the number of observers, volunteers, or visitors in a classroom at any given time. No one will be admitted without approval from the Director. All visitors, volunteers, and classroom observers must sign in at the front desk and wear a “Visitor” tag. Kids Campus administrative staff will escort visitors and observers to the classroom.

Administrative staff, teaching staff, and/or College instructors supervise volunteers, visitors, observers, and college students participating in Center activities at all times. Early Childhood Education practicum students, volunteers and Early Childhood Classroom Assistants are NEVER left alone with children either indoors or outdoors. There must always be a professional staff member accompanying them during the times they are with children.

Parent Orientation
Near the beginning of the Academic Year families are invited to a “Welcome to School” potluck. All families who are newly enrolled are encouraged to attend the event which serves several purposes:

- Parents have the opportunity to acquaint themselves with their child’s classroom and Teachers while learning about expectations, routines, how parents/legal guardians can participate and classroom rules,
- Orientation activities allow time and space for families to understand and ask questions about the policies and procedures described in our Parent Handbook,
- Parents/legal guardians and children personally connect with one another as they participate in orientation activities.

Since enrollment remains relatively stable after the first month of the year, the Director provides orientation on an individual basis during the rest of the year. Parents/legal guardians are welcome to ask questions and request pertinent information (supplies, routines, nutrition, etc.) from classroom Teachers at any time.

Daily Schedule
Kids Campus is open Monday through Friday from 7:30 a.m. to 5:30 p.m. The core hour program begins at 8:30 a.m. and ends at 3:30 p.m. Before care starts one hour in the morning from 7:30 a.m. After care begins at 3:30 p.m. and continues on an hourly basis until 5:30 p.m.

Each classroom opens at 7:30 a.m. and closes at 5:30 p.m. Individual class schedules are posted outside the classroom. Teachers adjust their classroom schedule to meet children’s developmental needs. For the most part, infant schedules are individualized. All children enjoy a consistent and predictable daily routine that provides time for both indoor and outdoor play/activities.

The schedule below is an example of a typical day.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-9:00</td>
<td>Children Arrive/Self-Selection</td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>Breakfast</td>
</tr>
<tr>
<td>9:30-10:30</td>
<td>Self-Selection</td>
</tr>
<tr>
<td>10:30-11:30</td>
<td>Outdoor Play</td>
</tr>
</tbody>
</table>
Parent Engagement and Communication
Establishing and maintaining an ongoing partnership between families and Kids Campus staff that values regular two-way communication is an essential component of our program philosophy and our relationship with you and your child. Regular family participation and observation are encouraged. Parents/legal guardians may visit the Kids Campus any time during the hours of operation. Program staff uses a variety of mechanisms to communicate with families such as surveys, notes home, conferences, home visits (Early Pre-K and Pre-K only), and daily check-ins to continue important dialogue.

By sharing a variety of information concerning your child such as activities at school and home, news related to development and learning, language, family structure, home and school routines or shared care giving issues, we can work together to meet your child’s needs.

Children gain valuable information from a scheduled guest who shares their special interest or expertise. Some parents/families have special talents, skills, or experiences. Please consider sharing them with us. Other family members may have some time to spend helping in the classroom. Family engagement in our program is vital. Parents are welcome to join us for meals, as volunteers, and on fieldtrips.

Staff actively use the information that they gain from families to modify our program environment, teaching methods/strategies, and curriculum to best serve our family’s needs.

Kids Campus staff will work with families to plan events such as Harvest Feast, Garden Day, Welcome Potluck, etc. Families’ availability and schedules are taken in to consideration during the planning process.

Language Services: Children are provided various opportunities to develop language acquisition. We ask that you let us know what language is used regularly in your home and your preference. Daily literacy activities are provided in the classroom to support language acquisition as well as field trips around campus to increase children’s community vocabulary.

The majority of our spoken and written communication is in English. Some Kids Campus staff members are fluent Spanish speakers and writers. If your family prefers to communicate in Spanish please let us know. We can provide an on-site translator. If your family communicates in a language other than English or Spanish, with prior notice, we may be able to provide additional resources to help us communicate more successfully.

Classroom and Center Communication Practices
Every effort will be made to communicate with parents when they drop off and pick up their children. Teachers continuously work with families to establish and maintain regular, ongoing, two-way communication in order to learn about children’s individual needs and ensure a smooth transition between home and our program. If there has been an unusual or special circumstance during the day, this information will be passed on to the parent(s) verbally or in a written note or email.
Daily classroom communication will appear on the Dry Erase Board each day. Reading about what is going to happen or has occurred is an excellent way to help your child leave you for the day and then to reconnect. How your child reports the day’s events also helps you understand your child’s interests and what they value.

Infant and Toddler Teachers generate a Daily Information Log sheet for each child that includes routine information such as changes of diapers and clothing, eating and sleeping and observable changes in behavior. Daily Logs are posted on clipboards inside the classroom.

Center-Wide Notices will be posted on the outside of each classroom, at the front entrance or on the sign-in clipboards at the front desk.

Teaching staff schedule a Home Visit with all Early Pre-K and Pre-K families enrolled in the Center, usually during the beginning months of the school year. Home visits are an excellent opportunity for families and staff to get to know one another on a more personal level and to discuss family goals for their child as well a child’s interests, needs, and competencies.

Parents/legal guardians may schedule an appointment with the Director at any time to express their opinions, voice their concerns, and offer suggestions.

**Curriculum**

Children develop and learn best when they have secure, consistent relationships with responsive adults and a variety of well-prepared opportunities for engaging interactions with peers and teachers. The curriculum is a framework and a starting place. Teachers consider both the developmental accomplishments and also the needs of the individual child and the group of children as a whole when implementing the classroom daily schedule and routines.

Daily observations are documented on all children to help create the next week’s curriculum so that it is based on children’s current needs and interests. We use the New Mexico Early Learning Guidelines as a guide and assessment tool to ensure continuous growth and learning at appropriate developmental and individual levels. The New Mexico Early Learning Guidelines are also used to create individualized portfolio assessments that continue throughout the year. Curriculum goals and objectives act as a guide for teachers’ ongoing assessment of children’s progress.

We strive to provide an enriching classroom environment for the children to explore and learn from. Utilizing the arrangement and display of materials, rotation of materials, classroom organization, routines and the daily schedule, teachers can maximize children’s natural motivation to learn through child-initiated activities and through teacher initiated or guided activities.

Recognizing that play is their primary mode of learning, our daily schedule provides children with extended periods of time indoors and outside where children can explore their environment, ask questions and make discoveries as the teacher purposefully facilitates the learning process by supplying materials, conversation, social interactions and a stimulating learning environment in which enriched play can occur. Curriculums are created to be flexible to allow modifications and adaptations in order to ensure all children’s needs and levels are addressed. The Center’s curriculum is sensitive to and reflects the children’s family and home values, beliefs, language and experiences.

Kids Campus includes Reggio Emilia inspired classrooms: inquiry based learning that is child centered and promotes the belief that children’s deep and innate curiosity drives their ability to
make sense of the world. This approach encourages play which is open ended and guided or facilitated by the teacher. The teacher is considered a co-learner and collaborator. Natural elements are a significant part of the materials used in classroom centers.

The Reggio Emilia philosophy is based upon the following set of principles:

Children must have some control over the direction of their learning;

Children must be able to learn through experiences of touching, moving, listening, and observing;

Children have a relationship with other children and with material items in the world that children must be allowed to explore;

Children must have endless ways and opportunities to express themselves.

Reggio inspired programs are based on the principles of respect, responsibility, and community through exploration and discovery in a supportive and enriching environment based on the interests of the children through self-guided curriculum.

Developmentally Appropriate Practice

Developmentally Appropriate Practice (DAP) is a research and knowledge-based framework developed by the National Association for the Education of Young Children. First described in 1996, DAP outlines practices that stimulate optimal development, learning, and achievement for all children. The core of DAP is the knowledge, intentionality and leadership of the early childhood Teacher. DAP Teachers use their knowledge of child development and the individual child, and their ongoing partnership with children’s families to help each child reach her full potential across the language, cognitive, social, emotional and physical domains of development.

DAP is embedded in NAEYC Accreditation criteria which describe over 400 characteristics of quality programming for children related to relationship, health, safety, nutrition, assessment, curriculum, environment, leadership and management. Kids Campus adheres to the principles of Developmentally Appropriate Practice. As a Kids Campus parent, the following are a few examples of developmentally appropriate practices you will encounter:

- Teachers/Teacher Assistants who work to establish positive relationships with you and your child,
- Daily communication about your child’s day, activities in the classroom and/or developmental milestones,
- Recognition that you are an important source of information when making decisions concerning your child,
- The opportunity to raise concerns about our program or your child’s classroom and work collaboratively for solutions,
- Adherence to strict confidentiality and your family’s right to privacy,
- The opportunity to engage in classroom experiences with your child,
- Curriculum development and implementation (indoors and outdoors) that engage your child and incorporate meaningful content, concepts and activities that foster development, knowledge and skill,
- Indoor and outdoor environments that are clean, organized and supplied with materials to support children’s play and learning,
• Teaching staff who are attentive and responsive to your child,
• Encouragement to share observations from home as part of our assessment process,
• An invitation to participate in and review the results of a comprehensive program evaluation.

Outdoor Play
Daily outdoor activity is very important for young children. All children play outside each day (when weather, air quality, and environmental safety conditions do not pose a health risk). The outdoor environment supports your child’s desire to run, climb, ride, dig, and relax with peers while engaging in unique and natural experiences that contribute to sensory learning.

Children in our program also enjoy an occasional walk and/or sightseeing trip throughout the SFCC campus.

In the winter, Teachers and children go outside as long as the temperature or wind-chill is 20 degrees Fahrenheit or above. The length of time for outdoor play may be adjusted to ensure that children remain comfortable.

If children are dressed appropriately, weather conditions should not pose any health risk. Please supply appropriate clothing to allow for the weather extremes of New Mexico. In winter, children should have mittens, boots, heavy shoes, hats, long pants/tights and insulated coats. In the summer, they should have sun-protective clothing as well as cool tops, shorts, sturdy shoes, sunscreen, and hats.

When outdoor play is not possible because of weather conditions, Kids Campus staff will provide supervised large motor activities inside. Indoor equipment used for large-motor activities meet national safety standards and are supervised at the same level as outdoor equipment.

It is our policy that children who are well enough to come to Kids Campus are well enough to go outdoors.

Please Note: If, after consulting with the New Mexico Environmental Health Department, it is determined that children and staff will be exposed to high levels of air pollution, only limited physical activity and play outdoors will be allowed.

Helmets
Children enjoy wheeled toys such as tricycles and bicycles because of the challenge involved and because of their speed capabilities.

The 2007 Child Helmet and Safety Act requires helmets for all children under the age of 18 when they use riding toys such as bicycles, tricycles, scooters, and wagons.

To reduce the incidence of head injury, we require parents to provide a helmet for their child’s use at school. All children twelve (12) months and older must have a properly fitting helmet or they will not be allowed to use our program’s riding toys. Helmets must meet the mandatory standards of the U.S. Consumer Product Safety Commission (CPSC).

Riding helmets will be labeled and stored in the classroom. Teachers will ensure that children remove their helmets before using other playground equipment. Helmets will not be shared among children.
Shoes
Children must wear their shoes at all times. Sport shoes are highly recommended. These provide the best protection for children’s feet. Sandals are acceptable only if they have a strap that wraps around the ankle and closed toes.

Shoes in the Infant Room
It is required that adults and children remove or cover their shoes and/or cover their feet with surgical booties before they enter the Infant Class and walk on surfaces specifically for play by infants.

Water Play
Water play is a compelling sensory learning experience. We provide a variety of opportunities inside and outside for children to enjoy water play throughout the year. During warm weather, all children regularly have access to outside wading pools that are filled with potable water. We ask parents to provide a swimming suit, towel, appropriate shoes and swimming diapers for children who are not toileting independently.

In order for children to participate in outdoor water activities (in small wading pools), parents must give written consent. To ensure each child’s safety, Kids Campus staff (including one staff member who is certified in CPR and pediatric first aid) supervises outside water play activities at all times.

Wading pools and water tubs are emptied after each use and sanitized with bleach. To prevent the spread of infectious disease, children are not allowed to drink the water or participate in communal water play if they have sores on their hands or other parts of their body.

Occasionally, the preschool classrooms will swim at the SFCC Witter Fitness Center or travel to a community swimming pool. Again, parent permission is required and is included in the Water Play/Swimming Permission in the enrollment packet.

Touch and Nurturing
Physical touching is an important part of the care and nurturing of young children. Children feel loved, accepted, and supported through the sensations of touch by nurturing adults and peers. However, physical touch should be respectful of children and only occur with their permission. Staff members are sensitive to children's responses and requests for physical interaction, and they model appropriate nurturing touches. Except for safety or cleansing, children will always have the right to refuse touch. Children are also taught to respect adults’ and other children's touch preferences.

Personal care for young children includes cleaning, assisting with toileting, diapering, dressing, and nap time routines (i.e. backrubs), and is done in a gentle and respectful manner. First aid is administered as gently as possible and is always accompanied by verbal explanation and appropriate comfort.

Birthdays
We honor children on their birthdays by singing to them and discussing the event. Parents are welcome to join in these celebrations by visiting or organizing and participating in a class activity (such as cooking) with the teachers and children. Food brought by families to cook and share with children in the classroom must meet Child and Adult Care Food Program guidelines for credible foods, and/or be whole fruits or commercially prepared packaged foods in factory sealed containers. Treats will be sent home with children whose parent’s consent at the end of the school day. Please talk with your child’s teacher about how you can be part of the classroom celebration.
Birthday gifts should not be a part of the celebration in the classroom.

**Photographs**
Photos and/or videotaping may be used for educational and publicity purposes. Teachers often take individual and/or group photos of children in their classrooms for documentation purposes and/or display. All families are hereby notified that Santa Fe Community College will not be held liable for any claims arising out of the use of such photographs for the lawful purpose intended. **Photograph Permission** is part of your enrollment packet.

**Rest and Nap Policy**
All children in our Center participate in a time of rest or sleep in the early afternoon. Toddlers through Preschoolers have an assigned mat or cot. Teachers will assist your child to remain quietly on his/her mat or cot during the rest time. Aside from young infants, all children are welcome to have security objects such as stuffed animals, blankets, and pacifiers at naptime.

No child will be required to rest more than 45 minutes if he/she does not sleep. Teachers will provide quiet activities for children who are resting but have not fallen asleep. Teaching staff supervise napping/resting children by sight and sound at all times.

We believe that if a child falls asleep his/her body requires that rest. Therefore, we do not honor requests to keep a child awake during this time.

Infants and Toddler/Two’s do not have bottles while in a crib or bed. If a child needs a bottle to relax, they are held during bottle feeding. Preschool children need this rest time to help them relax and unwind from their busy morning schedule. This quiet time enables them to have a more positive afternoon.

**Infants**
Infants have naps as they individually need them. To reduce the risk of sudden infant death syndrome (SIDS):

- Infants sleep in cribs or futons.
- Staff check the sides of cribs to ensure that they are up and locked.
- Infants, unless otherwise ordered by a physician, are placed on their back to sleep on a firm surface manufactured for sale as infant sleeping equipment that meets the standards of the United States Consumer Product Safety Commission. After being placed down for sleep on their backs, infants may then be allowed to assume any comfortable sleep position when they can easily turn themselves from the back position.
- Pillows, quilts, comforters, sheepskins, stuffed toys, and other soft items are not allowed in cribs or rest equipment for infants younger than eight months.
- If a blanket is used, the infant is placed at the foot of the crib with a thin blanket tucked around the crib mattress, reaching only as far as the infant’s chest.
- The infant’s head remains uncovered during sleep.

We ask that each family provide a labeled blanket, crib sheet, pillow and pillow case for their child’s nap/rest. Pillows, cases, sheets and blankets will be sent home at the end of each week for parents to launder. Your child’s Teacher will provide a supply list for you at the beginning of enrollment in a new classroom.
Field Trips
Children are provided varied opportunities to learn about the community in which they live. One of the most powerful tools for learning is first hand, facilitated experiences, exploring aspects of the SFCC campus or its surroundings. This offers children a variety of opportunities to learn about the physical characteristics of their environment, to learn about social roles in the workplace and to better understand about the diversity of language, culture, age, race, and ability in the community in which they live.

Teachers regularly plan field trips on and off the SFCC campus to extend and complement their classroom curriculum. Field trips for our younger children may range from a brief walk on the SFCC campus to a visit to a near-by park or library.

A Field Trip permission giving consent for your child to participate in field trips (on and off-campus) is part of your registration packet. Permission for individual trips is not necessary.

To keep you field trip-ready:

- Teachers will notify you a minimum of one week in advance for trips that are off-campus or more complicated.
- Because Kids Campus does not provide transportation, Teachers may request that you drive your child to an off-campus destination.
- Information about the field trip will be posted inside or outside your child’s classroom.
- No child will be taken on a field trip without a signature on the Field Trip permission from their parent or legal guardian.

For the majority of off-campus excursions, children in the preschool classrooms will take public transportation. Teachers always appreciate when families assist as volunteers.

Classroom ratios will be maintained at all times. Teachers will carry first aid kits and cell phones. In the event of transportation problems, alternate transportation will be arranged. Teachers will take a head count before leaving, on arrival at the destination, before departing from the destination and upon return to Kids Campus.

When parents decide not to give a child permission to participate in a field trip, the child can attend our program for the regularly scheduled times, but may join another classroom, or have substitute teacher.

Home Visits for Early Pre-K and Pre-K Classes
A home visit will be scheduled for each new family in our Early Pre-K and Pre-K. Returning children will be visited once each year. The purpose of these visits is to deepen the rapport and strengthen family bonds with the teachers. During this time teachers discuss assessment methods with families to best support their child and their individual needs. We practice the highest level of cultural sensitivity, and family value systems are respected by the staff. Understanding these issues supports the children. Besides, CHILDREN LOVE IT when the teacher comes to their house!
Assessment
Purpose

Ongoing assessment is a fundamental part of our program that provides a mixture of valuable information. We use assessment to:

- Monitor each child’s learning and development using developmental milestones and or subject area outcomes as references,
- Communicate with families about their child’s development,
- Ascertain children’s interests, prior knowledge, strengths and needs that will, in turn, help Teachers to design curriculum and classroom experiences, materials and/or teaching strategies which extend interest and promote engagement,
- Identify children who might benefit from specialized intervention,
- Involve and communicate with families about their child’s development and learning,
- Improve/adapt teaching practices, curriculum, and environment,
- Provide valuable results for all learners, including English-language learners and children with special needs,
- Determine need for program improvement,
- Arrange a developmental screening and referral for diagnostic assessment.

Assessment Practices

Teaching staff will use both formal and informal methods of assessing children’s progress. At the beginning of each semester, Teachers will send home an Ages and Stages Questionnaire (ASQ) for families to complete based on the skills and developmental level the child is displaying at home. This provides the Teachers with a foundation of children’s developmental level that can be used to build off of for further growth and improvement during the semester.

Families are included in the assessment process. Kids Campus staff will provide families with information about the purpose and use of assessments, how to interpret their results and how that will be used in future learning opportunities for the child and given access to information about specific instruments being used.

Families are encouraged to actively contribute to decisions about their child’s goals, development, plan for activities and services. Families are also encouraged to work collaboratively with staff about concerns and mutually find solutions that can be incorporated into classroom practice.

Assessment Methods

Assessment methods are sensitive to and informed by children’s family experiences, culture, and home language. Children’s abilities and disabilities are taken into consideration when they are assessed. Children are assessed in a familiar environment and we strive to make sure assessments are meaningful and accurate. All areas of children’s development and learning are assessed including: cognitive skills, language, social-emotional development, approaches towards learning, health, self-help skills and physical development to provide a well-rounded assessment of the child’s development.
Assessment Results
Teaching staff create individual developmental portfolios using observations, curriculum and *The New Mexico Early Learning Guidelines* (NMELG’s) as a guide to document children’s growth. Portfolios follow your child until your family (and your child’s portfolio) leaves our program. Children’s portfolio assessments are formally shared during conferences. However, as a parent or legal guardian, you may request to look at, discuss, and ask questions about your child’s portfolio at any time. Children’s assessment information and records are confidential and only shared with parents/legal guardians, teachers, administrators, third party assessors, and developmental specialists if needed.

Each classroom teaching team meets at least once a week to discuss its observations and assessments of each child. Together the team members interpret and use their combined observation and assessment results to create and adjust their curriculum and teaching practices to the needs and interests of the children. Teachers and other professionals working with the center use observation information and assessment methods to establish goals for individual children as well as guide curriculum planning and implementation and monitor progress.

Observation
Teaching staff observe children indoors and outdoors in a variety of comfortable contexts. Teachers plan for observation and use several assessment methods that include recorded daily observations of specific behaviors, actions, reactions, verbalizations and/or atypical behaviors for each child. For example, a teacher may observe and record how an infant progressively responds with emerging interest to the classroom environment or a teacher assistant will record a child’s question(s) about a particular topic that will guide future study. Along with daily observations, teachers also collect work samples that signify particular developmental milestones and/or take photos of your child engaged in experiences that provide a snapshot of how and what your child is learning. Teachers may also use developmental checklists and rating scales to assess children’s levels and progress.

Observations are documented on each child daily. Observations are then used to develop curriculum and portfolio assessments. Each child should have one formal portfolio entry completed every 2 weeks, 2 per month (varies based on attendance and school breaks). During the summer semester, portfolios are done for the whole class and a group entry is added to each child’s individual portfolio.

Family Teacher Conferences
Families have ongoing opportunities to share observations from home in order to contribute to the assessment process. We communicate assessment information to parents informally through daily two-way communication and more formally during Family-Teacher conferences scheduled in December and May. On Conference Days, the Kids Campus does not provide child care. **Please remember, as a parent, you are welcome to request a conference at any time.**

During these twice-a-year conferences, Teachers and parents will have the opportunity to discuss a child’s Portfolios and any topics of concern. If you wish to participate with the services of an interpreter, please notify your child’s Teachers.

Assessment information may be shared with other professionals following Family Education Rights and Privacy Act (FERPA) guidelines (only with parent permission).
Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP)
If the teaching staff suspects that a child might have a developmental delay or special need(s), this possibility will be communicated to families in a sensitive, confidential, and supportive manner. Documentation and explanation will be provided about the concern as well as suggested next steps and information and resources for further assessment. Families are encouraged and supported by Kids Campus staff to make primary decisions about services that their children need and advocate to obtain any needed services.

If secondary assessments reveal a child’s need for support services, Kids Campus will work in partnership with community agencies and individuals to assist each family with and Individualized Family Services Plan (IFSP) and/or Individualized Education Plan (IEP).

Annual Program Evaluation
Kids Campus undergoes an annual program evaluation. During April, Kids Campus families receive a survey that asks participants to assess aspects of program quality such as communication, teaching, and collaboration. Surveys are anonymous and results are shared with families.

Your feedback helps us improve our services to children and their families.

Guidance Policy
GUIDANCE POLICY-2013

The goal of Kids Campus at SFCC is to provide a setting where children develop a sense of self-regulation, an understanding of the reasons for limits that are set, and a sense of both being respected and being respectful of others’ rights and feelings.

Our immediate goal is to maintain an atmosphere of physical and emotional safety for everyone while teaching problem-solving skills.

We will use the following positive methods to guide children’s social emotional development:

Prevention: A well-designed and well-equipped classroom tailored to the developmental level of the children prevents frustration, interruption, and hazards. In addition, the daily routine provides enough time for play, a sense of security, little waiting, and few transitions. Teachers work to prevent challenging behavior through environmental design.

Modeling: Appropriate communication about behavior, as well as positive peer models, are provided to help children learn new skills and manage their own behavior. Children imitate what they see and hear. It is our goal to provide a peaceful and cooperative environment for children to grow and learn. We demonstrate this through our actions and conversations with children.

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- Tell children what they are to do in a positive tone.
- Post rules prominently throughout the classroom for parents and staff to read.
- Explain rules to children and apply rules consistently.
• When appropriate, teachers ask children to participate in the rule-making process.

Problem Solving: We appeal to the child’s growing intellectual and moral reasoning by asking questions to encourage problem solving. Teachers help children identify their needs, feelings, causes, alternatives, and choices.

We provide cues such as the statement, "I see you both want to use the same tractor. What do you think we can do?" Teachers address challenging behavior by using positive behavior support strategies.

Natural and Logical Consequences: Behavior that crosses limits is followed by a natural consequence whenever possible (i.e. a child who is inappropriate with materials must find something else to do).

When behavior problems arise, the primary goal of maintaining physical and emotional safety requires communication, cooperation and collaboration between home and our program. Kids Campus staff strives to promote a common approach to guidance for young children.

We will look at routines, the environment, and individual needs of the child to help the child overcome the behavior. Providing children with choices, anticipating problems and responding to children's needs, immediately enables us to help the child positively.

Communication and consistency with families is of paramount importance in supporting the pro-social development of children. If a child is unable to function within the classroom environment- as a natural consequence, and in support of the safety of all children, a family member may be asked by any teacher or staff member at Kids Campus to come and take the child home for the rest of the day.

Persistent challenging behavior will be dealt with in the following manner:

1. Staff members involved will observe, record, and assess the child’s behavior when it occurs.
2. Custodial Family members must meet with Kids Campus Director within ten days of a written request to meet.
3. Kids Campus Staff and family will meet to discuss the behavior and to develop a 30 day Pro-Social Learning Plan. Professionals may be included in the creation of a plan if needed.
4. A second meeting is scheduled after thirty days to discuss progress. Monthly progress updates will follow until the child has reached full competency in pro-social skills.

Serious behavior Incidents:

The Center Director maintains the authority to immediately dis-enroll a child who endangers himself/herself, a classmate, or any adult.

The following guidance methods will NOT be used in our program:

• Any form of corporal punishment, including rough handling, shoving, hair pulling, ear pulling, shaking, slapping, kicking, biting, pinching, hitting, or spanking,
• Any form of psychological abuse or coercion, including name calling, ostracism, shaming, making derogatory remarks about the child or his/her family, or using language that threatens, humiliates, or frightens the child,
• The threat to withdraw or withdrawal of food, rest, or bathroom opportunities,
- Unsupervised isolation,
- "Time out" procedures.
- Yelling (unless there is an immediate threat to the child’s safety or the safety of other children).

**Environmental Health**

SFCC’s Plant Operations and Management Department (POM) has assessed the Santa Fe Community College campus and its buildings (including Kids Campus) and certified them to be free of lead, asbestos, radiation, fiberglass, and radon.

In addition, our building is routinely inspected by the college’s Office of Emergency Preparedness and Safety to ensure that chemical hazards, such as cleaning materials used for maintenance, are identified and stored properly under locked conditions out of the reach of children in our program.

POM maintains the Kids Campus facility so that it is free from harmful animals, insects, pests, and poisonous plants. Pesticides and herbicides, if used, are applied according to the manufacturer’s directions when children are not in the facility and in a manner, which prevents skin contact, inhalation, and other exposure to children. Our program uses the techniques known as Integrated Pest Management (IPM) to ensure that the least hazardous means are used to control unwanted vegetation and pests.

POM and Campus Safety work together to ensure the ongoing safety of our outdoor play areas. Plant Operations and Management maintains equipment and all indoor and outdoor areas when requested.

**Nutrition & Food**

Kids Campus participates in the Child and Adult Care Food Program sponsored by the United States Department of Agriculture. Our cooks prepare balanced meals which include vegetables, fruits, dairy products, whole grains and protein-rich food. Menus for all meals are monitored for their nutritional value. Weekly menus are posted at the front desk and in each classroom; if there is a change in the menu, the change is documented in the same places. Menus are kept on file for review and copies can be provided to parents if desired.

The Child and Adult Care Food Program encourages the practice of family-style dining which includes children setting the table, serving themselves, and helping with clean-up after each meal. As Teachers and children sit together during snack and meal times, staff will encourage your child to try a variety of foods while enjoying the opportunity to talk and make the meal a pleasant social experience. Teachers also implement regular nutrition education experiences by helping children prepare their own snacks.

- Outside food and drink are not permitted in the center unless they are following doctors’ orders with written documentation.
- All foods and milk brought from home are labeled with the child’s name and date.
- Kids Campus staff discards foods with expired dates.
- For all infants and for children with disabilities who have special feeding needs, Kids Campus teachers keep a daily record documenting the type and quantity of food an infant/toddler consumes and provide families with that information.
- Foods such as hotdogs, nuts, popcorn, whole grapes, hard pretzels, peanut butter, chunks of raw carrots, raw peas and meat larger than can be swallowed whole are not offered to children younger than 4 years of age.
- Staff cuts food into pieces no larger than ¼ inch square for infants and ½ inch square for toddlers/twos to ensure that each child can chew and swallow with ease.

**If your child is vegetarian, please indicate, in writing, if all meats and animal products must be restricted.**

**Food Allergy**

If your child has a food allergy and/or special nutrition needs, you will be asked to fill out a Diet Restriction Form for meals that describes your child’s individualized care plan. This form must be prepared in consultation with, and signed by your health care provider.

Parents must also give consent to post information about a child’s food allergy in food preparation areas and in areas used by the child. This allows all Kids Campus staff to protect children from the problem food.

**Milk or Milk Substitutions**

Our program serves whole milk for children twelve (12) to twenty-four (24) months and 1% milk for children twenty-four (24) months and older. Milk is routinely served for breakfast and lunch and occasionally at afternoon snack. Parents may request (and provide) soy milk as a substitute for regular whole or 1% milk. Parents who prefer to serve their children organic milk are welcome to provide the milk. Kids Campus staff will label with the child’s name, date, store and serve at the appropriate meals.

Unless parents have completed a Diet Restriction Form (including documentation from a health-care provider) or provided a milk substitute, Kids Campus staff will not restrict milk consumption during meal times.

**Infant Nutrition**

We purchase infant cereal and iron-fortified formula or iron-fortified soy formula for infants younger than twelve (12) months. Parents of infants must complete the proper Child and Adult Care Food Program form to either accept or decline the above cereal and formula options. Staff will work with families to ensure that the food being given is based on their infants’ individual nutritional needs and developmental stage.

**Please Note:**

- Bottle feedings cannot contain solid foods unless a health care provider gives a medical reason and written instructions.
- After one hour, Kids Campus staff will discard formula or human milk that is served but not completely consumed.
- Human milk or formula will be warmed in water that is no more than 120 degrees for a maximum time of 5 minutes.
- Formula and infant food (other than breast milk) brought from home must come to Kids Campus in factory-sealed containers (e.g., ready-to-feed powder or concentrate formulas and baby food jars).
- We do not offer solid foods and fruit juices to infants younger than six months, unless it is recommended by the child’s health care provider and approved by the child’s family.
We do not warm infant formula, milk, or food in a microwave.

Infants unable to sit are held for bottle-feeding. All others sit or are held while being fed. Teachers will not allow children to carry bottles, sippy cups, or regular cups with them as they walk or crawl, nor will they prop or place a bottle or sippy cup in a crib or cot with your infant. Children will be offered fluids from a cup as soon as the families and Teachers decide together that their child is developmentally ready to drink from an open cup.

**Breastfeeding**

Our program supports breast-feeding by accepting, storing, and serving expressed human milk for feedings. We also provide a lactation room that all families are welcome to use for feedings or to pump if needed. Parents must provide their child’s breast milk in ready-to-feed, sanitary containers that are labeled with the infant's name and the date. We store breast milk in the refrigerator for no longer than 48 hours (or no more than 24 hours if the expressed milk has been previously frozen). Teachers and staff will not shake, but will gently mix the milk before feeding to preserve special infection-fighting and nutritional components of breast milk. You are welcome to come in to the classroom throughout the day in order to provide feedings if this is convenient for you.

**Health Assessments**

We require that all children enrolling in our program receive a complete Child Health Assessment within six (6) weeks of their contract start date and maintain up-to-date health records including routine screenings and immunizations. Failure to obtain a Child Health Assessment within six (6 weeks) of entry may result in disenrollment.

Parents may bring a copy of the health assessment for your child’s file, if your child has completed a Child Health Assessment within six months of his/her start date.

If your child is overdue for any routine health services (Child Health Assessment or immunizations), we require that parents/legal guardians provide evidence of an appointment for services as a condition of continued enrollment. Child Health Assessments, current immunization record, or evidence of an appointment may be faxed to the Center. Our fax number is (505) 428-1129.

**Immunization Records**

Kids Campus requires that all children enrolling in our program be immunized according to the schedule recommended and published by the American Academy of Pediatrics, the Centers for Disease Control and the Academy of Family Practice.

All children must have a copy of their current immunization record on file and/or provide alternative documentation **before they can begin in Kids Campus**.

If your child is not immunized, you must provide New Mexico Health Department Certificate of Exemption verification so your child can attend our program. The Certificate of Exemption is valid for nine (9) months. Staff will inform parents if a vaccine-preventable disease occurs in the program. Should this occur, children who are not immunized will not be allowed to attend Kids Campus until all cases of the vaccine-preventable disease have subsided.

**Please Note:** Children’s health records (Health Assessments and Immunizations) are monitored and maintained via an electronic database system. Parents will be asked to **update the above information to maintain current status.**

What we need for your child’s health care records:
• Current emergency contact information (updated each semester at enrollment);
• Current information about any health insurance coverage required for treatment in an emergency;
• Names of individuals authorized by the family to have access to the child’s health information;
• Results of health examinations, up-to-date immunization records, screening tests and their results, and any follow up results that are needed;
• Instructions for any special health needs such as allergies or chronic illness;
• Supporting evidence/documentation from a licensed health professional for cases in which a child is under immunized due to a medical condition or religious beliefs.

In accordance with the American Academy of Pediatrics recommendation, Kids Campus does NOT accept children under two years of age who are not immunized according to the schedule recommended by the American Academy of Pediatrics. Certificates of Exemption will not be accepted until two years of age, no exceptions.

Special Care Plan
If your child has a special health need such as allergies or chronic illness (e.g., asthma, hearing or vision impairments, feeding needs, neuromuscular conditions, urinary or other ongoing health problems, seizures, diabetes), we ask that families complete a Special Care Plan Form to ensure that Kids Campus knows how to care for your child routinely and to understand signs and symptoms of allergy and/or illness.

Illness and Communicable Diseases
Often, children may ask to come to school even though they are ill. Although your child may be disappointed and you are understandably inconvenienced, please keep your child at home if she has observable signs of illness.

Kids Campus follows the American Academy of Pediatrics criteria for excluding an ill or infected child from an early childhood center. Kids Campus staff will not allow children to attend or remain in school if they exhibit the following symptoms:

A. The illness prevents the child from participating comfortably in classroom activities.
B. The illness results in greater need for care than staff can provide without compromising the health and safety of other children.
C. The child exhibits symptoms of a communicable illness:

1. A temperature of 100.4 degrees; child must be free of fever for 24 hours and released by a health care provider before returning (as per CYFD regulations),
2. Pronounced lethargy, uncontrolled coughing, persistent irritability and/or crying,
3. Wheezing,
4. Difficult breathing,
5. Uncontrolled diarrhea unrelated to diet; child may return to our program 24 hours after diarrhea has ended or with a medical release from health provider,
6. Upset stomach or vomiting; child may return 24 hours after last incidence of vomiting or with medical release from health provider,
7. Mouth sores with drooling; child may return when health provider determines illness is not infectious,
8. Rash with fever or behavior change; child may return when health provider determines these symptoms do not indicate contagious illness,
9. Inconsolable; child exhibits inconsolable behavior despite staff attempts to comfort
or provide relief,
10. Purulent conjunctivitis (with white or yellow discharge); child may return with a medical release 24 hours after treatment has started,
11. Scabies or head lice; child may return with a medical release 24 hours after treatment has started,
12. Impetigo; child may return with a medical release 24 hours after treatment has started,
13. Strep throat; child may return with a medical release 24 hours after treatment has started and child is without fever for 24 hours,
14. Chicken pox (varicella-zoster); child may return with a medical release after all sores have dried and crusted (6 days).
15. Pertussis which laboratory confirmed, or suspected based on the illness; child may return with a medical release after 5 days of appropriate treatment,
16. Mumps; child may return 9 days after the onset of parotid gland swelling with the appropriate medical documentation,
17. Rubella (Measles); child may return 6 days after the onset of rash with the appropriate medical documentation,

*Medicating your child to address or mask symptoms may result in the child being sent home for the day.

Teachers will complete a Child Illness Form to describe symptoms and document the time when observable signs of illness first appear. Children are sent home with the approval of the Director.

We expect that you will make every effort to pick up your child no later than one (1) hour after being called.

If we are unable to reach you, individuals listed on your Emergency Contact list will be called to pick up your child. While your child is waiting for you to arrive, Teachers will provide space and supervision away from other children.

Please notify us immediately if your child has a contagious illness (i.e. chicken pox, measles, strep throat, etc.). In the event of an unusual level or type of communicable disease, families will be notified verbally and in writing about symptoms, mode of transmission, period of communicability and preventive efforts implemented in Kids Campus and recommended control measures for home.

Notification of communicable illness will be posted near the classroom door and at the front desk.

In some cases, we are required to report diseases to state health officials (e.g. measles, whooping cough).

If you have a Certificate of Exemption from the New Mexico Health Department on file for your child, your child will be sent home immediately if a vaccine-preventable illness occurs in Kids Campus.

Medication Administration
Kids Campus staff members do not administer medication except for emergency circumstances i.e. EpiPens, etc. Parents must make arrangements to come and give their child any needed medication if it is required during the school day.

Emergency medication brought to our center:
- Must have an accompanying prescription.
- In the original prescription container,
- Must be labeled with a child’s first and last name,
- Has the date when the prescription was filled,
- Has the name and phone number of the licensed health care provider and the expiration date,
- Provides clear instructions on how to administer and store,
- Must be taken home at the end of each day.

**Topical Medication**
Please note that we also ask parents to complete an authorization form for Kids Campus staff to administer topical creams such as sunscreen, lotion, and diaper cream. The *Cream Application* form is in your registration packet.

**Sunscreen/Sun Block**
We ask that parents apply sunscreen or sunblock on their child as part of their drop-off routine. Kids Campus staff will ask you to verify that you have applied sunscreen on the Daily Log/Attendance sheet in the classroom.

Children have opportunities to play in the shade. When they are in the sun, they wear appropriate protective clothing, sunscreen, or both. Kids Campus will re-apply as necessary with parent’s permission, unless there is a written documentation from a healthcare provider not to do so. Parents of infants under 6 months of age must provide authorization from a medical provider to apply sunscreen. Sunscreen/sun block must have UVA and UVB protection of at least SPF 30 or higher. Families are required to provide their child’s sunscreen. If a child has run out of sunscreen, Kids Campus staff will temporarily use the classroom supply to protect the child’s skin.

**Diapers and Diapering**
For children who wear diapers, Kids Campus asks families to provide:

- Commercially available disposable diapers or pull-ups,
- Cloth diapers
  - Cloth diapers with an absorbent inner lining that is completely contained within a waterproof outer covering,
  - The outer covering must prevent the escape of feces and urine.
  - Both the diaper and outer covering are changed as a unit.

Cloth diapers and clothing that are soiled by urine and/or feces are immediately placed in a plastic bag and sent home that day to be laundered.

Staff change children’s diapers or soiled underwear only in the bathroom/changing area, which is separated by a wall/door from the rest of the classroom.

Kids Campus staff will change children’s diapers as often as needed and/or when there is an indication that a diaper contains feces or urine. Children’s diapers will be checked for signs of feces or wetness:

- At least every two hours
- Before children begin their rest time
- When children awaken from sleep
Staff members have one hand on the children they are changing at all times when they are being changed on an elevated surface.

**Toilet Training**
Toilet training is a mutual task requiring cooperation, agreement, and understanding between child and the caregiver, and the best potty training techniques emphasize consistency and positive reinforcement over punishment – making it enjoyable for the child - and fostering self-confidence. Research suggests that it is best to toilet train a child when he/she is at least 18 months old, however, the child must be ready physically, cognitively, and emotionally. The Teachers will help your child with this important milestone.

**Hand Washing**
Hand washing is required by all staff, volunteers, observers, and children frequently throughout the day to prevent the spread of communicable illness. Teachers incorporate developmentally appropriate information about personal hygiene and teach proper hand washing on a daily basis. Children who are able wash their own hands under the supervision of Kids Campus staff. Teachers will assist children who are not developmentally able to wash their own hands.

Kids Campus staff and children follow these practices in regard to hand washing:

- Wash hands upon arrival and/or initially entering the classroom,
- Wash hands before entering the kitchen,
- Before and after meals or before preparing or serving meals,
- After diapering or using the toilet,
- After communal water play,
- When returning to the classroom from outside,
- After handling pets or handling materials such as sand or dirt,
- After coming in contact with surfaces that might be contaminated by contact with animals,
- When moving from one group to another.

All staff, volunteers and adults entering a classroom must comply with Kids Campus hand washing expectations described above to help our program stay as healthy as possible.

Adults must also wash their hands:

- Before and after feeding a child,
- Before and after administering medication,
- After assisting a child with toileting,
- Before and after caring for a sick child,
- After handling bodily fluids
- After handling garbage or cleaning.

The proper hand washing procedure that must be followed includes:

1. Using liquid soap and running water,
2. Rubbing hands vigorously for at least 20 seconds (one stanza of Happy Birthday); this includes the back of hands, wrists, between fingers, under fingernails and around jewelry,
3. Drying hands with a single-use paper towel.
Staff wear gloves when contamination with blood may occur. Staff do not use hand washing sinks for bathing children or removing smeared fecal material. Sinks are sanitized before being used to prepare food.

Please note: Kids Campus does not routinely use alcohol-based hand rubs in lieu of hand washing. We may use them as a temporary measure according to the product’s recommended directions.

**Tooth Brushing**

All children one (1) and older have the opportunity to brush their teeth at least once during the day. After each feeding/meal, Teachers clean the teeth and gums of children under one (1) with a soft cloth that is used only for one child and laundered daily, or a specially designed infant tooth cleaner. Our program provides toothbrushes and fluoride toothpaste for all children.

**Minor Accidents**

All regular staff members have current First Aid (including Pediatric First Aid) and CPR. At least one staff member who has the above certification is always present with each group of children.

If your child has a minor accident such as falling and scraping a knee or elbow, Kids Campus staff will administer the proper first aid treatment and complete an Incident Report. One copy of the Incident Report will be placed in your child’s cubby and a second will be placed in your child’s file.

We notify parents immediately if there has been a head injury, including a head bump. In this situation, Teachers will apply ice and have your child checked by the Director.

**Incident Reports**

A very important part of early childhood education is the support of growth toward pro-social skills. Children must experience many conflicts in order to learn pro-social behavior. The core responsibility of Kids Campus is to keep the children safe, making addressing these conflicts a vital teaching practice. We notify parents via the Accident/Incident Report concerning events that indicate the child’s pro-social challenges. It is very important that parents discuss these with their children.

**Medical Emergency**

If your child has a serious accident or becomes seriously ill while attending our program, we stabilize the child, assess the situation and if necessary call 911. We also notify the parents/legal guardians and Campus Safety. A designated staff member will remain with your child until emergency personnel arrive. A second staff person will be sent to the front desk to await and direct emergency medical personnel.

If your child must be transported to the hospital, they will be taken to the hospital that is designated in your child’s paperwork. If parents have not arrived and medical emergency personnel determine that your child must be transported immediately to the hospital, a designated staff member will be assigned to travel with your child and wait until you arrive. The staff member will carry appropriate paperwork from your child’s file to the hospital.

**Dental Emergency**

We shall notify the parents/legal guardian if a child’s permanent tooth is chipped, fractured or knocked out. In case of a chip or fracture, Kids Campus staff will rinse the child’s mouth with...
water and apply a cold compress. We’ll make every effort to locate the broken tooth fragment. For a tooth completely removed from the socket, Kids Campus staff will attempt to find and rinse the child’s tooth in clean, cool water and place the tooth in a clean container with cold milk or water. Staff will not endeavor to replace the tooth in the socket.

**Fire Drills**
Fire drills occur at least once each month and are unannounced. They can happen anytime during the day, including meals and rest time. When the fire alarm sounds, Teaching staff and children will evacuate (staff will take a head count) to designated waiting areas. At this time, Teachers will conduct a roll call to ensure that all children are present. Frequently Kids Campus staff and children walk to a waiting area in the parking lot of Kids Campus or use the adjacent walking trail if more distance is needed. Teachers and children wait for clearance before they return to the building.

SFCC Campus Security monitors fire drill procedure for our program. If you arrive in the middle of a drill, you will not be allowed access to the facility until Campus Safety announces that the drill is complete. If you are in our building, you must exit using designated evacuation routes.

**Emergency and Disaster Preparedness**
Kids Campus follows the Emergency Response Plan developed by Santa Fe Community College. SFCC’s plan describes the response organization, and assigns responsibility for various emergency tasks and employs the protocols of the National Incident Management System.

The Center Director, Acting Center Director or administrator authorized to assume authority as outlined in SFCC’s posted chain of command will work in conjunction with SFCC officials.

**Supervision, Ratios, and Group Size**
Each group of children is assigned to teaching staff that have primary responsibility for working with that group of children. Teachers supervise all groups, Infant-Pre K, by sight and sound at all times when children are active and sleeping. Teachers aim to always supervise preschool children primarily by sight and frequently check on children who may be out of sight. Kids Campus maintains class ratios within group size during all hours of operation, including indoor and outdoor play and during field trips.

Before care and/or after may be shared occasionally among same-age groups. For example, the Preschool Teachers and Teacher Assistants assist one another to provide supervision for weekly curriculum planning and/or for staff meetings. Regardless, class size and ratios are maintained.

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<thead>
<tr>
<th>Group</th>
<th>Age Range</th>
<th>Ratio</th>
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<tr>
<td>Infants</td>
<td>8 weeks-15 Months</td>
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<tr>
<td>Toddlers</td>
<td>12-21 Months</td>
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<td>Two’s</td>
<td>21-31 Months</td>
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<td>3 Multi-Age</td>
<td>30-40 Months</td>
<td>1:9</td>
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<td>Pre K</td>
<td>3½-5 year-olds</td>
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Security at Kids Campus
In order to maintain a safe and secure environment for your child, the entrance to the Center is limited and monitored at all times via security camera. All doors except the front entrance are permanently locked to the outside and checked throughout the day.

All classroom doors (interior and exterior) shall remain locked. Egress will not be impeded from the classrooms in accordance with fire code. The interior doors will be left ajar (open) for access 7:30-9:00am, 2:15-2:35pm, 3:15-3:35pm, 4:15-4:35pm, and 5:00-5:30pm. This will provide a more substantial means of securing the room in an emergency. Whenever children are in the classroom, there is a teacher present the teacher will close and open the locked door to monitor access. Several Staff members have keys, and there will be additional keys issued to Teachers.

The exterior doors leading to the playgrounds will also remain locked unless the children are actively using the playground. Security personnel patrol Kids Campus, so you will see security officers here frequently. Please also be aware that there are multiple security camera’s at the entrance to Kids Campus. Children have opportunities to practice safety procedures through monthly fire drill evacuations. Teachers and children practice safety when going on field trips to main campus by being escorted by campus security to cross the street. Teachers arrange visits with our security staff to come into the classroom to discuss safety practices with the children.

If you are a law enforcement officer, please provide the front desk with your badge number and check in your firearm before going to a classroom. **Firearms are not permitted in classroom areas,**

**Reporting Suspected Child Abuse or Neglect**
The Kids Campus staff is mandated by law to make a report within 24 hours when there is reason to suspect that a child has suffered physical, mental, emotional, sexual abuse, or neglect because of physical marks or inexplicable behavior. It is not necessary for staff to be sure abuse has occurred. It is not our responsibility or intention to offer interpretation or explanation of our observation. Staff members are trained to recognize the signs of abuse and neglect. If in the staff’s professional judgment, abuse or neglect is suspected, it will be reported, as required by law. The report will be made to the New Mexico Human Services Department, Social Services Division Office. The phone number is 1-800-797-3260.

**Delay and/or Campus Closure- PLEASE SIGN UP FOR SFCC ALERT SYSTEM**
(http://sfccemergencyalert.notifyall.com/subscribe.php)

In case of hazardous weather conditions, Kids Campus will follow the delay and/or closure schedule in conjunction with the rest of Santa Fe Community College. If the College is on a 2-hour delay, our program will open at 9:30. Parents should arrive no later than 10:00. **No breakfast will be served.**

Should SFCC close, Kids Campus will also close. In the event of a delay and/or closure, Kids Campus administrative staff will update campus information beginning at 6:00 a.m. through the voice mail messaging system on the reception desk phone. Parents may call the reception desk (428-1354) for updates.

If Santa Fe Community College closes after children have already arrived, our program will close and not accept any more children. Parents of children present at the time of closure will be notified and asked to pick up their child as soon as possible. If we cannot reach you, individuals from your
Emergency contact list will be called to pick up your child. Kids Campus will officially close after the last child is picked up.

Emergency updates are also provided on the college’s Web site, through official SFCC email accounts and posted on the Weather Watch Line at 428-1716. Information is also available on the following radio stations: KBAC 98.1 FM, KSWV 810 AM, KVSF 1400 AM, KBOM 94.7 FM, or KSFR 101.1 FM. TV channels 4, 7 and 13 also broadcast delays cancellations, and/or closures. SFCC offers a voluntary text messaging system for registered mobile phone users. SFCC will automatically send a text message in the event of school delay, closure, and/or emergency.

**Tuition Payments**

*Tuition payments are due prior to service.* Tuition charges begin the first day of transition week. Tuition, fees and before/after care charges are contractual.

All payments must be made through the Cashier’s Office on SFCC main campus.

Families will be charged by the 1st of every month. There will be a $30 fee for late payments occurring after the 10th of the month. If you do not make arrangements with the Santa Fe Community College Business Office by the 10th of the month, your child will be dropped and his or her slot will be given to another student on the waiting list. This includes CYFD co-payments.

CYFD requires a contract (Placement Agreement) from each family. Families under a CYFD Placement Agreement are responsible for paying the co-payment, fees, before and/or aftercare costs beyond what the CYFD Placement Agreement covers.

If co-pay is not received by the 10th day of the month, CYFD will be notified of non-payment. CYFD policy is to hold the contract until payment is made and advise the center to dis-enroll the child. Following this action, the family will no longer be permitted to attend Kids Campus and will have to find services for the child through a different agency or center.

The only month that will be pro-rated will be the month that you register and your childcare starts. It will be pro-rated by your child’s start day.

Kids Campus must be given 30 days’ notice in order to stop charges. If your child is just pulled out or does not show up you will be charged for the remaining 30 days.

The tuition is based on the number of days we are open throughout the year. Therefore, each month of tuition will be the same amount regardless of the number of days in the month, holiday closures, or vacations. **Kids Campus does not give credit for family vacations or child absences.**

**SFCC Faculty, Students and Staff Discounts:**

10% tuition discount for SFCC faculty, staff and students who are parents or legal guardians; must be degree seeking with a valid class schedule of 6 or more credits per semester; must be self-paying to qualify. Discount cannot be doubled if applicant is a member of more than one part of the college community. Discount does not apply to applicants who receive support from NM Children, Youth and Families Department.
Additional Information

- Out-of-contract requests for before-care must be made one day in advance.
- Requests for aftercare should be made one day in advance and in no later than 12:00pm the day after care is needed. Same-day requests are subject to availability and will be charged at a rate of $7.00 per hour.
- For SFCC students, all outstanding balances must be paid by the end of the current semester. Children will be unable to re-enroll for the following semester (sign a contract) if there is any delinquency on the SFCC account. This includes co-pay balances on CYFD contracts.

If your child is placed on the Kids Campus wait list and you have a remaining balance with SFCC, your child will be removed from the waitlist and you may submit a new application after the balance is paid in full.

Payment Methods:
- In person
- By phone (credit card only)

Payment Options:
- Cash
- Check
- Credit/debit card
- Third-party sponsorship

Cashier (428-1211) hours are: Monday through Friday, 8:00a.m. to 5:30 p.m.

Resource Section Includes:

1. 2017 Recommended Immunization Schedule for ages Birth – 6
2. Vaccine Descriptions
3. SCFF Emergency Procedures
4. SFCC Campus Map
5. 2017 – 2018 Kids Campus Calendar