

SPIN EARLY CHILDHOOD CARE AND EDUCATION CENTER

PARENT POLICY AND PROCEDURE HANDBOOK



Physical address : 1333 Elm Ave. Cañon City, CO. 81212
Mailing address: PO Box 2080, Cañon City, CO. 81212
Phone: 719-275-0550

Another Quality Program brought to you by

starpoint
partnering with
individuals, families and the community
enriching lives....realizing dreams



What we believe in:

We believe that children learn through play with the availability of materials, peers, and caring adults. Through this they can develop cognitive, social-emotional and physical growth. In this type of learning environment, children will use language, make decisions, make choices, work through conflicts, and express their creativity and imagination. We believe self-esteem reflects on the choices children make, and benefits them during their first learning experience.

Program Goals

- To base our program on accepted theories of child development
- To provide in our program individualizing for all children
- To respect family culture and beliefs and to encourage parents to participate in our program
- To provide a physical environment that is safe, healthy and equipped with appropriate materials and supplies
- To have children select materials that are interesting and meaningful for them
- To have adults who have respect for children and interact with them in caring ways
- To have staff that understands and has training in developmentally appropriate practices and child development

Discipline:

At SPIN we do not use any demeaning or punitive punishment. We believe that using positive re-direction and offering acceptable choices consistently can correct the un-wanted behavior. If behavior persists, then a plan will be implemented with the parents help.

Arrival and Departure:

We love working with your children, however we also need to have a reliable schedule for arrival and departure. Routines are important for your child and our staff because it helps us to prepare appropriately for the day. We ask if you are going to be early, please let us know the day before so we can make arrangements. We also understand things happen, and you may be late picking up your child, so we ask that you notify us as soon as you can so we can make arrangements. If your child is still here at the close of the day, and staff are unable to contact you or the other emergency contacts for your child; staff are required to contact the Department of Human Services for adult supervision. Please see our new policy on "Late Pickup" and "Late Charges".

Attendance:

Children who attend on a regular basis benefit from the daily routine and programs we offer. If your child has not attended for a two week period, we will give you notice and you may lose your slot. However, we understand if your child is sick, that this may take some time and we will hold your slot only if we have been notified of the situation. Please call us as soon as you know if your child will not be attending childcare.

Ages of Children we serve

SPIN will serve children from 6 weeks of age to 12 years of age.

Procedure for caring for a child who arrives late to the center and their class/group is away from the center on a field trip or excursion:

In the event that a child comes late to the center and their class has left for a fieldtrip or excursion, the parent has the choice of driving the child to the event and signing him/her in with the staff in charge. Cell phones are used on all fieldtrips and the parent can call ahead to make arrangements.

If the parent is unable to meet with the group the child will be assigned to the childcare group on site until the class returns from their trip.

Health and Safety:

As the Colorado State Law requires, each year parents must provide us with a physical report from your doctor and a copy of your child's immunization record. This must be provided to us within 30 days of your child's enrollment. If you do not, your child might have to leave the program, so we stay in compliance of the law.

Reasons to have your child stay home: If within 24 hours your child had the following: fever, diarrhea, vomiting, communicable disease, heavy green nasal discharge, or has been on antibiotics for less than 24 hours. Should your child become ill while in our care we will contact you or those you have provided us information as being able to pick up your child and the 24 hour free of the above mentioned will apply before your child can return. This policy helps to keep germs from spreading. It is important your emergency contact sheets are up to date. In case of an accident or injury we will try to contact the parent first, if we cannot contact you, we will contact the physician, and if necessary, EMS.

Medication:

Colorado State Law requires that:

1. The dispensing or application of medication shall be provided only on written order or prescription from a physician to the child's parents or guardian, or to the childcare with knowledge and written consent of the parents or guardian.
2. Medication prescribed of an individual child shall be kept in the original container bearing the original pharmacy label showing the prescription number, name of the medication, the date filled, physician's name, child's name and the dosage directions.
3. Providing dietary supplements or making variations to diet shall be carried out only on written order from physician to the child's parents or guardian or to the childcare with written consent of the parents or guardian.
4. If medication is an on going treatment, please call us so we can contact our Registered Nurse. She will either help us with a Health Care Plan, training and delegation of administration and/ or assist in the dispensing of medications.

All medications will be locked in a lock box and out of the reach of children. We will have a refrigerator lock box for medications that need it. All creams, toothpastes, lotions, sunscreens, and ect. will also be kept in a lock box.

Child Abuse:

Everyone plays the part of protecting a child. It is the law we must report child abuse. The procedure is to contact the Department of Human Services. If your child has an ailment that might be considered to be alarming in this area please have your doctor notify us with written documentation.

Childcare Closure:

We will be closed on all major holiday's (Christmas Day, New Years Day, 4th of July etc.). We will give you written notice of when these holidays will be observed. You will receive a yearly calendar in June that lists days of the year the center will be closed, and when preschool is closed.

News Letters:

Teachers are responsible to provide parents with a monthly newsletter. This information shares what they will be doing in the month. Please watch for special events, snack calendars and notes.

Snow Days:

In the event of RE-1 school closing or delay due to bad weather, SPIN will also cancel or delay preschool classes. We will offer childcare for our families.

In the event of extreme adverse weather conditions childcare can close. Listen to 1400 KRLN. The utmost effort will be made to contact families in this rare case.

We do take into consideration that parents need childcare, but if the roads are too bad and we close early, we may ask you to come and pick up your child.

In the mornings if the roads are too bad we might delay the opening of the center; in this case, please listen to 1400 KRLN on your radio or call Lisa Bilger at 369-1485 to get an update on childcare availability.

Recommended Clothing:

To assist your child in a comfortable setting, we ask that you dress your child appropriate for the weather. Also, in the event that your child gets messy and gooey, we would hate for your child to ruin their favorite clothing, so please dress them in "play" clothes. Historically, our weather changes rapidly, we ask that you send in a jacket, mittens, hat, and boots on cold days. In warmer weather, please send in a change of cooler clothes, sunscreen and a sun hat. Please label all of your child's clothes with their name, as this lessens the chance of them getting lost.

Snacks and Meals:

We will serve a healthy breakfast snack (Childcare and AM preschool), lunch is a healthy sack lunch provided by parent, afternoon snack (PM preschool and childcare). Our menus will be posted in the rooms and attached to our monthly newsletter.

Birthdays and Holidays:

What a happy time for us all. We celebrate birthdays at snack time, and you are welcome to bring in a snack for that day if you would like. Remember to be creative and healthy. We try to involve family ideas in the holidays that you believe in, so please bring us your ideas and beliefs so we can plan for these exciting days.

Center Hours:

We will be open from 6:30 A.M. until 6:00 P.M., Monday through Friday with the exception of holidays like Christmas, New Years Day, 4th of July etc. or unexpected closures. We will notify you when we will be closed or will be closing early.

Outside Time:

It is our policy to go outside everyday. In the case that the weather is too extreme, we will have the opportunity to use the large motor area in the classroom. Extreme weather consists of temperatures above 100 degrees or temperatures below 32 degrees, if it is snowing heavily, raining, or too windy. Please have extra clothes for your child for these times.

Knowing where Children are:

At our childcare center we will never leave a child unattended. We follow the best practices for ratios in the classrooms. We will post the ratios on the classroom doors indicating how many children are present at the time. If there are any questions, please refer to our lost child plan posted in the room.

Special Activities:

We will hold family nights at our center, or we will make plans to meet at a certain location. The safety of our children is important, so we will not transport the children to other locations. We love to have the children involved in new experiences, so we will have “guests” come to us. Parents volunteering to read stories, story tellers from the library, etc., we will inform you before hand if any special activities will be scheduled.

Emergency List:

It is very important that you know whom you are putting on the emergency list. In the case that we cannot get a hold of you, we will contact the next person on the list. We will not let a child go to someone who is not on the emergency list that you have provided for us. If someone comes to pick up the child, and they are not on the list, we will call you and let you know the child can not go with that person. In the case that you do not want the other parent or guardian to pick the child up, we will need a restraining order from the courts. If the other parent with the restraining order becomes violent, we will let them take the child, get the license plate number and call 911 immediately. It is our policy not to endanger the safety of our staff.

Personal Belongings:

Each child will have their own cubby for their coats, pictures, newsletters, etc. All diaper bags will be put in a locked cabinet under the changing table. Please mark your children’s clothes and diaper bags with their names. Please do not put any personal items for your child in plastic bags as they are a safety hazard. We also ask that you keep money, toys, and other special things home. We will not be held responsible for lost items.

Diapering and Toilet Training:

You will be responsible for your child’s diapers, pull ups, wipes, and underwear. We will support you during potty training if the child is over 18 months of age. We will give you literature on the subject of potty training to help you and your child. We believe that every child is different and will reach this goal in their own time. Food will not be used as a reward, and there will be no punishment for this act. If your child is still in diapers or pull ups, they will be changed at least every 2 hours regardless if they are wet or dry, they will also be changed on demand.

Withdrawing Your Child:

If for some reason you wish to leave our center, we require 2 weeks notice before withdrawing. If for some reason you do not give the 2 week notice, you will still be charged for the 2 weeks of childcare service.

Policy on Late Pick-Up of Children from the Program:

Philosophy: It is very important to SPIN at Penrose, that the staff have time to clean their rooms and get home to be with their families. We need to do cleaning when children are not in our classrooms for safety reasons.

Policy: We will charge \$5.00 for every ½ hour you are late picking up your child after your scheduled pick-up time. This is payable at time of pick-up, unless other arrangements have been made. Children that are left beyond a ½ hour after staff are due to go home (6:30 P.M), will be released to the Department of Human Service's custody if no one has been reached on the emergency contact sheets.

All children are scheduled to be picked up by 5:45 P.M., unless other arrangements have been made with staff or supervisor.

How to Negotiate a Problem

1. If you come across a problem, first ask your child's teacher for help.
2. If this does not help you, please speak to Lisa Bilger, Director 275-0550 ext 218
3. If it is about billing and/or payments, please speak to Lisa Bilger, Director
4. If it is concerning Preschool with wrap around childcare, you can speak to Lisa Bilger, Director
5. If nothing has been resolved, you can speak to Diane Trujillo, Program Coordinator, 275-0550 ext. 215.

During anytime of the problem solving procedure, you may skip a step and go to the next person in charge if the concern involves that person. If not, you might be referred back directly to that person in charge of that particular item. We know it is difficult to have different individuals to go to but this makes them more of an expert in their area. At anytime you have questions please call Diane Trujillo at 275 0550 ext. 215 and she will refer you to where you need to go.

- If you have concerns about the facility that cannot be resolved comfortably with the director or caregiver, you may want to file a complaint with the Colorado Department of Human Services, Division of Child Care. Call (303) 866-5958 or 1-800-799-5876.
- If you suspect that child abuse or neglect has occurred at the facility, contact your local department of social services or local law enforcement agency immediately.

Division of Child Care
Colorado Department of Human Services
1575 Sherman St., 1st Floor
Denver, CO 80203-1714
(303) 866-5958 or 1-800-799-5876

Termination of a Child from the Program

1. A child can be terminated from the program if payment is past due by a month. You will receive one late notice by the 15th of the month. If payment or arrangements have not been made, your child's slot will be filled with a child from the waiting list.
2. If you intend to enroll, and have completed your child's information. You must provide a copy of immunizations **before** your child can begin SPIN, also you have **30 days** after enrollment to provide a **medical examination** from a doctor for your child. In addition you have two weeks to show for the slot, or another child will fill the slot. If you have pre-paid for that slot, it will not be filled until two weeks after non-payment.
3. A letter will be sent if your child has not been attending for two weeks, and no phone contacts have been made. You have 10 days to respond to the letter, or your child's slot will be filled.
4. A parent may choose to terminate from our program at anytime. We do ask for a two week notice.
5. If a parent or caregiver gets verbally abusive with any staff member, the parent will be notified that it is unacceptable and if it occurs a second time, they will be asked to make other arrangements for childcare.

Service Offered for Special needs children in compliance with the American disabilities Act

Children with special needs in Fremont County are served in "Natural Environments". For infants and toddlers this is frequently in their homes. However, some parents of children in early intervention request that therapy services be provided while the children are in Center-based care. For children 3 to 5 years of age therapy services are most often provided in Early Childhood Education Centers. All services are provided by licensed therapy staff and are in compliance with IDEA and the Colorado State Special Education mandates and the local school districts. Services are fully inclusive with the therapists working in the child's classroom. Regularly scheduled consultation occurs between the therapist and the classroom staff and the therapists are available for informal consultations upon request. The classroom staff and therapists work together to plan for and determine child outcomes throughout the school year.

Procedures for emergencies:

Evacuation off Site

When the evacuation is announced, proceed to the nearest free exit as indicated on the Posted Floor Plans.. DO NOT run, push or shove others, or attempt to take any personal belongings with you. Walk directly to the nearest free exit without stopping. Emergency contact sheets and sign in /out sheets must be taken with each classroom.

Continue walking in a calm and orderly fashion through the designated exit to the main parking lot and wait quietly on the sidewalks until the **ALL CLEAR** is given before returning to the building.

STAFF ON DUTY will be responsible for securing the building including any or all of the following;

1. Calling 911 to report the emergency

2. Assisting all the children to the proper exit (preschool teacher and aides)
3. Checking classrooms to insure that they are vacated. (preschool teacher and aides)
4. Assisting children to the waiting area near the main parking lot.
5. Staying with the children until the **evacuation to the Fire Station** begins.

When all children and staff are accounted for then each group will be escorted by assigned staff to the Fire Station located in front of SPIN. Classroom roll call will be taken upon arrival at the Fire Station. Once everyone has arrived at the Fire Station; each classroom teacher will take roll call of their children. Supervisors in charge will gather children's contact information and begin calling parents to make them aware of the situation.

LOST CHILD PLAN

1. Count the number of children in the room and compare to the sign in and out sheets.
2. Secure existing children with staff or support staff.
3. Check the area
4. Secure the area immediately
5. Report to the supervisor and the supervisor will notify the parent and call 911, designated staff will continue looking for the child.

Evacuation Procedure (For a Fire)

When the bell sounds, proceed to the nearest free exit as indicated on the Posted Floor Plans. Be sure to push all chairs under the table so that aisle ways are clear. **DO NOT** run, push or shove others, or attempt to take any personal belongings with you. Walk directly to the nearest free exit with out stopping.

Continue walking in a calm and orderly fashion through the designated exit to the main parking lot and wait quietly on the sidewalks until the **ALL CLEAR** is given before returning to the building.

STAFF ON DUTY will be responsible for securing the building including any or all of the following;

1. Calling the fire Department at 911 to report the fire.
2. Assisting all the children to the proper exit (preschool teacher and aides)
3. Checking classrooms to insure that they are vacated. (preschool teacher and aides)
4. Assisting children to the waiting area near the main parking lot.
5. Shutting all doors and windows if permissible.

6. Attempting to contain small fires with one of the fire extinguishers on the premises.
(preschool teachers or aide)
7. Staying with the children until the **ALL CLEAR** signal has been given.

Evacuation Procedure (For a Tornado)

When adult alerts staff of a tornado, proceed to the middle hallway. Be sure to clear all furniture out of the way. DO NOT RUN, push or shove others or attempt to gather personal belongings.

The children will kneel on the floor in the middle of the hallway and place their heads on the floor, covering their heads with their arms. All staff and children will wait there until the **ALL CLEAR** signal has been given.

Staff on duty will be responsible for the safety of all persons in the building by doing the following:

1. Assisting the children and adults into the hallway.
2. Turning on a portable radio for further instructions and messages.
3. Checking classrooms to insure that they are vacated.
4. Staying with the children until the **ALL CLEAR** signal has been given.
5. One staff member will then notify the main office of the incident and report any problems.
6. Staff will call 911 if any problems or damage occurs.

Parent Information Page

Enrollment forms: an enrollment packet will be given to you for each child included with the packet are the following forms listed below. Completion of the enrollment packet is necessary before a child starts at our center.

Immunizations: Due to licensing regulations, immunizations must be turned into SPIN **before the child starts.**

Medical Form: Must be filled out by a doctor and returned to SPIN within 30 days of the enrollment date.

Emergency Medical Numbers/Release Form: This page is required to be filled out in case of an emergency so that staff will be able to contact the appropriate person(s) for the child and/or contact the appropriate dentist/doctor/facility if needed.

Release of Child from School Form: Specific authorization must be given in writing for the release of the child to anyone other than a parent or guardian.

Sunscreen Permission/Insect Repellent Form: Outdoor play is provided for children at SPIN at Penrose ECE, and we need to know if the sunscreen/repellent we provide is okay for us to use on your child, or if you would like to provide your own.

Permission Slips: Gives or denies permission for SPIN, Starpoint, Project ECHO, Early Childhood Connections, and/or the Canon City Schools to use photographs or video footage of named child for newspapers, brochures, ect. These are used for promotional and educational purposes. It also gives or denies permission for local field trips, educational videos/children's "G" rated films.

Outcomes Information Permission Slips: We participate in DECA and Work Sampling (there in no testing of the child), in conjunction with the school readiness program. We conduct daily observations that are compiled into a community list of results, in which we have to turn in the child's name and date of birth; however the results will not be compiled with the child's name showing.

Background Information: This form is used to provide the best care possible for the child. It contains helpful background information so that SPIN may assist and encourage all different stages of childhood development, as well as to get to know your child better.

Food Program/IEF Form: This must be filled out, no matter what the income status is.

Parent Policy Handbook Sheet: This sheet is to be signed off and dated by the parent/guardian when the Parent Policy Handbook has been read and understood, and all of the above policies have been signed and returned. All signatures are good for **one year**, in which at that time must be **resigned** and **dated** in the child's folder.

Procedure for dealing with individuals not authorized by the parent or guardian:

We will not let a child go to someone who is not on the emergency list that parents/guardians have provided for us.

If someone comes to pick up the child, and they are not on the list, call the parent and let them know the child can not go with that person or that the person is requesting to take the child.

Staff members may call a supervisor at any time they feel they need support during the situation.

In the case that a parent does not want the other parent or guardian to pick the child up, we will need a restraining order from the courts.

If the other parent with the restraining order becomes violent, we will let them take the child, get the license plate number and call 911 immediately. It is our policy not to endanger the safety of our staff.

Parents and Families can help by:

Parents are always welcome to volunteer in their child's room. Your teacher can give you more information on how you can help. You are welcome to observe the room and do activities both at school and at home. Parent/Teacher conferences will be held twice a year so you can discuss any concerns or comments with your teacher. Any time you have questions, you can make arrangements to talk with your teacher. Checklists may be used to see how your child is progressing throughout

the year. We also keep individual notes on your child and the progress they are making. In addition, all projects your child brings home are additional ways of evaluating their growth.

Parent Involvement Statement

At SPIN Early Childhood Care and Education Center we always welcome parent input and involvement in the classrooms. We just ask, for licensing reasons, that if you choose to volunteer in the classroom for more than seven days in a row, that we have you fingerprinted, CBI checked and have a brief orientation. The center will pay for the cost of this; all you need to do is speak with the Director. Please feel free at anytime to place suggestions or comments at the front desk, or to speak with the Resource Coordinator directly.

We will be sending out a parent questionnaire twice a year for you to fill out, and it would help us greatly if you would fill it out. These are very important and we take all input seriously. The results are looked at by the Center Committees and changes are made as needed. Please keep in mind that some changes take longer than others, but most are implemented immediately if it is consensus among families. We do plan training and parent orientation every September, or as needed, to review our program philosophy and discuss child assessment tools that we use.

We use High Scope curriculum, the DECA social emotional assessment and work sampling cognitive assessment. These tools are used through out the year and require parent input to better serve your needs. The results are reviewed at the two parent teacher conferences that are held in the late fall and early spring of the year. However, at anytime a conference can be requested through your child's teacher. If you need assistance with a language other than English, please let us know and we will do our best to support that need. Please remember to read the monthly newsletter you child will receive in the classroom, and keep in mind there will also be special events posted. Please take the time to read classroom information boards outside of the classroom if one is available. We will keep you informed of classroom activities and upcoming events.

For information concerning our Parent Committee please see Lisa Bilger.

Respectfully yours,

Lisa Bilger
Director

All About High Scope our program's Curriculum

What is the High/Scope educational approach?

High/Scope is an “active participatory learning” approach to educating children from birth to young adulthood. Developed in 1962 in Ypsilanti, Michigan, the High/Scope approach is now used in tens of thousands of half- and full-day preschools, nursery schools, Head Start programs, pre-kindergarten programs, child care centers, home-based child care programs, and programs for children with special needs in the United States and around the world. Children and families from many racial, national, religious, and financial backgrounds participate in High/Scope programs.

The High/Scope approach blends the knowledge of Jean Piaget with practical teaching experience in the classroom and other educational settings. (Jean Piaget was a Swiss psychologist who studied how infants and children learn and develop.) Long-term studies show the High/Scope approach promotes the healthy development of children and provides long-lasting benefits throughout adulthood.

What is High/Scope's viewpoint about education?

Children's interests and choices are at the heart of High/Scope programs. This approach to education is called “child-initiated learning.” We provide children with a wide variety of materials (books, toys, art supplies, equipment, and household objects) and plan experiences that build on their interests and expand their learning.

We also encourage their early development by observing, supporting, and extending what they do.

The High/Scope approach has been tested through more than 45 years of practical experience in classrooms and other settings in the United States and around the world. This approach provides teachers with a blueprint for organizing the classroom and playground; creating a consistent, predictable daily routine; and interacting with children in a warm and supportive manner. Every day, the program offers one-on-one adult attention, promises children that they can choose interesting things to do, and gives children a sense of control over themselves and their surroundings. In High/Scope settings, we plan experiences for children that encourage independent thinking, initiative (the ability to make and then follow through on a plan), and creativity. Young children's capabilities develop quickly when they can act on their own ideas, use materials freely, and exercise their imaginations. We also encourage curiosity, decision making, cooperation, persistence (staying with their ideas), and problem solving. Children use these capabilities every day in the program and at home. Children also become familiar with basic ideas in reading and writing, math and science, and other areas that prepare them for starting school. Over time, they develop the necessary knowledge and skills they will carry into their later school years and into adulthood.

What are High/Scope's goals for young children?

- To learn through active involvement with people, materials, events, and ideas.
- To become independent, responsible, and confident — ready for school and ready for life.
- To learn to plan many of their own activities, carry them out, and talk with other children and their teachers about what they have done and what they have learned.
- To learn to express their feelings and get

along with others in rewarding relationships.

- To gain knowledge and skills in important content areas including approaches to learning; language, literacy, and communication; social and emotional development; physical development, health, and wellbeing; mathematics; science and technology; social studies; and the arts.

What are the features of the High/Scope approach to early childhood education?

- **Active participatory learning** — In the High/Scope approach, children are involved in direct, hands-on experiences with people, objects, events, and ideas. Children carry out their plans and choices by working with materials and interacting with other children and adults. We plan activities and support their learning by using High/Scope's 58 key developmental indicators, which are behaviors that reflect the important learning areas for young children.

- **Adult-child interaction** — In the High/Scope classroom or center, we establish a safe and caring setting where children can be happy and busy pursuing their interests and learning. We observe and interact with children at their level in order to discover how they think and to encourage each child's initiative and learning activities. We also share control of all learning experiences and encourage children to solve problems with materials, turn to other children for help, work together, and resolve conflicts together.

- **Learning environment** — Furniture and equipment in the High/Scope setting are arranged and labeled in several clearly laid out and easy-to-see interest areas, such as the block area, house area, or art area. Labels can be easily understood by children, for example, a drawing of a hammer to represent the woodworking area or a photo of a paintbrush and the letters *ART* in the art area. This room arrangement allows children to independently find, use, and return the materials they need to carry out their chosen activities. The labels form the foundation on which children can build skills in reading, writing, and math. Children also spend time outside every day experiencing all the physical and sensory properties (sights, sounds, smells, and textures) of the natural environment. Taken together, the indoor and outdoor environments provide children with a full range of learning opportunities.

- **Daily routine** — Each day in a High/Scope setting follows a similar schedule of events called the daily routine, which provides consistency and predictability for both children and adults. A daily plan-do-review process (the core of the daily routine) gives children the opportunity to decide what they intend to do, to follow through on their course of action, and then to reflect on their experiences with other children and adults. Large and small-group experiences are also part of the daily routine, along with the fellowship of sharing a snack or meal and the fun of being outdoors.

- **Assessment** — In High/Scope programs, we regularly write down factual notes about each child's behaviors, experiences, and interests. We use the Child Observation Record (COR), based on these notes, to measure each child's development. Based on these careful and direct observations, we plan experiences that will encourage children's growth and development. We also use these notes in parent meetings to help families better understand their children's development and how they can extend classroom learning at home. To guarantee the continued high quality of the program and its management, we regularly evaluate ourselves and our programs by using the Preschool Program Quality Assessment (PQA).

How can families use the High/Scope approach at home?

Many of the activities that we do in our programs can also be done by families at home. For example, families can provide many different learning materials, often using everyday objects that cost little or nothing. Families can encourage their children to make plans, carry them out, and talk about what they have learned from their experience. We also suggest that families try to be more consistent and predictable in their routines so everyone in their family knows what to expect. We welcome families to visit their child's High/Scope classroom or program. We may also request the opportunity to visit families and their child in their home once or twice each year. From these home and classroom visits, we learn from one another and become partners in promoting the growth of their child. Together, we can listen to, talk to, and play with children in ways that encourage their development and strengthen their learning.

1. Strategies for Individualizing

- Review children's individual files to see if they include several observations, samples of children's work, notes from parents meeting and objectives for learning
- Review DECA classroom profile, individual profile and Work Sampling/Ounce notes
- Use Cares strategies and DECA strategies to help plan for individualizing
- Conduct regular meetings with teaching teams on individual children to discuss their observations and goals relating back to their DECA, Work Sampling/Ounce and classroom profile

2. Our commitment to parent involvement

- Basic implementing of the creative curriculum is a commitment to establishing a partnership with parents and to sharing information regularly about each child's progress
- When parents are involved in our program in meaningful ways, everyone benefits
- Trust is more easily established when children see that their two worlds are linked closely together

Lesson Plans/ Planned activities:

Philosophy: Staff will keep parents and other professionals informed of the activities taking place in their classroom. This will be done prior to the week starting so supplies can be gathered for class and substitutes will know the daily lesson plans and have the materials to carry them out.

Procedure:

Lesson plans can be done weekly or every 2 weeks in advance depending on the needs of the children. The activities will be based on the individual webbing plans using and integration of Creative curriculum and DECA, CARES and Colorado Building Blocks and Work Sampling strategies.

Activities are based upon the individual child, their needs, goals and interests. The lesson plans will be related to our philosophy of education and the Creative Curriculum.

Lesson plans will be turned into the director for review and approval. Once they are approved they will be posted in the classrooms.

Anecdotal notes and children's work samples will be kept and reviewed for developmental growth and developmental needs and goals for individualized planning.

Early Childhood Professional Ethics Statement

1. Responsibilities to the discipline:

Guided by a deep conviction of the worth and dignity of the advancement of knowledge in the field of early care and education, we recognize the special responsibilities placed on us as early childhood professionals in the field. Our primary responsibility to our discipline is to seek and to state the truth as we see it. To this end we devote our energies to developing and improving our own skills and competence. We accept the obligation to exercise critical self-discipline and judgment in using, extending and transmitting knowledge around early childhood development. We practice intellectual honesty. Each employee is responsible for both the integrity and the consequences of his or her own actions. The highest standards of honesty, integrity and fairness must be exhibited.

2. Responsibilities to families and Children:

As early childhood providers, we encourage the active pursuit of learning for our children and families. We hold before them the best quality and ethical standards of our discipline. We demonstrate respect for families as individuals and adhere to our roles as intellectual guides and counsels. We make every reasonable effort to foster honest academic conduct and to ensure that our planning with families reflect each individual personal achievement. We respect the confidential nature of their relationship between each family and provider.

3. Responsibilities to Co-Workers:

As colleagues, we have obligations that derive from common values and beliefs in the early childhood community and network. We do not discriminate against or harass colleagues. We respect and defend the free inquiry of our associates. In the exchange of suggestions and ideas, we show due respect for the opinions of others. We practice academic honesty by acknowledging the inclusion of others ideas in our own work. We strive to be objective in our professional judgment of colleagues. We accept our share of work responsibilities for the good of our co-workers and families and children we serve.

4. Responsibilities To The Community:

As members of the community we have the rights and obligations to honor our role as part of our agency network when we speak or act in the community. We need to give the impression and promote the integrity of our organization as a leader in the field of early care and education.

We will model this ethical and positive behavior both on our worksite and in the wider community and state.

