

INTRODUCTION

Our Program:

Campus Kinder Haus is an early childhood center operated by Eastern Nazarene College. It is a center for children, ages 2 years 9 months through 6 years. The center serves families in the South Shore and Boston areas as well as the College Community. Campus Kinder Haus is licensed through the Department of Early Education and Care. EEC is located at 1250 Hancock St. Suite 120 Quincy, MA 02169. They may be contacted at 617-472-2881 for our program compliance history.

College students work in the program as active participants in connection with course work and student teaching. For the college student, the school presents a rich opportunity to experience the complexities and rewards of working with young children. For the child, the center offers a child-centered, developmentally appropriate program designed to promote the growth of the whole child. The teachers, students, and college faculty seek to work closely with the families of the program and welcome parent participation. Families are our partners in the education process. Together, we can guide each child towards a life filled with a love of learning as well as joy and peace as they enjoy healthy relationships with others.

Our Philosophy:

Campus Kinder Haus offers the children the opportunity to explore and develop physically, emotionally, socially, spiritually and intellectually. The environment is created to allow children to discover themselves as physical beings. Space and equipment will be provided for the children to run, climb, and use their large muscles. Emphasis is placed on balancing skills, locomotor skills, hand-eye and eye-foot coordination, and spatial awareness.

Each child is encouraged to discover her or himself as an emotional being. The children will explore how to express and respond to the range of emotions people experience. Free play, circle time, conversations with classmates and moments of teacher guided conflict-resolution will all assist children in their emotional development.

The child is a social being, long before he or she comes to school. School provides opportunity to expand his or her social world new opportunities for socializing. Sometimes the children will choose to play alone. At other times

they will seek to play with one other child or with a group of children. The children also build relationships with the many adults who care for them each day. Each child is encouraged to explore these relationships in a manner that is comfortable and natural for him or her.

The children develop their intellect by exploring the materials, environment and people around them. Their natural curiosity is encouraged by consistently offering new activities and materials to discover. Teachers guide children in the process of questioning, developing and testing hypotheses. They learn to use their senses and critical thinking skills to discover new characteristics of materials they explore. The children's learning often occurs primarily through hands-on experiences.

Finally, the children's spiritual development is encouraged through songs, stories and conversations about God's love for them. While all religious beliefs will be respected, the center is founded upon the Christian faith and provides the children with the opportunity to explore and learn about this faith. The teachers model for the children God's love by consistently caring for and loving them as unique and special individuals. In addition, we have Fantastic Friday, a time when the whole center comes together to learn about God's Word.

Our Curriculum:

We believe that children need curriculum that focuses on their individual development. Thus, the child is at the center of our integrated curriculum. His or her developmental needs and interests become the basis for our units of study. Teachers select various themes considering the interests expressed by the children in their classes and then develop activities that address the children's developmental goals. The theme is woven throughout the week's curriculum. For example, if a unit of study is about the circus, the children may be introduced to the letter C, count pretend peanuts for elephants, paint pictures of clowns, walk the tight rope, sell popcorn, read and write stories, or be a costumed actor at the Big Top! While all of these activities focus on the children's interest in the circus, they also address significant developmental goals.

Each day children are offered opportunities to express themselves creatively. A child's creative art or craftwork represents serious effort and exploration on the child's part, and it is important to respect their work. We focus on the experience of creating the art, rather than the finished product so you may not be able to immediately decipher what the goal was.

The emphasis is upon the process rather than the product. Be sure to ask your child for an explanation of what he or she did. Most often, children can tell you exactly what they were thinking about when they were creating their artwork. And, be sure to pick up your child's artwork at the end of each day so that he or she knows that their work is respected.

At Campus Kinder Haus we utilize both pre-developed curriculum that is research-based as well as teacher created curriculum that is based on the children's interests and development. Below are the pre-developed curriculums that we utilize to enrich our daily learning experiences.

1. ***Guided Math***: Guided Math was developed by Laney Sammons. It encompasses whole group modeling instruction, followed by small group work. It encourages teacher/child interaction and allowing children to ask questions and explore topics.
2. ***Lively Letters and Sight Words You Can See***: Lively Letters was developed by Telian-Cas Learning Concepts, Inc. This phonics program assists children in connecting letters with their sounds using pictures, story cues, hand cues and oral kinesthetic cues. Children strengthen their ability to differentiate letter sounds that are similar (as in P and B) by focusing their attention on what their mouths and voices are doing for each letter.
3. ***SuperKids/Rowland Reading (Prep-K/K)***: The Superkids® Reading program is a core literacy curriculum for kindergarten through second grade that teaches *all* aspects of reading seamlessly integrated with the language arts. Built on scientific research and proven pedagogy, it combines rigorous instruction with highly motivating materials.
4. ***Writing Without Tears***: Writing Without Tears was developed by Jan Olsen, an occupational therapist, in 1977. This curriculum draws from years of innovation and research to provide developmentally appropriate, multisensory strategies for early writing.
5. ***STEAM***: STEAM is the combination of Science, Technology, Engineering, Art, and Math. STEAM activities help support curiosity, creativity, and innovative thinking.
6. ***Journal Time***: A daily, free-draw experience that encourages fine motor development and creativity. It also builds language skills and sets the stage for reading and writing.

Our Hours of Operation:

***School Hours:** Monday through Friday, 7:15 a.m. - 3:30 p.m.

***After School Care:** Monday through Friday, 3:30 p.m. - 5:30 p.m.

***Summer Program Hours:** Monday through Friday, 7:30 a.m. - 5:30 p.m.

Early drop off is from 7:15-8:00am each morning. We understand that many families will need this early drop off for work purposes; however, it is an easier transition for a child to enter their own classroom (after 8am).

The school day runs from 8-3:30 and we ask that you be here no later than 9am. Please call the office if you are going to be late/absent. It is critical that families arrive on time to pick up their child before 3:30pm. Afterschool begins transitioning before 3:30pm and it is crucial to have the Afterschool classes settled in their classroom/Big Room/Playground by 3:30pm. Sometimes circumstances arise and we ask that you call us if you will be picking up past 3:30pm. We will have your child waiting in the office with his/her belongings for pick up.

Families who require after school care must sign up in advance for the days they require care. If a child is picked up after 3:30p.m. the family will automatically be charged for after school care for that day. **A PREARRANGED CHARGE OF \$1.00 PER MINUTE PER CHILD FOR THE FIRST 10 MINUTES WILL BE REQUIRED OF PARENTS ARRIVING PAST THE 5:30p.m. CLOSING TIME. STARTING AT 5:40p.m., THE FAMILY WILL BE CHARGED \$5.00 PER MINUTE PER CHILD.** You will receive a LATE FEE notice from the director and this fee will be automatically charged to the child's account.

Transportation Policy:

The parent, guardian or responsible adult must bring the child into the center greeting the teacher on duty/in charge. CKH does not provide transportation. The parent or guardian is responsible for bringing the child to and from the program. Families must sign their child in and out each day at drop-off and pick-up time. Also, families must make certain that the teacher is aware that their child has arrived to school before leaving. No child may be left in the center unattended. At pick-up time, the family should check the child's cubby daily for wet or soiled clothes or bedding, notes from the center staff, and the child's completed projects. A child cannot be released to anyone without written permission from his or her parent or guardian. We must have a signed and dated note if anyone other

than a parent or guardian or the person(s) listed on a child's release form is to pick up the child.

School Closings:

Announcements are made on:

ENC Instant Alert: Parents can register online to receive text messages or emails regarding school closings. To sign up:

https://enc.omnilert.net/subscriber.php?command=show_signup

CKH's Website: ckh.enc.edu

Ms. Nicki will also send out emails to everyone currently on the class email lists.

****If Eastern Nazarene College is closed, we are closed! We also may close even when ENC is open.***

Campus Kinder Haus closes for the following holidays:

Columbus Day, Veterans Day, Thanksgiving Day and the Friday after, Christmas Week, Martin Luther King Jr. Day, President's Day, Patriots Day, Good Friday, and Memorial Day.

WE DO NOT CLOSE FOR PUBLIC SCHOOL VACATION WEEKS

BRIGHT BEGINNINGS

Exploring Your Options:

Choosing just the right center for a young child is challenging for all families. You want to be certain that you and your children are comfortable with this new environment and that your child will be offered the opportunity for personal growth and development. You need to know that when you leave the center each morning, loving teachers will be there to protect and guide your child through fun, educational activities.

We would encourage you to take the time to visit multiple centers so that you can be certain you've chosen the proper one for your family. Take a tour and then come back and visit with your child so that you can see how he or she responds to the teachers, children and environment. Ask questions about curriculum, daily schedules, etc. and request a Parent Handbook, tuition schedule and enrollment packet. This will give you a better idea of the policies that guide the care your child would receive.

The Enrollment Process:

Once you and your child have visited CKH and you have made your decision, you're ready to complete the enrollment papers and secure your child's space

within the center, if space is available at that time. The enrollment packet must be completed and returned to the center before your child may start. It is designed to give the center staff the necessary information to keep your child safe, healthy and happy. It is your opportunity to share with us helpful hints for supporting your child through the transition into the new environment. There are also crucial health and emergency forms that help the staff provide proper care during an emergency. The Department of Early Education and Care requires that these forms be completed for every child prior to enrollment and be updated annually, including the physical.

If your child has a special need, the director may request more information from you or others who have worked with your child (i.e. physicians, early childhood specialists or former teachers). You will be asked to complete a release form authorizing us to speak with them. Cases will be considered individually, based on specific needs and Campus Kinder Haus' available support.

Children are enrolled for the school year or the balance thereof. If a child must be taken out of school, a two-week notice is required. ***A non-refundable registration fee is required when the child is enrolled, in addition to a non-refundable security deposit equal to one week's tuition.** These fees cover registration costs and the child's last week at school. After a child is enrolled, if the parent dis-enrolls the child and does not give the school two weeks' notice, prior to start date or end date, two weeks tuition will be charged.

Our summer program is available to families who require care during the summer months. More information regarding the weeks of summer camp will be given to families during the school year. Families who intend to send their children to the summer program must complete a summer camp enrollment form to secure a space. Children *do not* need to attend our summer program to ensure a reserved position for the next school year.

Payment Policies

Our Fees:

The cost of the total program, September-June is divided into 40 weekly payments, which can be paid weekly, bi-weekly, or monthly. Families can choose a time of month that works best for their finances; either at the

beginning, middle, or end of each month. Families may pay by cash, check, money order or credit card. CKH charges credit cards four weeks at a time, even though some months have five weeks in a month. We will process the credit cards at the end of each month. **The fee is the same regardless of holidays and family vacations and is not refundable or reduced for child absences.** A child's enrollment can be held only by continuous payment of the scheduled fees. (There is no tuition charge for Christmas week.)

Tuition Rates:

Core Hours 5 Days/Week: \$235

Core Hours 3 Days/Week: \$185

Core Hours 2 Days/Week: \$135

Afterschool Fee: \$17 per day

Please make checks payable to **Eastern Nazarene College or ENC**. Also include your **child's full name** on the memo line of the check. This will help us insure the check is credited to the correct family's account. CKH does charge a \$30 fee for returned checks. Credit card payments must be prepared in advance by completing a credit card payment form. All credit card payments will incur a 2.5% processing fee. A deposit mailbox is located by the front door outside the director's office. Please contact the director if you face financial difficulties and need to schedule a payment plan. **If an account is two weeks in arrears and the parent has initiated no payment plan, the child will be terminated from school.**

Tuition Discounting Policy - CKH

- ***Sibling Scholarship***
Families with more than one child in the program will receive a 10% discount for each additional sibling in the program. (1st child, full tuition; 2nd child, 90% full tuition; 3rd child, 90% full tuition)
- ***Hardship Scholarship***
Hardship Scholarships may be available for instances of serious need. In order to receive help, parents must submit an application to the Scholarship Committee for consideration. The Scholarship Committee may determine the length of time, but all discounts terminate on the last day of the CKH academic year in June. Each year requires a new application with documentation of continued need.

Family eligibility is limited to either the *Sibling Scholarship* OR the *Hardship Scholarship* and is limited to up to 25% of a child's tuition.

Families will be informed, prior to the event, of any fees for family field trips, special holiday celebrations and/or workshops that may be offered throughout the year.

Our Admission Policies:

Campus Kinder Haus is operated on a non-discriminatory basis, according equal treatment to all applicants without regard to children and their families on the basis of race, religion, cultural heritage, political beliefs, marital status and children with disabilities. First priority is given to children of faculty, staff, and students of the college and to returning children and their siblings. Other vacancies will then be offered to those who have applied according to the date the application was first made.

Nondiscriminatory Policy

Campus Kinder Haus does not discriminate in providing services to children and their families on the basis of race, religion, cultural heritage, political beliefs, national origin, disability, sex, or marital status. Your child does not need to be potty-trained to enroll at Campus Kinder Haus.

Transition Policy

*Whenever children are preparing to transition to a new classroom or program, the program will:

1. collaborate and share information between each classroom or program, with parental permission; and
2. assist the child with the transition in a manner consistent with the child's ability to understand.

*If the program chooses to suspend or terminate a child for any reason the Director will provide written documentation to the parents of the specific reasons for the proposed suspension or termination of the child, and the circumstances under which the child may return, as well as a list of efforts the program made to accommodate the child.

*Transitions Between Activities. Transitions must be completed in a safe, timely, predictable and unhurried manner.

*Activities must be planned and organized in advance to avoid children waiting.

*Children must be informed about transitions prior to their occurrence.

*Transitions between activities must be smooth and flexible.

*Children must not always be expected to move as a group from one activity to another.

*Visual, verbal and auditory cues must be used to support children's transitions. Teachers will have their attendance at all times and will do a head count to ensure all children are accounted for when moving from one activity to the next indoor or outdoor.

Curriculum and Progress Reports

(a) CKH will provide a well-balanced curriculum of specific, planned learning experiences that support the social, emotional, physical, intellectual and language development of all children. The curriculum will be:

1. developmentally and linguistically appropriate;
2. provide for the development, interests and temperaments of individual children;
3. support school readiness and/or educational development; and
4. include goals for the knowledge and skills to be acquired by children in the areas of English language arts, mathematics, science and technology/engineering, history and social science, comprehensive health, and the arts.

(b) CKH has developed a curriculum plan that describes how program activities support and engage children through specific learning experiences. This plan has been developed to be appropriate for the ages and development of the children served, to the length of the program day and to the program objectives. As appropriate, children will participate in the development of the plan, and the plan provides for:

1. reasonable regularity in routine, with sufficient flexibility to respond to the needs of individual children and to capitalize on unscheduled learning opportunities;
2. opportunities for children to have a free choice among a variety of activities or to play alone or with one or several chosen peers, if desired, for at least half the program day;
3. opportunities for children to participate in a variety of creative activities, such as art, music, literature, dramatic play and science, encouraging exploration, experimentation and discovery;
4. daily indoor and outdoor time periods, weather permitting, which include both small and large muscle activities;
5. at least 60 minutes of physical activity in full day programs;
6. opportunities for children of all ages to interact with peers and adults to develop competence in verbal and nonverbal communication by responding to by responding to by responding to questions; communicating needs, thoughts, and experiences; and describing things and events

7. educators reading books daily with children of all ages in an engaging manner in group or individualized settings;
8. opportunities for children to learn age appropriate self-help skills;
9. opportunities that foster the development of independence and responsibility in children by encouraging decision-making, choices and independent time, as appropriate and with parent's consent
10. opportunities to explore issues of cultural, social and individual diversity while developing awareness, acceptance and appreciation of differences; such as gender, language, culture, ethnicity, family composition and differing abilities;
11. learning experiences that support problem solving, critical thinking, communication, language and literacy development, social skills and relationship building;
12. opportunities to learn about proper nutrition, good health and personal safety;
13. specific reasonable accommodations to allow children with disabilities to participate in regular program activities whenever possible; and
14. opportunities for children to move freely and achieve mastery of their bodies through self-initiated movement, including multiple opportunities to practice emerging skills in coordination, movement, balance, and perceptual-motor integration.

(c) CKH will ensure:

1. there is a sufficient quantity and variety of materials and equipment to engage all children present in the program;
2. materials and equipment encourage active physical play and quiet play activities;
3. materials and equipment are visible and readily accessible to the children in care and are arranged to promote independent access by children;
4. materials that promote imagination and creativity are available, for example blocks, sand, water, play dough, manipulatives and art materials;
5. the approved space includes a small, quiet area that is inviting to children, visible to staff, and easily accessible to a child who seeks or needs time alone.

The First Day:

Most families struggle with saying goodbye on the first day of school so give yourself plenty of time to be with your child before you leave for the day. Every child responds differently to new environments. Some jump right in and start to play while others become teary and prefer to watch the activities rather than participate right away. The best way to help your child prepare for this separation is to talk about it with him or her. Discuss what your child will enjoy doing during the day while you're away. Be sure to tell your child that you will be back to pick him or her up later in the day. Concrete time frames like "after nap" or "after outdoor playtime" work very well for young children.

Creating and following a drop-off routine will help your child to anticipate exactly when you will say goodbye so that he or she will not be anxious. Plan a drop-off routine with your child that is simple enough that you can follow it consistently. Typically drop-offs last approximately five minutes or less. You may choose to create a routine that includes reading one book together, waving goodbye at the "Goodbye Window", or giving each other three hugs then saying goodbye. As the year continues, you may decide to change your routine or shorten it. Please be certain to discuss this with your child so that he or she is not surprised when it occurs.

Transitions often bring with them a few tears. For young children tears are a way of expressing uncertainty about the transition. Some children will be teary during the first few days or weeks of school. Others will be thrilled to explore new experiences at the beginning but may become teary as the newness wears off. By keeping to your routine, your child will see that you are confident he or she will be enjoying school again soon. Please let us know if there is anything we can do to help ease this transition for you.

Happy + Healthy Children

Lunch/Snack Information:

The daily schedule provides opportunity for a morning snack, lunch time, and afternoon snack. Therefore CKH suggests that children should bring two snacks, a lunch with a snack, and three beverages. Nutritional meals and snacks are important for your child's good health, performance at school, and overall feeling of well-being. The preschool years are particularly

important for developing healthy eating habits for life! Fruits, vegetables, grains, protein foods, and dairy are a part of a healthy eating style and together provide the nutrients their bodies need. Limit the amount of added sugars, sodium, and saturated fat in your preschooler's meals, drinks, and snacks. Please make sure all the foods you pack for your child are nutritious, and we will encourage your child to eat the healthiest snacks first. We are a PEANUT and NUT FREE center, so please plan your meals accordingly. This includes but is not limited to, almonds, Brazil nuts, cashews, chestnuts, macadamia nuts, pecans, pine nuts, pistachios, and walnuts, nut butters such as peanut, almond, cashew, and hazelnut (Nutella). Due to food allergies, we request that children do not share any food or drink items at school. Our staff is trained in the USDA Nutritional guidelines. We hope the following information will be helpful in planning meals and snacks your child will enjoy while meeting his/her needs for nutrients.

Fruits - Focus on whole fruits

- Serve a rainbow of choices. Fruit can be a quick and easy way to make meals and snacks healthier and more colorful.
- Choose from fresh, frozen, canned, and dried fruits.
- Limit fruit juice. While 100% fruit juice can be part of a healthy diet, it does not contain the dietary fiber found in other forms of fruit.
- Offer raisins or other unsweetened dried fruit instead of chewy fruit snacks or strips, which usually contain very little fruit.

Vegetables - Vary your veggies

- Serve a variety of colorful choices. Brighten children's lunch boxes with red, orange, and dark-green vegetables.
- Choose from fresh, frozen, or canned vegetables. Prepare and serve vegetables without added salt or solid fat.
- Try a dip. Kids love to dip their foods. Whip up a quick dip for veggies with yogurt and seasonings such as herbs or garlic. Serve with raw vegetables like broccoli, carrots, or cauliflower.

Grains - Make half your grains whole grains

- Make at least half their grains whole grains by offering 100% whole-grain cereals, breads, and pasta.
- Vary the choices for whole grains. Rolled oats, oatmeal, brown rice, wild rice, buckwheat, quinoa, wheat berries, and millet are whole-grain foods.

Protein Foods - Vary your protein routine

- Choose a variety of protein foods such as beans, lean meats, poultry, eggs, and seafood.
- Limit highly processed poultry, fish, or meat (like hotdogs, chicken nuggets, and fish sticks). Even some "reduced-fat" meats and cold cuts, like sausage, bologna, and salami, may be high in saturated fat and sodium.
- Add beans to children's favorite foods. Add beans and peas to tacos, casseroles, stews, pastas, and side dishes.

Dairy - Aim for low-fat or fat-free milk or yogurt

- Serve unflavored, fat-free, and low-fat milks most often. They have less added sugar and fewer calories than flavored, whole, or reduced-fat milk.
- Low-fat milk, yogurt, and cheese provide much needed calcium. Try making a dip for fruits or vegetables from yogurt.
- Blend dairy into smoothies. Combine low-fat or fat-free yogurt with bananas and cocoa powder for a smoothie, or try milk, ice cubes, and frozen berries.

Recommended Daily Allowances (Average 2-5 Year Old/ Moderately Active)

Food Group	2 year olds	3 year olds	4-5 year olds	What counts as:
Fruits	1 cup	1-1 ½ cups	1-1 ½ cups	½ cup of fruit? ½ cup mashed, sliced, or chopped fruit ½ cup 100% fruit juice ½ small banana 4-5 large strawberries
Vegetables	1 cup	1-1 ½ cups	1 ½ - 2 cups	½ cup of veggies? ½ cup mashed, sliced, or chopped vegetables 1 cup raw leafy greens ½ cup vegetable juice
Grains	3 ounces	3-5 ounces	4-5 ounces	1 ounce of grains? 1 slice bread 1 cup ready-to-eat cereal flakes ½ cup cooked oatmeal, rice, or

				pasta 1 tortilla (6" across)
Protein	2 ounces	2-4 ounces	3-5 ounces	1 ounce of protein foods? 1 ounce cooked meat, poultry, or seafood 1 egg $\frac{1}{4}$ cup cooked beans or peas (kidney, pinto, lentils)
Dairy	2 cups	2-2 $\frac{1}{2}$ cups	2 $\frac{1}{2}$ cups	$\frac{1}{2}$ cup of dairy? $\frac{1}{2}$ cup milk 4 ounces yogurt $\frac{3}{4}$ ounce cheese

Tips and Additional Information:

1. Save time by slicing veggies- Store sliced vegetables in the refrigerator and serve with dips like hummus or low-calorie dressing. Take half of a whole-wheat English muffin and top with spaghetti sauce, chopped vegetables, and low-fat shredded mozzarella
2. Mix it up- Blend plain fat-free or low-fat yogurt with 100% fruit juice and frozen peaches for a tasty smoothie.
3. Grab a glass of milk- A cup of low-fat or fat-free milk or milk alternative (soy milk) is an easy way to drink a healthy snack.
4. Go for great whole grains- Offer whole-wheat breads and whole-oat cereals that are high in fiber and low in added sugars, saturated fat, and sodium. Limit refined-grain products such as snack bars, cakes, and sweetened cereals.
5. Nibble on lean protein- Choose lean protein foods such as low-sodium deli meats. Wrap sliced, low-sodium deli turkey around an apple wedge. Hard-cooked (boiled) eggs is a great way to squeeze in some lean protein!
6. Keep an eye on the size- Snacks shouldn't replace a meal, so look for ways to help your kids understand how much is enough. Teach children how snack-size bags can be used to control serving sizes.

7. Fruits are quick and easy-Fresh, frozen, dried, or canned fruits can be easy "grab-and-go" options that need little preparation. Offer whole fruit and limit the amount of 100% juice served.
8. Consider convenience- A single-serving container of low-fat or fat-free yogurt or individually wrapped string cheese can be just enough for an afternoon snack.
9. Choking Hazards- Generally avoid whole foods that are smaller than one-half inch (1/2 in.) or about the size of a nickel (please avoid hard candies). Be sure to cut up things like whole grapes, cherry tomatoes, and hotdogs into pieces that are manageable for your young child. Popcorn and small pretzels are considered choking hazards for children under four-so keep this in mind when packing snacks.
10. Desserts- Mini-muffins, plain cookies, crackers, pudding, Jell-O, or pretzels make good dessert items for after lunch (we will encourage children to save these items for the end of their meal.)
11. Beverages- Juice boxes, thermos of milk or water. We will refill water bottles throughout the day and always encourage children to be drinking. CKH has water fountains outside as well as in the big room for children to use when not in their classroom.

We do have refrigerators in each classroom. Label all items and place them in the refrigerator in the morning if needed. We would appreciate families utilizing ice packs to keep foods cold as often as possible, and please pack foods in thermos if it needs to stay warm. Due to state regulations, we are unable to reheat food once it is at school. All food should be prepared at home and should include the necessary eating utensils so that your child can eat independently at school. Before leaving each night, please pick up any leftovers or containers from the refrigerator or cubby.

Please refer to <https://www.choosemyplate.gov/> for more information regarding your child's specific daily needs and more helpful nutritional information.

Compiled by,
Britney Jayne, MPH-Nutrition

Immunizations Required for Child Care:

All children must have a yearly physical in their file at school and must have all immunizations up to date. Families should be aware that both lead screening, Varicella (the Chicken Pox vaccine), and MMR Measles, Mumps, and Rubella are required by the State for school admission.

Medications:

Each person who administers prescription or non-prescription medication to a child must be trained to verify and to document that the right child receives the proper dosage of the correct medication designated for that particular child and given at the correct time(s), and by the proper method. Each person who administers medication (other than topical medication) must demonstrate competency in the administration of medication before being authorized by the program director/licensee to administer any medication.

1. The program/center will ensure that at least one educator with training in medication administration is present at any and all times when children are in care.
2. Each person who administers any medication, other than oral or topical medications and epinephrine auto-injectors, must be trained by a licensed health care practitioner and must demonstrate annually to the satisfaction of the trainer, competency in the administration of such medications. An alternative method of training approved by the Massachusetts Department of Public Health (MDPH) can be substituted with approval from MDPH.
3. The program/center must ensure that each educator, including those educators who do not administer medication, receives training in recognizing common side effects and adverse interactions among various medications, and potential side effects of specific medications being administered in the program.

Medication Administration

- (a) All medication administered to a child, including but not limited to oral and topical medications of any kind, either prescription or non-prescription, must be provided by the child's parent, unless noted in section (l), below.
- (b) All prescription medications must be in the containers in which they were originally dispensed and with their original labels affixed. Over-the-counter medications must be in the original manufacturer's packaging.
- (c) The educator must not administer any medication contrary to the directions on the original container, unless so authorized in writing by the child's licensed health care practitioner. Any medications without clear

instructions on the container must be administered in accordance with a written physician or pharmacist's descriptive order.

(d) Unless otherwise specified in a child's individual health care plan, the educator must store all medications out of the reach of children and under proper conditions for sanitation, preservation, security and safety during the time the children are in care and during the transportation of children.

1. Those medications found in United States Drug Enforcement Administration (DEA) Schedules II-V must be kept in a secured and locked place at all times when not being accessed by an authorized individual.

2. Prescription medications requiring refrigeration shall be stored in a way that is inaccessible to children in a refrigerator maintained at temperatures between 38° F and 42 ° F.

(e) Emergency medications such as epinephrine auto-injectors must be immediately available for use as needed.

(f) CKH has a written policy on medication disposal.

(g) When possible, all unused, discontinued or outdated prescription medications shall be returned to the parent and such return shall be documented in the child's record. When return to the parent is not possible or practical, such prescription medications must be destroyed and the destruction recorded by a manager or supervisor in accordance with policies of the licensee and the Department of Public Health, Drug Control Program.

(h) No educator shall administer the first dose of any medication to a child, except under extraordinary circumstances and with parental consent.

(i) Each time a medication is administered, the educator must document in the child's record the name of the medication, the dosage, the time and the method of administration, and who administered the medication, except as noted in (j) below.

(j) The educator must inform the child's parent(s) at the end of each day whenever a topical medication is applied to a diaper rash.

Prescription Medication can be administered to children only when requested by the prescribing physician. Each container shall carry the name of the medication, the person for whom it was prescribed, the name of the prescribing physician, and the physician's instructions. The child's medication must be in its original container. No medication shall be transferred between containers. The family must also complete a medication authorization form before the center may administer any medication. Parents will be notified each time a prescription medication is administered to their child. A child must remain at home for 24-hours after beginning a new medication to ensure that he or she will not have a reaction

to the medication. The program will not administer any child's first dose of medication.

Non-Prescription Medication can only be given once the center has received the written order of the physician and a signed medication form from the parent/guardian. The authorization forms will be valid for one year. Parents will be notified each time a non-prescription medication is administered to their child. This is in compliance with state and federal laws.

Individual Health Care Plans: Campus Kinder Haus must maintain as part of a child's record, an individual health care plan for each child with a chronic medical condition, which has been diagnosed by a licensed health care practitioner. The plan must describe the chronic condition, its symptoms, any medical treatment that may be necessary while the child is in care, the potential side effects of that treatment, and the potential consequences to the child's health if the treatment is not administered.

(a) The educator may administer routine, scheduled medication or treatment to the child with a chronic medical condition in accordance with written parental consent and licensed health care practitioner authorization.

1. The educator must have successfully completed training, given by the child's health care practitioner or, with his/her written consent, given by the child's parent or the program's health consultant that specifically addresses the child's medical condition, medication and other treatment needs.
2. In addition to the requirements for the routine, scheduled administration of medication or treatment, any unanticipated administration of medication or unanticipated treatment for a non-life-threatening condition requires that the educator must make a reasonable attempt to contact the parent(s) prior to administering such unanticipated medication or beginning such unanticipated treatment, or, if the parent(s) cannot be reached in advance, as soon as possible after such medication or treatment is given.
3. The educator must document all medication or treatment administration, whether scheduled or unanticipated, in the child's medication and treatment log.
4. The written parental consent and the licensed health care practitioner authorization shall be valid for one year, unless withdrawn sooner. Such consent and authorization must be renewed annually for administration of medication and/or treatment to continue.

5. CKH is a peanut and nut safe school. The program posts a list of children that have severe food allergies and chronic medical conditions.

Sickness:

A child with a temperature of 100 degrees or higher will be sent home and may return to school after being symptom and medicine-free for 24-hours. A child may return to school before the 24 hr. mark if the school receives a notice from the child's doctor and medication is not required. If a prescription medication is prescribed, a 24-hour recovery period is mandatory before the child may return. It is recommended that families create a plan for responding to illnesses. It is critical that the center staff be able to contact either a family member or emergency contact person quickly when a child is ill and that children have the opportunity to recover at home until they are well enough to take part in all of the typical school activities. Parents will be notified if a child within the center contracts a communicable illness.

Abuse and Neglect

Procedure for Identifying and Reporting Suspected Child Abuse or Neglect to the Department of Children and Families and Department of Early Education and Care.

1. Campus Kinder Haus will protect children from abuse and neglect while in the program's care and custody.
2. The staff will be trained on recognizing the signs of abuse and/or neglect annually and shall receive a written list of signs of abuse and neglect.
3. If a staff member observes any unusual behavior or injuries, he or she shall document their observations and immediately inform the Director. The documentation shall be kept in the child's file.
4. All staff are mandated reporters and shall report suspected child abuse or neglect. The report shall be made either to the Children and Families and Department of Early Education and Care, pursuant to MGL c. 119 & 51A or to the Director.
5. The Director shall immediately report suspected abuse or neglect to the Children and Families and Department of Early Education and Care pursuant to MGL c. 119 & 51A. The Director shall send a written 51A report to Children and Families and Department of Early Education and Care within 48 hours of calling in the report. If a staff member believes a child has been abused or neglected and the Director fails to report the abuse/neglect to the Children and Families and Department of Early Education and Care, the staff

- member is mandated to file the report with the Children and Families and Department of Early Education and Care him/herself.
6. The Director shall notify EEC when they have or will be filing a 51A report, or after learning that a 51A report has been filed alleging abuse or neglect of a child while in the care of the program or during a program related activity. The Director may share information regarding the alleged abuse/neglect with the EEC to gain assistance from the Licensor in creating a plan of action.
 7. The Director shall cooperate in all investigations of abuse and neglect, including identifying parents of children currently or previously enrolled in the program; providing consent for disclosure to EEC of information from, and allowing EEC to disclose any information to, any person and/or agency that EEC may specify as necessary to the prompt investigation of allegations and protection of children. Failure to cooperate may be grounds for suspension, revocation, or refusal to issue or renew a license.
 8. If an alleged incident of abuse or neglect involves a staff member, the staff member will not work directly with children until the Children and Families and Department of Early Education and Care investigation is completed and for such further time as EEC requires.

Dental Hygiene:

Children will be given the opportunity daily to brush their teeth before naptime under the supervision of our staff. Every family will be asked to provide a toothbrush and a tube of toothpaste at the beginning of the school year. A family may send in a replacement toothbrush or a teacher may request a replacement toothbrush at any time during the year. All the children's toothbrushes will be stored in the classroom bathroom in an enclosed toothbrush case out of the children's reach. If a family does not want their child to brush his/her teeth at school, then we must have a written signature on page 7 of the enrollment packet.

Naptime:

Children will need a blanket and may bring in a small lovey for rest time. Please store these items in the small bag (that you received on Open House) with your child's name clearly written on the outside as well as on the bedding. All bedding should be taken home every Friday for laundering. Each teacher has a chart displayed in the classroom to inform parents of children that slept at rest time.

Clothing:

Children should be dressed in clothing that they can manage themselves. Belts, complicated suspender buckles, drawstrings, and loose jewelry should not be worn to school. Clothing should be comfortable to play in, both indoors and out. Children climb, crawl, paint and dig in the sand at school so be sure to utilize sturdy, washable clothing that can get dirty. Dresses can be difficult to play in, but they can be made more appropriate by wearing shorts or leggings underneath. Sneakers are the most appropriate footwear for running and playing. Please make sure all footwear has a back to ensure the child's safety.

At least one complete change of clothing should be brought to school in case of spills or accidents. Include underwear, pants, tops and socks folded in a large Ziploc bag with your child's name on it. **Please be sure to put your child's name on his or her clothing as well.** The plastic bag will be used for soiled or wet clothes that need to go home. Please return clean clothing the next day (in a new Ziploc) so that your child is prepared for any other spills or accidents.

Sharing:

Parents are encouraged to share their talents, hobbies, or vocations with the children at arranged times. Please speak to the teachers to plan for this. Children also have the opportunity to share their individual interests with their classmates. Teachers allow time for children to discuss activities and events they have enjoyed during circle times and some classrooms plan Show and Tell times. Your child's teacher can give you more information.

The center provides many new play experiences for the children so it is best to have your child leave his or her personal toys at home. This also helps to prevent issues with sharing. If your child has a special toy he or she would like to show to the class, have him or her bring it in for Show and Tell.

Birthdays:

Children enjoy celebrating their birthdays with school friends. You may send in cupcakes, cookies, or other snacks in their unopened original store packaging (must include ingredients list) to share with friends on the special day. All food brought to school with the intention to share with the class must be in its original store packaging. Please be sure to speak to the teachers a few days ahead of the date. To keep from hurting anyone's

feelings, please do not distribute invitations to parties unless every child in the class is invited.

Our Child Guidance Policy:

The goal of behavior management is to guide and teach children pro-social behaviors. "Guidance Teaching is character education in its truest political sense, guiding children to develop empathy, self-esteem, and self-control needed to make decisions." (Kamii)

We believe that children learn best when helped to process information rather than simply being told what not to do. When children act inappropriately we redirect them to positive actions they can take. Our goal is to help them understand how to better handle the situation next time it arises. By asking questions regarding their behavior, we are able to understand what they were trying to accomplish, and then guide them to create other options for meeting their goal.

We will be consistent and fair as we respond to inappropriate behaviors and will continually display our love for each individual child. We will seek to help them succeed by offering them opportunities to create classroom rules and by making sure the rules are developmentally appropriate, clear and easy to follow.

Our center staff will at all times be respectful of the children and will show them love while responding to negative behaviors. We will keep each one safe as they either exhibit or witness inappropriate actions. In accordance with EEC regulations, the following practices will not be used at CKH:

- (a) spanking or other corporal punishment of children;
- (b) subjecting children to cruel or severe punishment such as humiliation, verbal or physical abuse, neglect, or abusive treatment including any type of physical hitting inflicted in any manner upon the body, shaking, threats, or derogatory remarks;
- (c) depriving children of outdoor time, meals or snacks; force feeding children or otherwise making them eat against their will, or in any way using food as a consequence;
- (d) disciplining a child for soiling, wetting, or not using the toilet; forcing a child to remain in soiled clothing or to remain on the toilet, or using any other unusual or excessive practices for toileting;
- (e) confining a child to a swing, high chair, crib, playpen or any other piece of equipment for an extended period of time in *lieu* of supervision; and

(f) excessive time-out. Time-out may not exceed one minute for each year of the child's age and must take place within an educator's view.

Referral Procedures:

If at any time a parent/guardian has a concern about a child's activities, behavior, or development (including medical and not limited to vision, hearing, or dental), he or she may request a personal meeting with the child's teacher and/or the director(s). If Campus Kinder Haus has concerns that a child's developmental needs are not being appropriately met in the daily program, the child's behavior is uncontrolled and dangerous to the children or staff, or that the center cannot meet the needs of the parent/guardian; every effort will be made to involve the parents/guardians in the process of identifying the problem and working toward possible solutions. If you child currently has an IEP or needs and IEP, CKH will work with the child's family to provide the necessary services.

In this process, the teacher will document immediately in writing the behavior and any other pertinent information throughout the day, schedule a meeting with the parent/guardian and offer referral suggestions of services provided to young children. At which time parents will be provided with a written statement that includes the reason for the referral as well as any efforts the program has made to accommodate the child's needs. The director maintains a list of current referral resources in the community for children in need of social, mental health, educational and medical services. Included in this list is contact information for the Quincy Early Intervention Program. Our center also has a Resource Manual on site that parents can utilize for further information. It can also be accessed online at <https://ckh.enc.edu/parent-handbook/>. Campus Kinder Haus will make every effort to assist the parent in finding the most appropriate program for his/her child.

CKH will help the child obtain an IEP through the local chapter 766 in the town or city in which the child resides.

Programs/ Services Locations

859 Willard Street, Quincy

Bayview Counseling
Employee Assistance Program
Family Growth Program
In-Home Therapy (IHT)
Quitting Time Addictions Services
School Services
Trauma Recovery Team

500 Victory Road, Quincy

South Shore Mental Health Administrative Offices

460 Quincy Avenue, Quincy

Asian Community Counseling Services
Community Based Flexible Support (CBFS)
Community Outpatient Services (COS)
Community Recovery Services (CRS)
Crisis Stabilization Beds
Emergency Services Program (ESP)
Intensive Community Support Beds
Program of Assertive Community Treatment (PACT)

8 Hancock Court, Quincy

Successful Employment Program (SEP)
Transition Resources and Community Supports (TRACS)

12 Hancock Court, Quincy

Discovery Day Treatment

16 Moon Island Road, Quincy

Step One Early Intervention Program

64 Industrial Park Road, Plymouth

Bayview Counseling
Community Outreach Services
In-Home Therapy (IHT)
School Based Services
Trauma Recovery Team

215 Sandwich Road, Wareham

Bayview Counseling

769 Plain Street, Unit I, Marshfield

North River Associates
Outpatient Counseling

Step One Early Intervention

500 Victory Rd.

Quincy, MA 02171

617-745-1040

Termination Procedures:

Campus Kinder Haus will make every effort to avoid termination including:

1. Providing an opportunity to meet with parents to discuss options other than suspension or termination
2. Offering referrals to parents for evaluation, diagnostic or therapeutic services

3. Pursuing options for supportive services to the program, including consultation and educator training
4. Developing a plan for behavioral intervention at home and in the program. The center will work with the family to make this transition as smooth as possible. The Director will notify the family of the termination in writing including the reason(s) for termination and efforts the program has made prior to the termination. When possible, the family will be given a two-week notice and the center will follow the typical goodbye routine for the child's class. The center will also support the family in finding a new center when appropriate. If an immediate termination is necessary, the center will strive to have all of the children's belongings together at the time of dismissal. If this is not possible, the family can contact the Director to set up a time to come and pick up the belongings. The Director will have all of the belongings together in the office.

As a center staff, we strive to make this school one where every child who enters can succeed. Yet at times issues arise which make it necessary for the center to terminate enrollment. These issues include but are not limited to: *excessive or dangerous behaviors, a family's refusal to seek further professional help, special services which the center cannot accommodate, two consecutive weeks of unpaid tuition, multiple late pick-ups, a family's refusal to return necessary paperwork, disrespectful or discriminatory comments made by a family member towards other children, families or staff, behaviors which make the center unsafe or uncomfortable for other children, families or staff, and refusal to uphold center policies.*

Your Parental Rights

Parent Visits:

Parents are encouraged to visit the center and are frequently asked to assist with field trips, parties, and to share talents, hobbies, or vocations with the children. We have an open-door policy, so you may visit your child at any time. However, if your child is having a difficult time saying goodbye to you in the mornings, it is best to wait until he or she has smoother drop-offs before visiting the center during the day.

Communication Between Home and School:

Formal Progress reports will be written in January and May. Parent conferences will be scheduled in November (informal), January, and May to discuss your child's activities and participation in the program. However, if concerns regarding your child arise, your child's teacher will speak with you and, if necessary, schedule a parent meeting at that time. Also, parents may request a conference at any time.

Parents are encouraged to share their ideas and suggestions with their child's teacher and/or the director. Parents also have the opportunity to support the center by joining the Parent/Teacher Committee that meets one evening a month.

Children's Files:

All information contained in a child's record shall be privileged and confidential. We will not release information without your written request and approval. However, the Department of Early Education and Care, an office of the State, has the right to access all children's files but must maintain the confidentiality of the individual records. You have the right to add information, comments, data or any relevant material to your child's records. Parents also have the right to request deletion or amendment of any information contained in the child's record. A conference will be scheduled so the parent can express, clarify or correct such information. Within one week after the conference, a decision, in writing, will state the reason for the decision. If the decision is in favor of the parent(s), we will immediately take steps to put the decision into effect.

EASTERN NAZARENE COLLEGE

CAMPUS KINDER HAUS

EMERGENCY PREPAREDNESS PLAN

Purpose: Campus Kinder Haus is committed to providing an Emergency Preparedness Plan that will address major contingencies that could likely develop during local, regional, or national disruptions.

Policy: Campus Kinder Haus' Emergency Preparedness Plan is multi-discipline response created to develop and implement appropriate policies pertaining to the transportation relocation and administering of needed support and ancillary services.

Scope: This policy pertains to all students enrolled in Campus Kinder Haus program and will be administered universally during times of EPP initiation.

DEFINITIONS:

Level A-Short-term evacuation (generally to 180 Old Colony Ave.) for the purposes of fire drills relocation, loss of power, heat or hot water or other emergency situations and other short-term placement.

Level B- Off site evacuation to the main campus of ENC

Level C-Off site evacuation to a FEMA approved shelter (ENC)

Disaster Control Center-location of emergency operation headquarters (generally the Office Risk Management)

EPP-Emergency Preparedness Plan

Personnel Pool-Respondents from the Risk Management, Facilities, and Safety Committee

Reception Area-on campus area for relocating students (generally Spangenburg Parlor)

EASTERN NAZARENE COLLEGE
CAMPUS KINDER HAUS
EMERGENCY PREPAREDNESS PLAN

Level A (On campus evaluation)

Existing fire drills, loss of power, heat or hot water or other emergency situations protocols during short-term evacuation of campus Kinder Haus will be initiated (per existing policy) to 180 Old Colony Ave.

- Temporary supplies such as food, water, toileting, and childcare necessities will be maintained in the Security Office of 180 Old Colony Ave.
- If circumstances indicate that the Campus Kinder Haus will not be able to be reentered and/or circumstances within the general vicinity become unsafe than a Level B will be initiated.

Missing Child (ren)

- Classroom teacher will look in her room and attendance sheet to get a head count.
- Director and all other Teachers will look in every classroom, Big Room, Bathrooms, and playground. All teachers will take a head count of their class and report to Director.
- Director will contact ENC Security.
- Director will contact Quincy Police and Quincy Fire Department.
- Director will contact children's parents.

EASTERN NAZARENE COLLEGE

CAMPUS KINDER HAUS

EMERGENCY PREPAREDNESS PLAN

LEVEL B (Off site evacuation to the main campus of ENC)

Initiation of LEVEL B:

A Level B evacuation can be initiated by the following individuals:

- President
- Vice President of Academics Services
- Vice President of Student Development and Retention
- Vice President of Admissions
- Senior Director of Business services
- Education Department Chairperson
- Director of Campus Kinder Haus or designee
- Director of Risk Management or designee

A Level B will only be initiated under the following criteria:

1. ENC's main campus is fully functional; and can receive/accommodate additional people.
2. Evacuation route from 180 Old Colony Ave. to ENC's main campus is considered passable and without major obstructions.
3. There are no foreseeable circumstances that would require evacuation of ENC main campus.

LEVEL B

- Activation of the DCC will occur when a Level B has been initiated (refer to the ENC Emergency Preparedness Plan).
- When at all possible students of Campus Kinder Haus will be transported via ENC vehicles (as outlined in ENC's Vehicle Policy).
Note: All reserved vans will be suspended from use and if possible other accommodations will be made for usage of other vehicles to replace the reserved vehicles. Under certain circumstances Quincy Emergency Management vehicles for the purposes of transporting students. Due diligence will be taken to transport classes together.
- Reception Area is identified as Spangenburg Parlor. All students will maintain within Reception area by class.

- The DCC will instruct members of the Personnel Pool along with Campus Kinder Haus representatives to initiate a phone tree to notify parents of situation and to identify approximate pick up time of the student. Students employed with Campus Kinder Haus will be notified to report to Spangenburg to assist with Reception Area operations. An accurate, current contact list of names and phone numbers of Campus Kinder Haus student's parents/guardians will be kept with the Office of Risk Management and will be made immediately available to members of the DCC upon activation of this plan.
- As needed food preparation will be the responsibility of the Director of Food Service in conjunction with the DCC. During times when Food Service Department is not functioning representatives from the Personnel Pool will be assigned the responsibility of food preparation.
- ENC Security will provide traffic control.
- The campus nurse will be notified and will respond as needed.

STUDENT PICK UP

Parent/guardian/authorized individual(s) will need a photo ID when picking up student. Students are required to be picked up within 2 hours of notification.

EASTERN NAZARENE COLLEGE

CAMPUS KINDER HAUS

EMERGENCY PREPAREDNESS PLAN

LEVEL C (off site evacuation to a FEMA approved shelter)

Initiation of LEVEL C:

A Level C evacuation can be initiated by the following individuals:

- President
- Vice President of Academic Services
- Vice President of Student Development and Retention
- Vice president of Admissions
- Senior Director of Business Services
- Education Department Chairperson
- Director of Campus Kinder Haus or designee
- Director of Risk Management or designee

A Level C will be initiated under any of the following criteria:

1. ENC's main campus is not fully functional.
2. Evacuation route from 180 Old Colony Ave to ENC's main campus is considered not passable and has major obstructions.
3. There are foreseeable circumstances that would require evacuation of ENC main campus.

LEVEL C

- One or more representatives from DCC will be stationed at Campus Kinder Haus for the purposes of directing/assisting the evacuation and will be in continuous contact with the main campus DCC via radio or telephone.
- Representatives of the Personnel Pool may also be dispatched to Campus Kinder Haus for purposes of assisting with the evacuation.
- Campus Kinder Haus student employees will also respond to FEMA approved shelter via ENC vehicle as directed by DCC.
- When at all possible students of Campus Kinder Haus will be transported via ENC vehicles (as outlined in ENC's Vehicle

Policy). Note: All reserved vans will be suspended from use and if possible other accommodations will be made for usage of other vehicles to replace the reserved vehicles. Under certain circumstances Quincy Emergency Management vehicles will be authorized to supplement or replace ENC vehicles for the purposes of transporting students. Due diligence will be taken to transport classes together.

- Food and other provisions will be forwarded to FEMA approved shelter as requested by the DCC.
- The DCC along with a Campus Kinder Haus representative will initiate the phone tree notification of parents.
- The DCC will coordinate with Quincy Emergency Management regarding student pickup instructions at the FEMA approved shelter.
- ENC Security will be dispatched to FEMA approved shelter for purposes of monitoring and protecting the Campus Kinder Haus students.
- The campus nurse will be notified and will respond as needed.

When circumstances require that both campuses need simultaneous evacuation, two 15 passenger vans will be directed to Campus Kinder Haus to evacuate students to FEMA approved shelter while other ENC vehicles are utilized to evacuate the students on the main campus to FEMA approved shelter. When the evacuation of Campus Kinder Haus is complete, the two 15 passenger vans will return to the main campus of ENC to assist with evacuation main campus students.

EASTERN NAZARENE COLLEGE

CAMPUS KINDER HAUS

EMERGENCY PREPAREDNESS PLAN

LEVEL D (Remain in Kinder Haus)

Initiation of LEVEL D:

A Level D evacuation can be initiated by the following individuals:

- Quincy Emergency Management in coordination with ENC
Disaster Control Center

LEVEL D

Emergency conditions that render evacuation of Kinder Haus dangerous or otherwise not feasible. These conditions would include a hostile person, hostage situation, radiation in the air, etc. Students and faculty/staff of Kinder Haus will be instructed that, until such conditions are corrected that no one will leave Kinder Haus unless authorized by emergency management officials.

- Activation of DCC on main campus
- The DCC will be responsible for fielding and logging all calls from parents/guardians and other inquiries.
- A minimum of two days' worth of food and water will be stored in Kinder Haus in case of such event, as well as blankets and other childcare necessities.
- HVAC system will be turned off to limited air circulation (limit outside air that potentially could be harmful from entering into Kinder Haus).
- Emergency cell phones, AM/FM radios and multiple flashlights, spotlights and other lighting equipment will be used as needed. Emergency lighting will be checked regularly for maximum effectiveness.
- Two way radio communication will be used to communicate via the DCC and Kinder Haus
- Disposable gas masks/clean air filters will be made available and used if needed.

Conclusion

We are always looking for ways to change and improve Campus Kinder Haus and would love your feedback. If at any time, there is something we could improve upon, or you have a question concerning your child, please feel free to come by the office and discuss it with us. We are here to provide the best service possible to our children AND our families! We look forward to a long and happy relationship with you and your child.

Thanks for choosing Campus Kinder Haus!