

# Teddy Bear Preschool Parent Handbook 2025-2026



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WELCOME! You are a part of our Teddy Bear Preschool family now. We would like to extend an open invitation for you to drop in often for informal visits. This will give us the opportunity to become acquainted with your entire family and will allow us to provide optimum learning opportunities for your child. Our doors are always open to you.

Informality is the keynote. We place great value on freedom to be oneself—for adults and children alike. We offer a relaxed and casual setting geared to the needs and interests of each child and each family. We strive to do our best to take into consideration individual differences and special abilities as well as family cultures.

Know that Teddy Bear is a good place because you have been there and have seen it firsthand. We thank you for allowing us to join with you in providing for the care, loving and nurturing of your developing child. We look forward with eagerness to the school year ahead!

We want you to feel welcome!

Yours Most Sincerely,

The Director & Staff  
Teddy Bear Preschool

**Special Note to our Parents:**

We want you to know, to understand, and to discuss with us your goals.

We want you to look often into our busy, happy, noisy, and creative classrooms to watch your child play.

We want you to realize the validity of that play and the importance of what is being learned.

Parents and teachers together can help your child develop his or her full human potential.

## **Teddy Bear Preschool Directory**

**Preschool Office 970-882-7277**

**Fax 970-882-7922**

Valiena Rosenkrance- **Director**

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Valiena's cell phone-970-739-4244

Pamela Leon- **Administrative Assistant**

pleon@dolores.k12.co.us

### **Preschool Teachers**

Karen Hackett kh@dolores.k12.co.us

Elaine Medina emedina@dolores.k12.co.us

### **Preschool Teacher Paras**

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Aubree Alcon aubreea@dolores@dolores.k12.co.us

MaryAnn Miera mmiera@dolores.k12.co.us

Teresa Rosales trosales@dolores.k12.co.us

### **Toddler Teacher**

Nori Begay nbegay@dolores.k12.co.us

### **Food Services**

Kristine Bowie kbowie@dolores.k12.co.us

### **Toddler Para**

[SBakkan@dolores.k12.co.us](mailto:SBakkan@dolores.k12.co.us)

**In case of an emergency and there is no answer, please call:**

**Dolores Schools District Office at 970-882-7255**

**Transportation Office (Bus) at 970-882-2649**

### **Our Purposes or Mission**

Our purpose is to provide high quality early care and education to all children. Quality early care and education not only includes excellent care, education and parent education, as well as health and safety, but a relationship between children and their families.

### **Our Vision**

Teddy Bear Preschool maintains a premium, inclusive learning environment that develops essential social-emotional skills effectively preparing all children for academic success.

## **Our Philosophy**

The Teddy Bear Preschool philosophy encompasses high quality early care and education. The Little Spot of Feelings is our Social-Emotional curriculum. (problem solving and conflict resolution for children), Creative Curriculum curricula offered to all children, Mighty Moves/Food Friends (nutrition curricula) and Pyramid Model (promotes positive social and emotional development in young children). Teachers will adapt curriculum when appropriate for inclusion of all children. It is our wish to work closely with parents to meet the social, emotional, physical and cognitive needs of each child, thereby promoting the child's self awareness and self-confidence. We partner with families so they feel respected, supported and nurtured in their child rearing efforts.

Warm, supportive and respectful relationships between adults and children lie at the heart of good care for children. We believe early care and education centers can and must be a place where children, parents and caregivers alike can feel a sense of belonging, as if they are family. Healthy children and healthy families make healthy communities.

## **Teddy Bear Preschool Practices Inclusion**

Early childhood inclusion embodies the values, policies, and practices that support the right of every young child and his/her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation and support.

## **Our Program**

We are a collaborative preschool program. We offer Head Start, Universal Preschool (UPK), Colorado Child Care Assistance (CCAP) and Tuition slots. Our curriculum offers experiences in fine and gross motor skills, language development, music and dramatization, individual creativity, science and health, arts and crafts, safety, movement, education, visual and auditory discrimination. All activities and equipment are developmentally appropriate for the ages of our children. Children, like adults, learn through experiences. We believe in setting up an environment where a child can learn to use his/her imagination. Our classrooms are arranged in centers. Art, science, music, quiet, manipulative, sand & water, language, writing, concepts, blocks and dramatic play centers are designed for the children to choose from each day. Making choices is a necessary step on the road to having the skills needed to begin taking responsibility for our behavior. Each child has an Individual Learning Plan that is constructed with each child's individual observations from the teacher, child's interests and input from parent/guardians and teacher input.

## **Program Curriculum**

We have moved to [Connect 4 Learning](#) pre-k curriculum for our preschool age children. **“Prekindergarten education plays a significant role in the development and academic success of young children. It is important that any pre-kindergarten (or pre-K) curriculum focuses on literacy, social-emotional development, math, and science so that children receive a solid foundation from the start. Connect 4 Learning does this.**

**Given the vast majority of curriculum options available today, few, if any, weave together these four domains of early learning seamlessly. As a result, children are entering kindergarten with lower school readiness scores, especially those in under-resourced programs with limited exposure to these concepts.**

**A team of nationally recognized early childhood experts set out to close this gap by creating the [Connect4Learning Pre-K Curriculum®](#). This interdisciplinary early childhood prekindergarten curriculum synthesizes learning across all learning domains with an emphasis on mathematics, science, literacy, and social-emotional development”.**

**Connect 4 Learning** meets all of the standards put forth for effective early childhood curricula by the National Association for the Education of Young Children (NAEYC). Equally important, evaluation research provides strong evidence that Connect 4 for Learning Preschool improves classroom quality and promotes physical, social and cognitive outcomes for children.

Teddy Bear's social-emotional curriculum is [A Little Spot of Feelings & Emotions](#). I promise your child will be coming home with many examples of what it is because it is FUN! Social-Emotional learning refers to the development of self-awareness, self-control, self-regulation, social skills, and responsible decision-making, all of which are essential for school and life successes.

Your child will learn how to improve social and emotional skills, develop a positive self-image, and learn how to improve social and emotional skills needed to show empathy, compassion, and kindness. They will learn managing techniques as well as coping strategies to regulate BIG EMOTIONS.

The program’s writing curriculum is [Handwriting Without Tears](#). Handwriting Without Tears is a multi-sensory, developmentally appropriate handwriting program designed to help children improve letter formation, fine motor coordination and writing fluency.

Tracing is an effective way to teach handwriting. By having kids trace shapes and maze-like paths from left to right, top to bottom, or through jagged and curvy lines, you can help them develop fine motor control. This can also help them learn how to orient their movements from top to bottom and left to right.

Teddy Bear uses the [Heggerty Phonemic Awareness](#) curriculum that supplements our existing literacy lessons in our Connect 4 Learning curriculum. When lessons are taught daily with explicit teacher modeling and scaffolded support, teachers see improvement in students' reading, spelling and writing as the students learn to hear the sounds in words. The curriculum teaches eight phonemic awareness skills: rhyme, onset fluency, phoneme isolation, blending, segmenting, adding, deleting, and substituting. Additionally, letter names, sound recognition, language awareness via nursery rhymes are taught. These lessons are taught for approximately 5-7 minutes.

Children will experience growth and learning in their social-emotional, physical, language and cognitive development as a result of observations and assessments taken through these curriculum programs. Families will feel included and supported in their own child-rearing as they participate in their child's learning experience at Teddy Bear.

**Teddy Bear is a NAEYC Accredited program (National Association for the Education of the Young Child). Being accredited by the National Association for the Education of the Young Child (NAEYC), the nations largest early childhood accrediting organization, is so much more than a logo on a banner. It is a designation that is hard-earned, one that represents a commitment to delivering a superior standard of quality education to children and their families. This accreditation program is totally voluntary; we choose to do this. In fact, NAEYC ACCREDITATION IS ACHIEVED BY LESS THAN 10 PERCENT OF EARLY CHILDHOOD CENTERS IN THE COUNTRY. Accreditation helps families recognize quality early learning programs and feel comfortable knowing that their children are receiving a high-quality, research based education that will prepare them for future success, states NAEYC.**

### **Our Staff**

Each staff member will meet or exceed the requirements of their position according to the state rules and regulations. All participate in a continuous program of in-service education and studies for professional advancement in order to remain alert to the ever changing needs of today's families and to the finding of current research. A teacher plays an important part in developing self-esteem. For this reason, each teacher will always be there to encourage, to answer question(s), to give direction, to offer a challenge, to give support and a comforting hug or a lap on which to cuddle.

### **Our Expectations**

All that we expect of the children is that they come to school, be themselves, and have respect for others. What we expect of parents and guardians is that you read the operating procedures in this handbook and in supplemental notes and newsletters that we may send you from time to time; and that you feel free to be a part of the school, offering suggestions, comments, and constructive criticisms.

### **Ages of Children Accepted**

We accept all children from the ages of 1 year to 5 years.

### **Hours of Operation**

We have the same calendar year as the Dolores School District. Our preschool hours of operation are Monday-Thursday from the hours of 7:30-4:00 for full day children and half day children attend the hours of 7:30-12:30. Our toddler program is offered full days Monday - Thursday, 7:30-4:00. SEE TEDDY BEAR SCHOOL CALENDAR FOR DAYS OFF.

### **Cameras**

We have 3 outdoor cameras located on both of our buildings. This is so that we can watch for vandalism or intruders. Each preschool and toddler classroom has a camera placed inside the classroom. These cameras are placed for your child's protection as well as the teaching staff. The cameras are for administrative purposes only.

### **Children who have Special Needs**

Teddy Bear Preschool will offer services for children with special needs in an effort to meet the individual needs of all children. We will accept children with special needs to the extent that our program is adequate to meet the needs of each child and in accordance with the Americans with Disabilities Act, July 26, 1990.

### **Admission and Registration of Children**

Each child who attends Teddy Bear Preschool must have completed and have, on file, all required forms. Additionally, during orientation parents must have been given, and signed for, a copy of the Parent Handbook and information on how to report suspected child neglect, abuse or sexual assault. Forms that need to be completed prior to admission include:

- |  |                                  |
|--|----------------------------------|
| *Registration forms  | *Emergency Form                  |
| *Health (physical form, done annually)                     | *Permission to pick up form      |
| *Free/reduced meal eligibility form                        | *Current immunization form       |
| *Health insurance form                                     | *Custody paperwork if applicable |
| *Consent form for release of health and safety information |                                  |

Each child's file will contain this information and will be updated as needed or at least quarterly. All records are locked in the office in a filing cabinet with only authorized people to have access. The content of each child's file is confidential, but is immediately available to all staff with consent from a parent or legal guardian for access to records, the child's parents or legal guardian, and regulatory authorities, on request. Access to this information is strictly controlled. Health and safety records need to be accessible in the case of an illness or an emergency.

**Payment and Fee Schedule**

**Preschool Full Day (7:30-4:00)** \$45.00

**Preschool Half Day (7:30-12:30)** \$35.00

**TODDLER'S**

**Toddler's attending Full Week (M-Th)**

**\$920 a Month**

**\$750 on Months with Breaks (Aug, Nov, Dec, March)**

**Toddler attending 2 days per week (Mon & Tue OR Wed & Th)**

**\$460 a Month**

**\$375 on Months w/Breaks (Aug, Nov, Dec, March)**

**Toddlers hours are only Full Day-7:30-4:00, NO HALF DAYS**

Tuition will be charged for each day that you have scheduled your child to be in attendance even if your child should be absent. We follow the school schedule and any days off are not charged for i.e winter break, spring break, snow days, etc. Tuition fees are due by the end of each month. Payments can be made weekly, bi-monthly, or monthly.

**Bright Wheel**

Bright Wheel is a childcare management software used by the preschool. It streamlines operations and enhances communication with families. It helps with administrative tasks, billing, and parent engagement. Teachers use it to share updates, photos, and videos with parents, while also managing attendance, learning assessments, and daily activities. **You are responsible for signing your child in and out at drop-off and pick-up using the app.** The app also offers you the ability to make online payments. See attached document at the back of your child's registration packet or ask the office for the document, please.

**Building Security and Access**

**TEDDY BEAR SAFETY PROTOCOLS** I want all of you to know that your child's safety is our number one priority. I realize many of you do not know what we do in our program when it comes to safety. Our school district employees meet monthly for a Safety Meeting. The people in this committee are Principals, the Superintendent, Directors, Secretaries, School Resource Officer, Fire Department, EMS and Sheriff Nowlin. We meet and talk about what our needs are in keeping our buildings secure, whether we need support and what is and what is not working. Teddy Bear conducts one fire drill monthly and alternates between a Hold, Secure, and a Lockdown monthly. A hold is where students and staff clear the hallways and remain in their classroom with the doors locked, teachers carry out their day as usual. A secure is where staff and students remain inside the buildings and continue business as usual. When we do a Lockdown drill, the children are told we are having a Lockdown drill. When they ask why, we tell them we are practicing to be as quiet as we can; we will whisper to tell stories/read books



and we will be done quickly. So when we say we are practicing our Lockdown drill they know where to line up, what part of the building we go to and that we stay quiet and tell stories. We keep it VERY simple and they do not ask for more of an explanation. Our doors are locked at all times other than the 30 minutes for pick up and drop off of children. The interior doors are also locked but they have a magnetic strip on the latch so that if we need to we can quickly remove the strip and close the door. There is a camera/intercom/door switch in the office and modular building (Toddler/Teresa class). The side and back doors are ALWAYS locked. The preschool building has a camera on the front of the building and the modular building has one mounted on the side with a monitor on the front desk for viewing at all times. If you need to come into the preschool or modular building at times other than pick up or drop off, you must ring the bell near the door. We can see you and hear you on the monitors. We have a direct line(radio) to the Sheriff's office that remains on 24 hrs a day for an emergency. We also have radios that give us immediate communication with our district SRO and the other schools in our district. When we have a Hold or Secure, a notice will be placed on the preschool door and in the modular windows to inform you. We CANNOT let you or anyone else come in or out of these doors at this time. It is for your child's SAFETY that we do not open doors at this time. Believe me when I say, I do understand your concern and panic if we should go into a Hold or Secure status, so I will provide you with my cell phone number 970-739-4244 -call me if you need to. We do not know how long these Hold or Secure's will last, it all depends on what the threat is and how quickly the Sheriff's department can resolve it. Pam (secretary) and I make it our business to know who is in our parking lot at all times. If I don't see you, she will and vice versa. Our priority is knowing every vehicle and person, and if we don't recognize a vehicle we physically go out and look or ask who it is. (We even discovered a private detective on a stake out because he was near our parking lot!) PLEASE, if you should ever have concerns about what we are or are not doing in our school, feel free to ask or call me at any time. I am always here for you and more than happy to sit and talk about anything you need to talk about. Thank you, Valiena.

### **Child Care Assistance**

Teddy Bear Preschool has a contract with the Montezuma County Department of Human Services called the Colorado Child Care Assistance Program. This is a program that helps parents in need of child care assistance. You must make an appointment, 970-565-3769, fill out paperwork and talk to a representative. If assistance is approved, Teddy Bear will be formally notified. The parent will then pay a Parental Fee and the Department of Human Services will pay the remainder of your tuition.

Parents on assistance will have been issued a POS card that records the child's daily attendance. Instructions for the POS card are distributed to each parent by the Montezuma County Department of Human Services.

**Custody**

According to Colorado Law, if you have joint custody, the non-custodial parent is entitled to pick-up the child at any time and be involved in the child's education and progress. Whatever custody arrangement you may have, you must furnish the center with a copy so we may comply with that court order. If you have a court ordered child arrangement other than joint custody, the same rule applies; you must furnish the center with a copy so we may comply with that court order. All forms will be kept confidential.

Non-custodial Parent: In the past, the center has received requests from non-custodial parents wanting information about their child's progress and program activities. If this would be helpful in your family situation, please list the non-custodial parents in your registration papers and we will include them.

**Family Visits & Open Door Policy**

Families may visit any area of the facility at any time during the program's regular hours of operation. Please, be sure that you check into the office first.

**Attendance**

If your child is ill or they cannot come to school you must call the office that morning at 970-882-7277 and let us know. If your child is in a funded slot, (Head Start, UPK or CCCAP), your child must have regular, consistent attendance or the slot will be given to another child.

**Family Involvement**

The involved parent understands the importance of reading and having an educational environment that is conducive to learning and communicating as well as volunteering with the teachers and staff. Parents who are involved in their child's learning process help them build a strong educational foundation, these are the students who tend to excel academically and become the top of their class. In addition, parents are sending a message to their children that education is important.

If your child is on the UPK (Universal PresKinder) you are required to volunteer 4 hours per month. UPK parents sign a contract upon enrollment that they will indeed volunteer.

**Family Language**

We honor every person's home language. If you need all documents and a copy of the policies/procedures in your home language, please contact the program Director and she will ensure that this happens. If an interpreter should be needed at any time, that will also be arranged.

**Parent /Teacher Relationships and Conferences**

\*Staff will communicate daily with parents as to their child's activities and development at the center.

\*At each conference the teacher will discuss the child's progress with the parents and together they will create an ILP (Individual Learning Plan) for the child.

\*A signed copy of the conference report will be placed in the child's file and a copy sent home with the parent/guardian.

\*Observations and assessments are made formally year round. The teaching staff uses these tools in preparation of monthly curriculum planning that will include the issues/needs that the assessments identify for each child in that particular classroom.

\*Parents/guardians may request additional conferences any time they feel the need. Parents and guardians are encouraged to talk to teachers about their child/children on a regular basis.

### **ILP (Individual Learning Plan)**

An ILP (Individual Learning Plan) is a tool used to ensure the success for each child who attends Teddy Bear. Teachers and staff continually observe and assess the progress of each child in the classroom. Each child is individualized for using the data from observations, checkpoints, ASQ's, intake forms, checklists, IEP's and ILP's. The child's teacher documents these observations and assessments in Teaching Strategies/Gold online and discusses the results and asks for family input and opinions at the November Parent Teacher Conference or Home Visit. The family and teacher will create the ILP. The ILP is reviewed at the PTC/Home Visit by staff and families in February to make certain the check points (goals & objectives) are being successfully met and/or addressed or if new ones need to be made. In May, the teachers will do a final school year review to assess the progress of each child. If a child is transitioning to a new program, Teddy Bear will provide any information upon request with parent/guardian permission.

### **Assessment Plan**

Assessments are done so that teachers, families and other relevant specialists can have a baseline to individualize for individual children and sometimes the classroom curriculum as a whole. During our fall orientation assessments are described to the families. During the first Home Visit/PTC staff will provide the families with information about the choice, use, scoring, and interpretation of screening and assessment methods that includes

- a. The purpose and use for which an assessment is designed and its programmatic purpose and use,
- b. The interpretations of the results and their meaning in terms of future learning opportunities for their child,
- c. The way teaching staff or others have been trained to use assessment procedures and interpret results as well as the condition under which the child will be
- d. assessed (e.g., group size, time constraints, familiarity with adults involved) and
- e. Access to or information about the specific instruments used.

Sensitivity to a family's values, culture, identity and home language is always a priority.

To assess a child we look at many different forms of information. Families are given an ASQ:SE to complete and return when their child enrolls. The family also completes the child intake form that gives us personal information about the child and family such as: interests, dislikes, development of their child, home language, family situations and goals for their child; this is also completed and shared with their child's teacher before the child starts school. Your child's teacher will administer the ASQ:3 developmental screening to the child in the child's classroom within the first 45 days of enrollment. Teachers also make and use teacher made checklists (colors, shapes, number, alphabet,

shapes) for assessment. The data gathered from the checklists come from classroom observations. Home Visits/Orientation is also done before school starts so that we may get to know the child and the family before school starts. These assessments give the teachers a baseline to start with your child and the staff strives to meet the family and developmental goals for the child. The teachers use all family intake forms, assessment data, checklists and observations to develop a lesson plan that provides activities which meet the interests and development of each child on an individual basis. This is called individualizing for each child. The informal and formal assessments are performed throughout the school year and/or as needed. There are a total of three formal parent teacher conferences/Home Visits to discuss with the parents the assessments performed and progress of their child. If your child receives services for Speech/Language, Occupational Therapy or Early Childhood Special Education services, the therapists will often contact you for progress meetings and of course you may also contact them for any questions or concerns. All families, if you would like to at any time discuss your child's progress, accomplishments, difficulties in the classroom and at home as well as to plan learning activities, please inform your child's teacher or the Principal of your wishes, they will be accommodated.

The staff meets monthly at Planned Learning Community **(PLC) meetings** to determine improvement needs for curriculum and changing the environment to meet the needs of the students and program goals by assessing assessment data collected.

All assessment data and child records are under lock and key at all times. A copy is locked in a cabinet in the child's classroom and a copy is locked in the main filing cabinet in the office. Assessment information on the child may only be accessed by the child's teacher or the Principal. Assessment information is used to strictly individualize for the child, track child's progress and for referral use, upon parent request. A release must be signed from the parent/ guardian for anyone else but the teacher and program director to see these documents.

### **ASQ 3 and ASQ SE**

Teddy Bear Preschool uses a variety of assessment plans to create Individualized Learning Plans (ILP). Ages and Stages Questionnaires are completed within 45 days of entry in the program, providing teachers with sufficient time to begin building a relationship and an understanding of the student. The Ages and Stages:3 are completed in the students classroom by the students teacher and then scored by the teacher and learning goals are created from the results. A large parent involvement is needed for this time. Parent's/guardian's help supervise children while teachers administer the assessment. After scoring and if there is a red flag discovered, the child's teacher will also be required to do another ASQ at the school, if there are still red flags, the teacher and family will have a conference and if both parties feel that time and skill targeted activities is all that is needed for the child, his/her teacher will again rescreen in 3 months. If at that time, there are still red flags, staff will consult and meet with the family, Head Start Disability Specialist, AXIS Mental Health and BOCES. A meeting will happen between all the above people and a individual plan will be made for the child and teacher.

### **Creative Curriculum/Gold Check Point Observational Assessments**

“Ongoing assessment of children in any early childhood setting is the key to planning appropriate learning experiences and helping children succeed. The Comprehensive Assessment solutions are based on the newest research, proven valid and are fully aligned with the Common Core Standards. Teaching Strategies provides state of the art interactive reports to spotlight any single area or child and compares the class as a whole”. ([teachingstrategies.com/assessment/](http://teachingstrategies.com/assessment/), 2002-2013)

Starting at the entry of each student, the teacher records anecdotal observations observed throughout the day aligned with the learning objective. This provides evidence for observational assessments through the Teaching Strategies Check Points, which are completed three times a year, the data is shared with parents during Parent Teacher Conference's/Home Visits, through a Family Conference Form and a Child Individual Profile. Goals and the child's development are discussed with family and the child's teacher. Family input is encouraged and activities are discussed between both parties and encouraged to implement between home and school.

After every Check Point data input, every classroom is required to complete a Snap Shot so that teachers have a clear picture of each child's progress. Does the curriculum need to be adjusted? Is progress being made for all children? Does an area of learning need to be revisited? Does an area need to be taught differently than what it was? Do we need to maybe look at an individual child more closely for a delay? Does the teacher need to introduce more challenging concepts for an individual or the entire class? This information is looked at as a whole during the program's monthly PLC (Planned Learning Community) time.

### **Teacher Created Check Lists**

Teachers create general letter, number, color and shape check lists in which the teacher completes during play. The check lists show a progression of knowledge when completed during the first 45 days of entry and continually throughout the year, using data to show progression. The staff uses the results of assessment to provide individual learning opportunities for each child throughout lesson planning. All children's records of assessment are under lock and key, only staff has access.

### **Birthdays/Celebrations**

Many of our parents want to celebrate their child's birthday in some way during the school day in order to include the child's friends. Please arrange such a celebration with the teacher well beforehand. It is important that we all work together to keep the day special. Things to coordinate with the teacher are:

- all items must be prepackaged at the store, no homemade items.
- what birthday snacks work and which won't (ex. Allergies).
- Please do not include decorations in your planning. Balloons are not allowed as they are a choking hazard.

\*Some of our children do not celebrate birthdays, so we want to be able to honor their cultural differences and at the same time we want to honor those who do celebrate birthdays. Pre-planning with the teachers allows us to accomplish this.

### **Children's Personal Belongings**

At the center, children will have the opportunity to experience a variety of activities. Materials and toys that are age and developmentally appropriate will be provided. We ask that all personal toys and money be left at home. The center cannot be responsible for the care of personal toys; **the children are our first responsibility.**

All clothing including coats, boots, hats, and mittens, should be labeled with the child's first and last name. A jacket or coat needs to be brought daily for outside time. Children should wear layered clothing so that they may be comfortable at all times. ABSOLUTELY no flip flops or open toed sandals will be worn by the children (safety concern). We spend 1 hour daily outdoors.

All children must have a change of clothes available at the center. "Accidents" do happen at school.

We encourage children to participate fully in each activity. Children paint, tumble and play with play dough, water and sand. It is therefore not advisable to send children in new clothing. We do not want children to restrict their curiosity because of clothing.

### **Inclement and Excessively Hot Weather/Bug Repellent/Sunscreen**

Weather permitting; all children will have outdoor play for at least 1 hour per day. Children will not go outside when weather, air quality, environmental safety conditions or other hazards pose a health risk. According to the Colorado Division of Childcare's recommendation to follow the Child Care Weather Watch, children will not go outside when the temperature is below 32 degrees or above 95 degrees.

To protect against cold, heat, sun, injury, and insect-borne disease, the program ensures that:

Children wear clothing that is dry and layered for warmth in cold weather. Children have the opportunity to play in the shade. When in the sun they wear sun-protective clothing, applied skin protection, or both. Applied skin protection will either be sunscreen or sunblock with UVB and UVA protection or SPF 15 or higher that is applied to exposed skin (only with written parental permission to do so).

When Public Health Authorities recommend the use of insect repellent due to a high risk of insect-borne disease, only repellents containing DEET will be used. Staff apply insect repellent no more than once a day and only with written parental permission.

### **Meals and Snacks**

All children are served breakfast and lunch. Our program strictly follows the Colorado Department of Public Health and Environment- Child and Adult Care Food Program. The program ensures that we feed our children a balanced and healthy meal. Teachers and other adults are asked to eat the same food. Those children who attend full day are also served a nutritious snack in the afternoon.

Teaching staff and volunteers will sit with students during every meal, and engage in conversation with the children. *Water cannot be substituted for milk without doctor's orders.*

Parents who provide their own food for their child are required to provide food that adheres to the CACFP (Child & Adult Childcare Food Program) guidelines. You may get a copy of these guidelines in the office.

### **Children's Location**

Each classroom has a sign in/out sheet for parents to sign children in and out of the classroom. Teaching staff take breakfast and lunch attendance; again they know the number of children they have. Staff count children before taking children outdoors and again before going indoors. When we do have field trips the attendance sheets for each classroom are copied and they are taken on the field trips with the staff.

### **Napping**

**Toddlers** lay down at 12:30 and wake between 2:00-2:30.

**Preschool children** lay down at 12:30 and are woken up at 2:00.

Each child has an individual cot or crib that only they use each day. Parents of toddlers and preschoolers provide a blanket and pillow for their child. Blankets and pillows must be washed weekly; staff will either wash them or they will send them home with you to be washed. Children's cots are spaced 3 feet apart with facing opposite directions to allow 6 feet spacing. Staff will play soft music and rub each child's back to help them get to sleep. If a child is not asleep within 30 minutes they may get up from their cots and color, cut, play with play dough or work with the teacher at the table.

### **Toilet Training**

All preschool parents are highly encouraged to have their preschool child potty trained before entry into the program. The exception is for those children with special needs and those that have an Individual Education Plan. Toddlers guardians will discuss and sign a Potty Training Contract with the toddler teachers before any potty training begins. Staff and families will work together to finalize potty training for preschoolers.

### **Discipline AND Guidance Policy**

**The staff at the center strives to develop a positive relationship and rapport with every child. ALL staff at the beginning of the year (fall) review the discipline policy together during the annual orientation and staff will go over this policy in the Parent Handbook with families during parent orientation at the start of school. Our policy and goal is no child will be suspended, expelled or dismissed from our program until all interventions have been exhausted and parents and staff agree on other placement and services with the help of the team. Exclusion will only happen if the child or staff are in harms way. In the classroom environment the staff provides positive guidance and the setting of clear-cut limits. This helps develop self-control, self-esteem, and respect for the rights of others. Positive reinforcement to correct unacceptable behavior is used, for example, teachers use phrases like “walking feet”, “inside voices”, “criss-cross applesauce”, “listening ears”, “friendly**

words or hands” and etc. Discipline is based on positive praise and reinforcement to build social skills and self-esteem. Freedom, support, and direction will be blended with reinforcement of positive growth-oriented behavior. All children will be treated with respect and consideration at all times. **NO FORM OF CORPORAL OR HARSH PUNISHMENT, WILL BE ALLOWED AT ANY TIME.** THERE ALSO,SHALL NOT BE AT ANY TIME THREATS, DEROGATORY REMARKS, PSYCHOLOGICAL ABUSE, PHYSICAL PUNISHMENT, COERCION NOR WITHOLDING OF FOOD AS A MEANS OF PUNISHMENT.

**Examples of physical punishment:** Shaking, hitting, spanking, slapping, jerking, squeezing, kicking, biting, pinching, excessive tickling, and pulling of arms, hair, or ears; requiring a child to remain inactive for a long period of time.

**Examples of psychological abuse:** shaming, name calling, ridiculing, humiliation, sarcasm, cursing at, making threats, or frightening a child; ostracism, withholding affection, seclusion.

**Examples of coercion:** rough handling (shoving, pulling, pushing, grasping any body part); physical restraint (forcing a child to sit down, lie down, or stay down) except when restraint is necessary to protect the child or others from harm; physically forcing a child to perform an action (such as eating or cleaning up).

NOTE: the use of a physical escort as defined below and properly used when necessary to protect the child or others from harm is NOT coercion.

**Mechanical restraint:** “the use of devices as a means of restricting a student’s freedom of movement.” (H.R. 7124, 2019)

**Physical escort:** “the temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location.” (H.R. 7124, 2028)

**Physical restraint:** “a personal restriction that immobilizes or reduce the ability of an individual to move the restraint, or chemical restraint.” (H.R. 7124, 2018)

**Seclusion:** “the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving, that such term does not include a time out.” (H.R. 7124, 2018)

**RESTRAINT IS PERMISSIBLE ONLY WHEN IT IS NECESSARY TO PROTECT THE CHILD OR OTHERS FROM HARM.**

Teddy Bear Preschool complies with all federal and state civil rights laws

To deal with inappropriate behavior, staff will use positive teaching methods of conflict resolution and alternative behaviors to young children. The children will learn about acceptable behaviors, rules and age/stage appropriate action. At Teddy Bear Preschool, the focus is on learning and like all other aspects of life, discipline will be handled as a learning activity.



### **Referral for Challenging Behaviors and Special Needs/Disabilities'**

When a teacher or a parent identifies a concern with a child, be it a special need, a behavioral issue, a disability, or other, staff will do the following:

1. Observe the behavior(s)
2. Document the behaviors
3. Present the documentation to the Principal
4. Analyze and track behaviors
5. Collaborate with the family for strategies, ideas and goals for their child
6. Staff and parents together will create a positive challenging behavior plan and if necessary refer the child to other professionals. Positive behavior support strategies will be used. The primary decision for the plan will be made by the family.
7. Referrals will be made by the Principal, ONLY after getting the family's permission.

### **Illnesses**

If an illness prevents a child from participating comfortably in activities or creates a greater need for care than the teaching staff can provide without compromising the health and safety of other children or if a child's condition is suspected to be contagious and requires exclusion, the child will be removed from the classroom. He/she will be brought to the office and given a comfortable place to rest under the supervision of a familiar person. If a child that is not immunized against vaccine-preventable diseases and such a disease is suspected in the center, the child will be immediately removed from their classroom and taken to the Director's Office. The Director will call the parent and ask them if they want them exposed to the disease or if they will pick up their child. When family cannot be contacted then emergency contacts will be called.

**Children and staff with the following illness or symptoms should be excluded from Teddy Bear Preschool. Any other illnesses not listed below should be reported to the Principal. The Teddy Bear Preschool staff reserves the right to temporarily exclude any child they deem ill enough until medical clearance to return to child care is received. \*\* SEE ATTACHED ILLNESS SCHEDULE \*\***

When a child has been diagnosed with a communicable illness such as chicken pox, hepatitis, measles, mumps, meningitis, diphtheria, rubella, salmonella, tuberculosis, or giardia the center must notify the local or State Department of Public Health immediately. The illnesses will be posted on front doors and care information distributed to parents when illness has been diagnosed and exposed at the center.

When a vaccine-preventable disease to which children are susceptible occurs in the program, any child not immunized against said vaccine-preventable disease will be removed from the classroom, the parents called and informed of the risk. The parents will decide if they want their child to remain at risk in the classroom.

A child may return to the center after an illness when:

- \*A child's behavior is back to normal
- \*A child has been fever, diarrhea, and illness free for at least 24 hours.
- \*The child has been gone from the center for at least 24 hours since being sent home from school.
  
- \*Has been on antibiotics, if prescribed, for at least 24 hours.

If children are not well enough to go outside, do not send them to school. The center does not have the staff to care for children indoors during outdoor play. The children go outside every day for 1 hour.

All staff members are trained in Infant/Child CPR and First Aid emergency procedures and fire drill procedures. There are emergency services available at the Montezuma Emergency Services by dialing 911.

If a child is injured, our first step is to apply first aid and tend to the emergency. If the injury is more severe, parents will be notified immediately and an ambulance will be called if needed to transport the child to the appropriate emergency service facility. All injuries are documented and put in the child's confidential file. Parents are responsible for all medical costs incurred due to an accident or injury on the Teddy Bear Preschool premises.

### **Emergencies (lost children, tornadoes, fires)**

We have exit diagrams displayed in every room in the center and all emergency exits are clearly marked. Parents are required to leave telephone numbers where they can be contacted at all times. In addition, a back-up number of a relative or friend is also requested.

Plans and procedures are in place for other unexpected disasters. Fire drills are practiced monthly, lock down and evacuations are practiced twice per school year.

In the case of a medical or dental emergency, 911 will be called immediately. Parents will also be notified. If necessary, children will be transported in an ambulance to Southwest Memorial Hospital in Cortez on Mildred Road. For children with a medical emergency, Teddy Bear will provide any documents and/or individual emergency care plan for the medical professional.

**All staff** are required to have current pediatric first aid and CPR training.

**Administering Children's Medication**

All prescription and non-prescription medication given in child care or school settings require a written authorization from your healthcare provider, as well as written parent consent. This is a child-care licensing requirement. The medication authorization forms are available in the office. Only certified, authorized persons at the center may administer the medication. All children must also have a written health plan for any ongoing medications; see office personnel for more information.

Please note: prescription medications can only be administered if the actual prescription container is presented to the center, including the child's name, health care provider name, issue date of medicine, name of medication, dosage, route of administration, how often to give medicine, special instructions, storage requirements and expiration. The container must be accompanied by the written instruction from your authorized health care provider as well as a parent permission form.

The center cannot, by state requirement, divide a scored or unscored tablet, or adjust dosage in any way.

It is the parent's responsibility to provide the appropriate calibrated measuring device, e.g. medicine spoon, dropper or syringe.

**Children with Special Health Needs**

Children with special health needs such as asthma, hearing or vision impairments, feeding needs, neuromuscular conditions, urinary or other ongoing health problems, seizures, or diabetes will need to provide instructions. The instructions must come from the child's medical doctor. Any medicine will also require the parents and doctor's signature on the Permission for Medication Forms.

**Homeopathic Medications**

Homeopathic medication and herbal preparations are not included in the official Medication Administration Training. Therefore, Teddy Bear Preschool is unable to administer homeopathic or herbal preparations.

**Idling Vehicles**

Please, we discourage idling vehicles in our parking areas, except if vehicles need to idle in extreme heat or cold to maintain interior or engine temperatures.

**Medical Alert**

Located on the informational outdoor signs near both entrance gates is where you would find a Medical Alert sign. It will tell you of any currently known illnesses in the center. This sign gives you the type of communicable disease to which your child was exposed, signs and symptoms of the disease, mode of transmission, period of communicability, and control measures that are being implemented at the program and what families should implement at home.

**Sunscreen**

When you receive your child's registration packet, enclosed will be a Sunscreen Permission Form. If you want your child to have sunscreen applied, you must sign the form giving your permission. We would rather you apply it to your child at drop off but we are perfectly happy to do it for you. The sunscreen/block will be SPF 15 or higher and will be applied to exposed skin. When public health authorities recommend use of insect repellents due to a high risk of insect-borne disease, only repellents containing DEET are used. Staff apply insect repellent no more than once a day and only with written parental permission.

**Smoking**

Smoking is not permitted in or around Teddy Bear Preschool.

**Firearms**

Firearms are not permitted in or around Teddy Bear Preschool property.

**Drugs & Alcohol**

Alcohol and/or illegal drugs are not permitted in or around Teddy Bear Preschool.

**Health Forms and Immunization Records**

Upon enrollment, a Teddy Bear Preschool physical form must be completed and filled out by a licensed physician or licensed nurse practitioner. Health forms must be renewed annually. Your child will be excluded from school if health forms are not current. Immunization records must also be kept current. This is the parent's responsibility. The Dolores School District/Teddy Bear Preschool nurse will review immunization records.

**Accidents/Injuries**

In the event of a serious injury or accident the Administration will be notified immediately. The person "in-charge" of the accident shall complete the Incident/Accident report as soon as possible. At least one other staff person will review the report. The parent/guardian will be called immediately.

**Television/Videos**

During enrollment, parents sign a permission slip for television and video viewing. Only G rated movies are acceptable. Viewing is kept to a bare minimum; videos are only used in rare circumstances-such as the Polar Express Activity.

**Transportation**

Bus transportation is provided as a courtesy to preschool students who live within our school district. Out of district students may ride the bus depending on available space on existing routes. Bus rules and discipline concerns are handled through the Transportation Department (970-882-2649) and/or the Preschool Principal. You must call the preschool office if there will be any changes in your child's schedule. All drivers are qualified and have been trained in safety procedures. Radio contact is possible at all times with the preschool. Children are required to sit in the front seats for supervision.

**Children who arrive late and their class/group is away from the center**

If a child was scheduled to leave with his/her group but has not arrived, parents will be notified to bring the child to the center after the field trip. Children who arrive late will not have a teacher available and no child will be permitted to stay at the center without teacher supervision. Parents will have to make other arrangements at that time. They will, however, be able to attend the program after the group has returned.

**Contacting Teachers**

Staff may be contacted in the following ways:

- In person daily (please be aware that during drop off and pick up times, teaching staff is usually tied up with the children in the classroom and must stay in ratio at all times)
- Emails
- By phone, 970-882-7277, (each staff member has voice mail, the office can take a message and the teachers have emails (located in front of this handbook).

Please check your child's backpack daily. Newsletters, daily sheets, calendars, notes from teachers and any other community information (including services, events, educational opportunities and health information) are put in mailboxes daily.

**Communication**

Teddy Bear Preschool will use the following methods of communication with parents and the community:

\*Email

\*Website-Doloresschools.org

\*Radio station -93.3 D'crow

\*Monthly newsletters

\*Telephone-970-882-7277

**Arrival & Departure**

Due to the lack of parking space, we have a process that must be followed. You will enter the parking lot, follow the chain link fence and an employee will stop you in a designated spot. A staff member will come to your vehicle and walk with the child to the building.

**YOU** remove the child from their car seat. If you need to talk with a person on staff, just let an employee know and we will locate that person so that you may have a conversation. Pick up time will be the same process' we will bring your child to you.

**NO CHILD, AT ANY TIME, IS TO LEAVE THE CENTER UNDER ANY OTHER CIRCUMSTANCES AND WITHOUT THE KNOWLEDGE AND ASSISTANCE OF A STAFF MEMBER.** Once you have signed your child out of the center you are responsible for your child.

Please allow time for necessary communication with the staff each morning and/or afternoon if there are concerns of any nature. If a child is not going to be attending on his/her scheduled day, please telephone the center as early as possible to inform us of the absence.

**Authorized Pickups**

Children will only be released to persons for whom the center has written authorization. Persons not familiar to the staff will be asked to present sufficient proof of their identity, including picture identification. Cell phone conversations are not allowed during drop-off or pick-up.

In the case of custody issues, it is important that the registering parent indicates on the enrollment application who has legal custody and who can pick up the child. The parent or guardian is also required to provide the center with a copy of the divorce decree, legal guardian decree, or other pertinent court order. A copy of this document will be placed in the child's file and, like all other documents, will remain confidential.

The center will release a child to a responsible party in an emergency, if the center receives verbal permission from a parent/guardian. The person that has been given permission for this one time only exception must present photo identification. The parent must include this person's name on the pickup/emergency form the next time that they are in the center. This policy will not be deviated from for any reason. If, for any reason, an unauthorized person attempts to pick up a child after staff informs them of the policies and procedures, the Cortez Police Department will be called and or our school district resource officer. Also, any parent/guardian that is suspected of being under the influence of alcohol/drugs will not be allowed to leave with their child. A person from the child's emergency contacts will be called to pick up the child. If the parent becomes "insistent" and takes the child, the Cortez Police Department will be called.

**Child Abuse and Neglect**

We are mandated by state law to report incidents including: evidence of suspected physical, sexual, and/or verbal abuse, and/or neglect. This includes, but is not limited to, not being buckled in a car seat. If we observe a child being transported without proper child restraints, we will call 911 and report the license plate and description of said vehicle and its occupants.

All staff members at the center have a responsibility to report all incidents of child abuse or neglect according to state law. Any caregiver or staff who has cause to know or suspect that a child has been subjected to abuse or neglect or who has observed the child being subjected to circumstances or conditions that would reasonably result in abuse or neglect must immediately report or cause a report to be made of such fact to the Montezuma County Department of Human Services or the Cortez Police Department.

**Community Child and Family Support Services**

The following is a list of support services. If you need any assistance in locating additional help, please contact the Program Director. A community resources book is available upon request.

Department of Human Services  
1575 Sherman St.  
Denver, CO  
970-564-4275

Montezuma County Health Department  
106 West North St.  
Cortez, CO  
970-565-0647

San Juan Board of Cooperative Services  
201 E. 12<sup>th</sup> Street  
Durango, CO  
970-247-3261

**Secure Facility**

People unknown to the administration personnel or the teacher will be required to produce picture identification. All side doors and emergency exit doors are locked from the inside. You may only gain entrance from the main front door. Our main entrance doors will remain closed and locked at all times other than the 30 minute drop off time and the 30 pickup times. Please ring the doorbell to be let inside. Upon leaving your child in the morning, please ensure it is with a staff member. Our app, Bright Wheel is how we track our children from morning to afternoon. If you want someone not on your pick up list to pick up your child, simply call the office, identify yourself and transmit that information and the next time you are in add this person to the office pick up list.

**Withdrawing a Child from the Center**

If a parent/guardian needs to withdraw a child from the program, a request from the parent/guardian must be made 2 weeks in advance. If an emergency arises, a parent or guardian will be requested to inform the center that the child will not be attending. Every effort should be made to formally withdraw a child from school.

**Filing a Complaint about Child Caregivers**

Every effort will be made to allow for a parent or guardian to make suggestions or complaints for improvement of childcare. This outline will be followed for parent complaints:

\* If a complaint is classroom related, please discuss it with your teacher first.

\*If the issue is not resolved, a meeting between the Principal and teachers needs to happen. Contact the Director for a date and time of meeting.

\*If the issue is still not resolved, the complaint should be presented to the superintendent of the Dolores School District.

If a parent or guardian wished to file a complaint about possible licensing violations, he/she may contact:

The Colorado Department of Human Services  
Division of Child Care  
1575 Sherman Street  
Denver, CO 80203-1714  
303-866-5958

Dolores School District RE-4A does not unlawfully discriminate against otherwise qualified students, employees, applicants for employment, or members of the public on the basis of disability, race, creed, color, sex, sexual orientation, gender identity, gender expression, marital status, national origin, religion, ancestry, or need for special education services. Discrimination against employees and applications for employment based on age, genetic information and conditions related to pregnancy or childbirth is also prohibited in accordance with state and/or federal law.

**THIS CERTIFIES THAT I HAVE READ, UNDERSTAND AND WILL ABIDE BY  
THE TEDDY BEAR PRESCHOOL HANDBOOK.**

**PLEASE SIGN AND RETURN TO THE PRESCHOOL OFFICE.**

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**CHILDS NAME (please print)**

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**PARENT SIGNATURE(S)**

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**DATE**