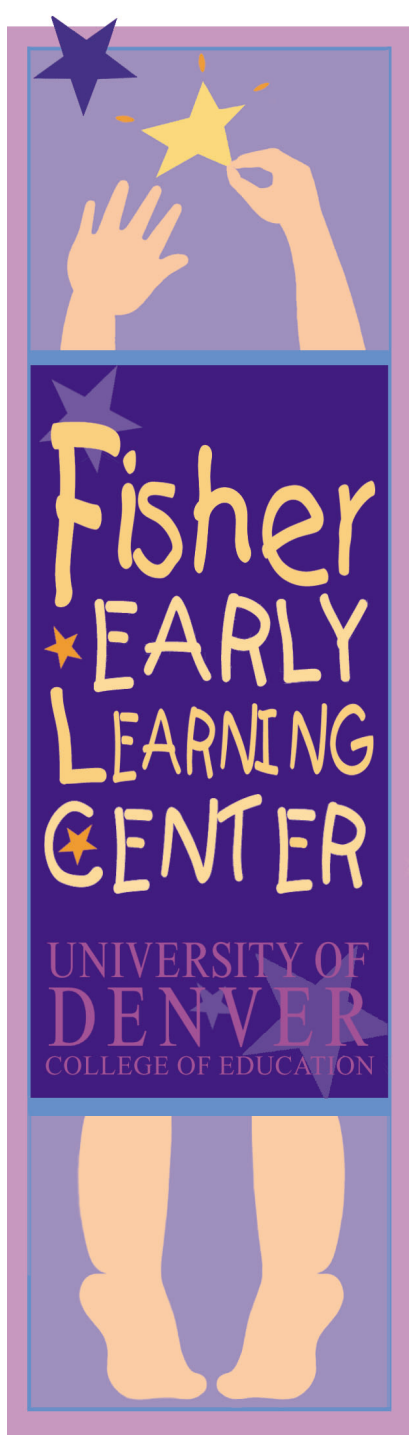




Family Handbook 2026-2027

Fisher Early Learning Center
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Mission Statement

The mission of Fisher Early Learning Center (“Fisher”) is to provide children with a continuum of learning experiences in an inclusive setting that reflects research-based practices, celebrates diversity and addresses the uniqueness of each child. Through family and community partnerships and high professional standards, Fisher offers a quality program that establishes a foundation of skills and knowledge essential to the development of competent and caring young children.

Vision

Through partnerships with families and communities, and a commitment to professional development, Fisher will serve as the model for high-quality care and education that results in creating an optimal learning environment where all children achieve their full potential.

Philosophy

Fisher provides an innovative and creative model of early childhood education. Children of all abilities, from infants through preschoolers, are welcome to play, explore, and expand their repertoire of skills.

Accreditation

Fisher is proud to be accredited by the National Association for the Education of Young Children (NAEYC) since 2016.

Curriculum

Fisher provides an active and engaging learning environment that fosters all aspects of development through comprehensive and multi-disciplinary activities. A curriculum comprised of structured and child-directed activities provides a diverse approach to teaching that facilitates children’s abilities to master new skills and expand their horizons. Trained and skilled professionals from a variety of disciplines form teaching teams that provide quality care and education to children in an inclusive setting.

Family and community partnership development is strongly emphasized. These partnerships open new ways to increase, expand, and enhance the potential of each individual child.

Our Beliefs and Who We Are

We believe children learn best in a setting that respects, values and encourages all aspects of the social, emotional, cognitive, and physical development of each individual child.

We believe children benefit from an interactive and play-based approach to learning.

We believe families provide the foundation, key experiences, and interactions that children need to grow and learn. We actively encourage a partnership with family members to enhance the potential of each child.

We believe Fisher serves as a model inclusive learning program and an environment for professional development, research, and training in early childhood education. Fisher is, and will continue to be, a safe and welcoming space for all individuals.

We believe Fisher serves as a model in community collaboration and partnership development for the delivery of quality services to children and families. We are committed to ongoing professional development, family and community engagement.

Curriculum

Using an innovative and creative model of inclusive learning, Fisher is committed to supporting the uniqueness of each child and serving children with diverse developmental profiles, including children with identified special needs. We are committed to developing an inclusive community that embraces children and adults of all abilities. We believe that children learn best in a setting that supports strong relationships as a foundation for learning and provides high-quality learning experiences that are inspired by research-based practice and designed to create an optimal learning environment where all children achieve their full potential. As a result, our curriculum is a blended practice pedagogy that emphasizes inquiry and play-based learning and refers directly to [NAEYC's](#) Developmentally Appropriate Practice as our foundation. We use several evidence-based frameworks and curricula to create a highly engaging, individualized learning environment for every learner in our community and their families.

Social-Emotional Focus

Fisher incorporates two social-emotional frameworks across the building and age groups. Most teachers are certified in the [Pyramid Model](#) / [Pyramid Plus](#), an inclusive, evidence based, social-emotional framework that gives teachers tools to create positive classroom environments where emotional literacy and social skills are integrated into day-to-day instruction. Additionally, Fisher utilizes tools from RULER, an evidence-based approach to social and emotional learning designed to create and sustain a positive emotional climate and support individual development of emotion skills for students and adults. Additionally, our Pre-K classrooms offer select activities from Second Step. Social-Emotional competency is the core of our teaching practices.

Inclusion

Fisher is proud to provide an early childhood program where children with special needs can learn and grow alongside their typically developing peers. Our program's inclusive practices are respected throughout the community and are an element of our program that contributes to the high-quality work we do. The collaborative efforts of the administration, teachers and [Fisher Inclusion Team](#) (FIT) result in an environment in which children with identified special needs, as well as children at risk for developmental delay and/or with challenging behaviors, receive targeted support and strategies to help them reach their full potential. **All** children benefit from the opportunity to participate in an inclusive educational program. At Fisher, we believe in and promote inclusion and welcome families to address our program staff with any questions regarding our inclusive practices. For further information regarding inclusion and the Fisher Inclusion Team, please refer to the discussion of the Fisher Inclusion Team below. Therefore, we are guided by best practices identified by NAEYC for developmentally appropriate practice on inclusion principles for young children.

Infants and Toddlers

In the early years of development, establishing routines and creating a responsive environment are essential elements to building a nurturing caregiving environment in

which very young children feel safe. Furthermore, trusting and responsive relationships with caregivers are also critical to a child's sense of security. Assisting children to understand themselves and trust their environment is the focus of [Program for Infant Toddler Care](#) (PITC) and of [Creative Curriculum](#) (CC) for infants and toddlers. Promoting self-regulation and a desire to explore and engage in one's environment is facilitated through strong, reflective relationships with caregivers and family partnerships.

PITC identifies six essential policies to guide teachers in infant/toddler care: Primary Care, Small Groups, Continuity of Care, Individualized Care, Culturally Responsive Care, and Inclusive Care.

Preschool and Prekindergarten

In the preschool years, routines, expectations, relationships, and the environment continue to be important factors in growing and learning. In addition, children begin to diversify their interests and assert their independence in various ways. [Creative Curriculum](#) addresses all areas of development and allows teachers to modify their instructional activities to meet the needs and interests of the children. The curriculum provides a comprehensive set of objectives to address all developmental domains and a flexible structure to demonstrate that children's voices and values are heard and respected as a part of their learning journey. Additionally, teachers follow the children's interests by facilitating Project Approach curriculum. Children are encouraged to collaborate with each other, learning, practicing and advancing their social-emotional skills and incorporating learning across all developmental domains. In the Prekindergarten year, teachers use [Connect for Learning](#) (C4L) and Handwriting without Tears as part of the overall learning experience to support math and literacy learning. C4L is an evidence-based math curriculum, which is also aligned with the Pyramid Model framework; the curriculum offers math-based projects that support large, cooperative play scenarios for 4 and 5 year olds.

Progress Monitoring

Fisher utilizes the [MyTeachingStrategies](#) progress monitoring tool, which is designed for use with children from birth through kindergarten. As the term indicates, progress monitoring is a practice that is used to observe children's growth and development over a period of time and evaluate the progress of their skills and abilities. Progress monitoring allows teachers to assess children's abilities, interests and needs across all domains of development and learning (Social-Emotional, Physical, Language, Cognitive, Literacy, Mathematics, Science and Technology, Social Studies and the Arts.) Furthermore, as teachers observe and document children's abilities and skill levels, teachers are better informed to plan curricular activities that will complement and challenge the children's growth and development. Teachers receive training to conduct these assessments of children through an online training program with *MyTeachingStrategies*. Fisher participates in the [Colorado Department of Education Results Matter program](#), a statewide program that promotes the use of ongoing, developmental, observation-based assessment in early care and education settings. Results Matter serves as Colorado's unified child outcomes measurement system for many early childhood programs and services.

Non-Discrimination Statement

Fisher is a program of the Morgridge College of Education within the University of Denver. The University of Denver prohibits discrimination and does not discriminate on based on an individual's actual or perceived race, color, national origin (including shared ancestry or ethnic characteristics), ancestry, age, religion, creed, disability, sex, sexual orientation, gender identity, gender expression, marital status, pregnancy, childbirth or related medical conditions (in employment), genetic information (in employment), citizenship or immigration status (in employment), military enlistment, or veteran status , and any other class of individuals protected from discrimination under federal, state, or local law, regulation, or ordinance (each a Protected Status) in any of the University's education programs and activities, and in employment (including application for employment) and admissions (including application for admission), as required by Title IX of the Education Amendments of 1972; the Americans with Disabilities Act; Section 504 of the Rehabilitation Act of 1973; Title VI and Title VII of the Civil Rights Act of 1964; the Age Discrimination Act of 1975; the Age Discrimination in Employment Act of 1967; the Equal Pay Act; the Colorado Equal Pay for Equal Work Act; the Colorado Protecting Opportunities and Workers' Rights ("POWR") Act; and any other federal, state, and local laws, regulations, or ordinances that prohibit discrimination, harassment, and/or retaliation. The University prohibits unlawful harassment of students, employees, and third parties on the basis of any applicable Protected Status identified above.

The University also prohibits retaliation against any individual for reporting, participating, administering or assisting in any matter before the Office of Civil Rights and Equal Opportunity (CREO) pursuant to the University's Discrimination and Harassment Policy.

The University complies with all federal and state laws that protect individuals with disabilities from discrimination based on their disability or perceived disability status. As such, the University makes available reasonable accommodations and auxiliary aids and services to individuals with disabilities when such modifications and services are necessary to access the University's programs and services.

The University provides more information about the Office of Civil Rights and Equal (CREO) on the [CREO website](#), including the [University's Discrimination and Harassment Policy](#), the [CREO Procedures](#), and the [CREO Online Reporting Form](#).

Our Program

Fisher serves children from ages six weeks through six years. Up to 20% of our enrolled students are children with special needs.

Fisher's hours are Monday through Friday from 7:45 am to 5:15 pm. Our program hours reflect the ideal planning for classroom learning opportunities, adult-to-child ratios, curriculum implementation, and individual child learning. Families of enrolled children may visit any area of the facility at any time during the program's regular hours of operation as specified by Fisher's policies and procedures.

School Calendar

Fisher provides year-round programming. We end one school year in mid-June and begin the new school year immediately thereafter. For the most updated information regarding holidays and

school closures, please refer to the [current school year calendar](#) on our website. We reserve the right, however, to close during unscheduled times due to situations, including but not limited to DU campus closure, severe weather, power outages, outbreaks of infectious disease, and unforeseen circumstances.

Planning/Professional Days

Planning and professional development are valuable aspects of our program. Fisher will be closed for scheduled teacher planning/professional days each calendar year. Professional development and planning days build the foundation for having highly-qualified and well-trained teaching personnel. Professional workshops and conferences prepare staff in all areas of child development, special education, curriculum, health and safety. Professional development days also provide time to develop individualized programming and to address progress monitoring for each child. These days assist in maintaining high-quality national standards and well-trained teachers for your child's classroom.

Staff

The administrative staff of Fisher is comprised of a Director, an Associate Director, a Curriculum and Instructional Specialist, Enrollment Coordinator, and Program Coordinator. Fisher assigns a combination of Lead Teachers and Associate Teachers to each classroom consistent with the state and national standards for adult-to-child ratios and room capacities, which are posted in each classroom. We utilize the criteria provided by the NAEYC when hiring our teachers. We encourage our staff to continue their education and training to benefit the overall quality of the program.

When necessary, Fisher utilizes a carefully screened pool of qualified and trained substitute teachers. At times throughout the year, teachers may be out of the classroom for reasons other than illness, PTO leave, professional development, training, and curriculum development work. For longer absences, such as during parental leave, we will arrange for a long-term substitute to provide continuity in programming.

Fisher utilizes DU student workers to support our programs. Student workers come from a variety of experiences, backgrounds, and many areas of studies on campus. Student workers undergo the same background screening process as other Fisher employees. Students work with teachers to support the classrooms in various ways, including preparing materials, working with small groups of children, and supporting supervision on the playground. Unless otherwise qualified, student workers will not supervise children alone without direct supervision of Fisher staff members.

DU students and faculty members are an integral component of Fisher. They provide opportunities to enrich the quality of our services with best practices and current research on learning and development in early childhood.

Fisher complies with applicable background check requirements set forth in the Colorado Department of Early Childhood licensing rules and regulations as well as the University's Background Check Policy

Application Process

Fisher is a resource for both the University of Denver and the larger community. We welcome all children and families to apply. Only siblings of *currently enrolled* children are given priority in the enrollment process and will be considered prior to lottery selections.

Except for siblings of currently enrolled students, Fisher bases all application decisions on a lottery that occurs each year in February for the upcoming school year. Fisher develops the lottery database using information provided on the application for enrollment, then extends invitations in the month of March for enrollment for the upcoming school year. Families have two (2) business days to either accept or decline the invitation.

When selecting families during the lottery process, we fill spots in an effort to serve both DU affiliated families and families from the community. Please refer to [Fisher's website](#) for more details and frequently asked questions regarding our lottery selection process. Each new family must pay a \$125 application fee for each child when submitting an application.

Enrollment

At the time of enrollment into the program, families must pay a non-refundable one-time enrollment fee for each child as set forth in the enrollment paperwork. This enrollment fee applies to new families and siblings and holds the child's spot at Fisher. This fee is non-refundable should you choose not to enroll your child after

accepting the invitation. During the enrollment process, a family meeting will be held with the classroom teachers to discuss the classroom placement, curriculum, family goals, and program policies. This meeting allows families and the Fisher team to discuss, plan and facilitate the child's transition into the program.

Registration Fee

Each school year, families must pay an annual registration fee of \$150 per child or \$250 per family for two or more children when the family returns the Enrollment Agreement. The registration fee will help support the systems used to manage enrollment, track attendance, and other administrative systems.

Yearly Classroom Assignments and Transitions

Whether a child has been at Fisher for a number of years or is beginning their first year, the staff works as a team to facilitate a smooth and successful transitions into and across Fisher. To help reduce the anxiety of entering our program or a new classroom, a conference with your child's teachers is arranged prior to the start of the school year to plan for the transition.

Classroom placement is a process involving the entire Fisher team. Careful consideration and thought are involved in the placement of your child in an appropriate classroom each year. In an effort to establish a positive and productive classroom culture, we take into consideration the individual needs of each child, the strengths of each classroom team, and the enrollment needs of Fisher. As the new school year approaches, we will notify families about the following year's placement in ample time to help their child prepare for classroom changes. Once children transition into a new classroom at the beginning of the school year, they remain with that classroom for the duration of the school year.

Preschool to Kindergarten Transition

If families choose to send their preschool children to kindergarten instead of sending them to the Prekindergarten classrooms – Abiyoyos/Rainbow Fish (AB/RF) – at Fisher, those children are eligible to attend Fisher KG Summer Camp. However, those children will not receive enrollment slots in AB/RF for the summer. In other words, they only receive space in the KG Summer Camp, not the AB/RF classrooms. This policy helps Fisher complete the rosters in RF/AB classrooms for the beginning of the new school year.

Tuition Payment/Late Fee Policies

Currently, tuition is a flat, monthly rate based on the child's age and the days they are enrolled. Families with two or more children enrolled in Fisher will receive a 10% discount towards the monthly tuition for lowest paying sibling(s). Fisher operates on a monthly enrollment system, and tuition will only be billed for an entire month or half-month. Tuition will not be prorated into days or weeks. Tuition rates remain constant throughout the school year and include all school holidays, planning days, inclement weather and unscheduled closures.

Absences and Tuition

Families are responsible for promptly paying tuition and fees throughout the school year. Fisher will not credit families for tuition for days/months in which your child is out ill or on vacation. Please notify the classroom teachers of any absences. All families must sign an Enrollment Agreement (a separate form included in the enrollment paperwork) for each school year and comply with the terms and conditions of the Enrollment Agreement throughout the year.

Tuition notifications will be emailed the first week of each month for the current month. If you need to update your email address, promptly contact the Enrollment Coordinator. Tuition payment is due by the 1st of the month and processed through the FACTS system. The University may charge a late fee of \$250.00 on any account that is more than thirty (30) days delinquent.

Materials Fee

Fisher will assess an annual materials fee to cover the cost of classroom materials for specific projects throughout the school year. For the 2026-27 school year, the required materials fee is \$75.00 per child. This materials fee will be charged with your first month's tuition payment.

Fee Schedule Table for 2026-2027 School Year

Application Fee (one-time)	\$125	Submitted with the application when applying for a current opening or a spot for the upcoming school year.
Enrollment Fee (one-time)	\$100	Submitted at the time of enrollment to hold a spot for a child in a particular class.
Registration Fee (annual)	\$150 one child, \$250 family	An annual fee submitted at the time of registration.
Sunscreen Fee (annual, if applicable)	\$20 per child	Billed through FACTS within the first month unless the family opts to not use school provided Rocky Mountain sunscreen for their child.

Materials Fee (annual)	\$75 per child	Annual fee for classroom materials billed through FACTS within the first month.
Late Pick-up fees (as incurred)	\$15 for first 1-5 min after closing; additional \$1/min after 5 min	Charges accrue if a child is picked up after 5:15pm and are billed through FACTS on a monthly basis.
Late payment fee (as incurred)	\$250	Monthly fee charged through FACTS when payment is more than 30 days overdue
Insufficient funds fee (as incurred)	\$25	Applied through FACTS when a payment is not processed due to insufficient funds
Replacement DU ID card fee (as incurred)	\$30	Billed through FACTS when a family member loses their DU ID card and requests a replacement card

Please note: FACTS applies a fee to all credit card payments made through FACTS.

Withdrawals

Fisher will process student withdrawals only effective on the 15th or final day of the month. The family must submit a Departure Notification Form to the Enrollment Coordinator **30 days** prior to the chosen effective date in order to avoid being responsible for additional tuition and fees. Departure Notification Forms may be obtained from the Enrollment Coordinator. Families with questions regarding the tuition payment, late fee or withdrawal policy should contact the Enrollment Coordinator.

Nonpayment

Upon enrollment, families sign an Enrollment Agreement in which they accept the responsibility to promptly pay tuition and all fees for the entire academic year as described in the agreement. If a family fails to make one or more payments as required by the Enrollment Agreement and is not current on payment for all tuition and fees, the University may remove the student from the class list, terminate enrollment, or decline enrollment for the subsequent school year until the family's University tuition account is current and in good standing or until the family has established a payment plan with the University that is in good standing. The University may take these actions without waiving Fisher's right to recover any unpaid balance due for the remainder of the school year.

For more information, review the terms and conditions of the Enrollment Agreement.

DU Tuition Discount Eligibility

Fisher Early Learning Center offers a 15% tuition discount off standard rates to children of current University of Denver appointed faculty and benefited staff members (full-time or part-time), provided the child is admitted and enrolled at Fisher.

Note:

- The discount does not apply to adjunct faculty, students, or alumni.
- Eligibility is contingent upon active employment at DU.
- If an eligible DU employee ends their employment at DU, the tuition rate will be adjusted to standard rates for the remainder of the school year.

Denver Preschool Program (DPP)

Any family that lives in the city and county of Denver with a preschooler age 3 years of age, or older, may apply to the Denver Preschool Program (DPP) to receive additional funding assistance for their child's tuition. This funding is only provided on an annual basis and is applicable from September to August of that school year. The family's first DPP payment will be applied in October for the month of September and the family's final DPP Payment will be applied the following September for the month of August. For more information, consult the [Denver Preschool Program website](#).

Colorado Universal Preschool Program (UPK)

We have been a proud provider of UPK Colorado since its inaugural year in 2023. Children in Colorado can register for 15 hours per week of free, high-quality preschool in the year before Kindergarten through UPK. All children who live in the state of Colorado who are 4 years old or are in the last year of school before their year of kindergarten are eligible to apply for UPK funding. Depending on your child's needs they may be able to qualify for more hours. Please visit [CDEC UPK website](#) for more details and the most up-to-date information. Eligible families will receive updates from the Director or Enrollment Coordinator about the types of spaces available and when they open to families. Please note that UPK is only available for one year and your child will only qualify during the year that they are 4 years old.

Financial Aid and Scholarship

Fisher offers families financial aid based on demonstrated need and available financial aid funds. Fisher determines financial aid awards in spring of each fiscal year for the next school year. Families must be enrolled or offered admission at Fisher prior to requesting financial assistance. *(Please note: Fisher may adjust a child's financial aid should the family also receive tuition support from DPP and UPK for the same school year.)*

Families interested in financial aid or scholarship information should contact the front office for an application or for more information.

Immunizations

Fisher Early Learning Center follows all applicable immunization requirements established by the Colorado Department of Public Health and Environment (CDPHE) and the local county public health department.

A child's immunization status does not affect their ability to apply for admission to the program. All children are welcome to apply. If a child is offered and accepts enrollment, families must provide either current immunization documentation or a completed, state-approved medical or non-medical exemption form, as required by state and local public health regulations, before the child begins attending the program.

The Center maintains all required immunization and exemption records in accordance with applicable public health and licensing requirements.

FISHER EARLY LEARNING CENTER POLICIES

Daily Arrival

We encourage children to be dropped off between 7:45 and 9:00 am. Establishing an arrival routine allows children to experience a predictable transition each morning when they come to school and join classroom activities. Your child's teachers can suggest simple ideas to facilitate a smooth separation and engage them with friends or prepared activities.

Infant classrooms encourage families to share their child's recent feeding and sleeping patterns verbally with a teacher and/or on the daily planning guide.

We ask that children are in their classroom and ready to start their day by 9:00 a.m. to maintain instructional continuity. Frequent late arrivals can disrupt class attention and your child's transition. If you anticipate arriving late, please advise your child's classroom teachers in advance. If your child arrives late to school and their class is on a field trip, they will join another classroom on the team until their class returns to Fisher.

The Fisher parking lot is a restricted lot that requires a DU parking permit and in which staff members pay to park. We kindly ask families to use the street parking available for drop-offs. Families who are chaperoning field trips must park on the street.

Because the parking lot is especially busy during morning drop-off and afternoon pick-up, adults dropping off or picking up children must hold the child's hand or have them stay close when walking through the parking lot, and adults should make children always walk, not run, in the parking lot.

An adult must sign each child into the building at the kiosk near the front desk. An adult must also sign the child into their classroom on the Name-to-Face Attendance Sheet.

Combining Classrooms

Occasionally, two classes in an age group may gather on the playground or shared space that is developmentally age appropriate during daily arrival and/or departure periods. Such classroom combining occurs if attendance or staffing is low in multiple rooms. Even when classrooms are combined, Fisher complies with adult-to-child ratios and room capacity requirements at all times.

Inclement Weather

The safety of Fisher's families and staff will be the primary consideration in school closure or alternate schedule decisions. We also understand that the ability for children to be at school and for teachers and parents to work is important for families. Fisher appreciates everyone's understanding as we consider how to balance these competing priorities and make the best decision possible given the information at hand. We encourage every staff member and family to exercise their best judgment during inclement weather situations.

In the event of inclement weather, the Director of Fisher, the Dean of the Morgridge College of Education, and the Provost of the University will make a decision regarding closure based, in

part, on decisions by DU, Ricks Center for Gifted Children, and local school districts, including, but not limited to Denver Public Schools (DPS).

In general, Fisher follows DPS snow delays or snow day closures. However, if DPS does not call any closures or delays and the University calls a delay or closure, then Fisher will follow the University's decision.

Specific considerations include the available weather forecasts, including predicted snowfall, temperatures, and the timing and duration of inclement weather when making a determination whether to delay opening (typically 1 to 2 hours) or to close for the day.

If Fisher administrators are in a position to make a decision the evening before, families will receive a message from Fisher by 10 pm about a delay or closure for the next day. If Fisher administrators are not in a position to make a decision until the morning, Fisher will send a message by 6:00 am that morning.

If the weather conditions deteriorate during the day, and an early closure is necessary, Fisher will inform families by sending a message to pick up their children no later than 90 minutes after the message is sent.

In the event of a closure, late start or early dismissal, Fisher or your child's classroom will send an email informing families of Fisher's status. We advise families to check their email and Fisher's website during inclement weather for the most up-to-date information regarding Fisher's status.

Extreme Weather Conditions

Staff members are responsible for protecting infants and young toddlers from extreme weather conditions. Thus, outdoor walks or activities will be limited when the temperature is below 32°F or over 90°F. Teachers of older toddlers and preschoolers will also take precautions during these extreme temperature conditions and limit outdoor walks and activities to 15-20 minutes duration. During heat conditions, teachers must include water and shade as part of all outside activity periods. If a child has a special need or medical condition that is affected by extreme temperatures, Fisher will work with their family to determine what special accommodations can be made regarding their participation.

Dress for the Weather

Classrooms go outside in all kinds of weather! Please bring your child to school dressed appropriately for weather conditions throughout the day. During severe weather (extremely hot or cold), we will utilize the motor room for large muscle and physical activities; however, our goal will be to provide outside exercise daily. When we expect to be outside for an extended period of time, we must apply sunscreen to all children. State licensing regulations require annual written permission for sunscreen to be applied to a child. Fisher provides [Rocky Mountain Sunscreen](#) to each classroom for a fee of \$20.00 per child for the school year. The parent/guardian may also provide their own sunscreen. **Our nurse consultant recommends against the use of aerosol products, especially in closed spaces. Therefore, we ask that you provide cream based sunscreen products instead of aerosol products.** If you chose to bring your own sunscreen or cream, please label it with your child's first and last name and fill out the permission form with your teacher or in the front office.

Living in Colorado often means many different weather conditions in a single day. We strongly advise families to bring extra clothing for all kinds of weather for their child. During cold weather, we suggest boots, hats, mittens, and snow pants. During hot months, we recommend sunglasses and a shade hat. In all seasons, we recommend comfortable and durable play clothes and footwear for messy activities.

Screening Procedure

In accordance with best practices in early childhood, every child in the Bearsie Bears through Purple Coyotes, and all new children in preschool and prekindergarten will complete an annual developmental and social emotional screening within the first three months of the school year. If a child enrolls at Fisher after the start of the school year, then that child will be screened within the first three months of their attendance.

Children will be screened with the Ages and Stages Questionnaire-3 and Ages and Stages Questionnaire: Social Emotional. In the enrollment paperwork, all families receive information about the screening procedure and tool being used with their child. These tools are also available for review at the front desk.

Teachers are trained to administer these tools, and children will be screened by a member of their classroom teaching team. Following a typical screening, the teacher will send a letter home explaining the results to the parents/guardians. Following a screening where additional developmental support is indicated, the teachers or the FIT Coordinator will contact the parents/guardians and the Fisher Inclusion Team to discuss the results and determine next steps.

Positive Guidance, Social-Emotional Development and Behavior Support Policy

At Fisher Early Learning Center, we believe that every child deserves to learn in an environment where they feel safe, respected, valued, and supported. We recognize that behavior is a form of communication and view challenging behaviors as opportunities to teach new skills rather than reasons for punishment. Our goal is to foster each child's social, emotional, and behavioral development through positive relationships, responsive teaching, and collaborative partnerships with families.

Positive Guidance and Behavioral Expectations

Teachers use positive guidance strategies that are developmentally appropriate and individualized to support children's learning and self-regulation. Behavioral expectations are taught explicitly, modeled consistently, and reinforced through encouragement and positive feedback.

Positive guidance practices include:

- Building warm, responsive relationships with children.
- Establishing predictable routines and consistent expectations.
- Teaching and modeling problem-solving, emotional regulation, and conflict resolution skills.

- Redirecting children to appropriate activities or behaviors.
- Providing choices and encouraging independence.
- Reinforcing positive behaviors through specific praise and encouragement.
- Using natural and logical consequences when appropriate.
- Supporting children in identifying and expressing emotions in healthy ways.

Corporal punishment, humiliation, threats, intimidation, withholding food or rest, or any other form of harsh or punitive discipline is never permitted.

Promoting Positive Relationships

Fisher Early Learning Center is committed to fostering strong, responsive relationships among children, families, and staff. We believe positive relationships are the foundation for healthy development and successful learning.

We promote these relationships by:

- Creating welcoming and inclusive classrooms.
- Partnering with families through ongoing communication and collaboration.
- Respecting each family's culture, language, values, and experiences.
- Supporting secure attachments between children and caregivers.
- Modeling kindness, empathy, and respectful communication.

Program-Wide Culture Supporting Mental Health and Social-Emotional Well-Being

Our program intentionally creates an environment that supports children's mental health and overall well-being by:

- Maintaining emotionally safe and nurturing learning environments.
- Embedding social-emotional learning into daily routines and classroom experiences.
- Teaching emotional literacy, self-regulation, empathy, and resilience.
- Providing consistent routines that help children feel secure.
- Supporting staff through ongoing professional development in trauma-informed care, positive guidance, and social-emotional development.

Teaching Strategies that Support Positive Behavior

Teachers intentionally teach social-emotional skills throughout the day using developmentally appropriate practices such as:

- Modeling expected behaviors.
- Teaching friendship skills and positive peer interactions.
- Coaching children through conflicts.
- Reading books and engaging in activities that support emotional understanding.
- Providing opportunities for cooperative play.
- Individualizing supports based on each child's developmental needs.

Our goal is to build children's competence rather than simply correct behavior.

Individualized Behavior Supports

When a child demonstrates persistent challenging behaviors, Fisher Early Learning Center partners with families to better understand the child's strengths, needs, and the purpose of the behavior. Staff work collaboratively to identify strategies that promote success while preserving each child's dignity and sense of belonging.

Support may include:

- Observation and documentation of behavior patterns.
- Identification of environmental or developmental factors influencing behavior.
- Collaboration with families to promote consistency between home and school.
- Development and implementation of an individualized, team-based Positive Behavior Support Plan.
- Ongoing monitoring and revision of support strategies as needed.
- Referral to community resources or specialists, with family consent, when appropriate.

Our goal is to reduce challenging behaviors through prevention, skill-building, and individualized support while avoiding suspension or expulsion whenever possible.

Early Childhood Mental Health Consultation

When additional support is needed, Fisher Early Learning Center may consult with an Early Childhood Mental Health Consultant, as defined in Section 26.5-3-701, C.R.S., and consistent with Colorado Early Childhood Licensing Rules. Consultation is intended to strengthen teachers' capacity to support children, promote healthy social-emotional development, and assist in developing individualized support strategies.

Mental health consultation is collaborative and family-centered. Families will be informed and invited to participate whenever consultation is recommended for their child.

Family Partnership

Families are essential partners in supporting children's social-emotional development. We value open communication and work collaboratively with families to share information, celebrate progress, and develop consistent strategies that support each child's success across home and school.

Through strong relationships, positive teaching practices, individualized support, and collaboration with families and community professionals, Fisher Early Learning Center is committed to helping every child develop the social, emotional, and behavioral skills needed to thrive in school and in life.

Guidance and Discipline

At Fisher, we consider guidance and discipline to be positive terms. Through intentional observation, we gain an understanding of what a child is seeking through their behavior and support the child to learn positive ways of getting their needs met. When a child exhibits actions or patterns of behavior that cause consistent interference with their ability to engage with peers and the environment, Fisher staff members partner with families to intentionally and thoughtfully design supports to promote social-emotional development.

Below are principles that guide our practices:

- We believe guidance begins as we design our environment for children in a developmentally appropriate manner.
- We believe in positive reinforcement of appropriate behavior through modeling examples of effective problem solving, redirecting, and providing choices and options.
- We believe in involving parents/guardians whenever possible in the development of self-control and guidance decisions.
- We believe in fostering creativity, independence, and responsible decision-making through clear expectations and routines, adequate environmental planning, and problem solving with adult support in naturally occurring situations.
- We believe that children's feelings deserve respect. Our expectations will be clearly stated in positive and proactive language. We will help children identify their feelings, discover common ground, communicate verbally, and learn to negotiate and develop friendships.
- We will model and teach "cool down" techniques and strategies for making choices that foster inner control and maintain self-respect and confidence.

Fisher follows Colorado's General Rules for Child-Care Facilities, including but not limited to Section 7.702.66, regarding discipline:

- Children must not be subjected to physical or emotional harm or humiliation.
- The director must not use or permit a staff person or child to use corporal or other harsh punishment, including, but not limited to pinching, shaking, spanking, punching, biting, kicking, rough handling, hair pulling, or any humiliating or frightening method of discipline.
- Discipline must not be associated with food, rest or toileting. No child should be punished for toileting accidents. Food must not be denied to or forced upon a child as a disciplinary measure.
- Separation, when used as discipline, must be brief and appropriate for the child's age. The child must be in a safe, lighted, well-ventilated area and be within sight and hearing of an adult. The child must not be isolated in a locked, closed room or closet.
- Verbal abuse and derogatory remarks about the child are not permitted.

Fisher incorporates a variety of resources to support families and their child(ren)'s social emotional development. One resource that Fisher utilizes is the PTR-YC (Prevent Teach Reinforce for Young Children) model to support children with challenging behavior through the design of individualized positive behavior supports. The PTR-YC process:

- Promotes a collaborative partnership between teachers and families
- Includes data collection procedures to identify and define a child's challenging behavior(s) in observable terms
- Includes data collection procedures to identify the function of a child's challenging behavior(s)
- Helps to identify one target behavior to decrease and several replacement skills to increase
- Supports teachers and families in developing an individualized plan to address challenging behavior(s)
- Includes support strategies to prevent, teach, and reinforce positive behaviors

Fisher has established the above stated guidance and discipline policy and PTR-YC process to limit the use of suspension, expulsion and other exclusionary measures. Should consistent implementation of all recommendations for support not result in the successful inclusion of a child, Fisher staff will work with the child's family to determine if withdrawal and/or not allowing re-enrollment is necessary. If so, Fisher staff will support the family with attempts to access services and identify an alternative program/placement for the child.

Security and Safety

Fisher has a member of the administrative team available to greet families when they arrive or leave for the day. Fisher also takes additional precautions, such as security access cards, surveillance cameras inside and outside of the building, outside phones, and remote door access, to control access to the building and promote the safety of the children.

Although we understand the desire to be polite and hold the door for others, Fisher's security measures may be compromised if families allow others to enter without using security access cards. This creates a risk that individuals may enter the building when they do not have a legitimate reason to be inside.

For that reason, please do not share your access card with anyone else. If your access card is lost, please tell a member of the administration team so that we can assist you in obtaining a replacement.

Safe Children Policy: Fisher is a Body Safe School

Fisher is committed to providing a safe and nurturing learning environment for all children. Every student should feel safe and protected from any form of abuse. To promote safety and to minimize the risk of child sexual abuse, Fisher has put several preventative measures, guidelines and policies in place.

Preventative Measures

- ❖ The University follows its [Background Checks policy](#) for individuals working with children at Fisher including staff, graduate students, and student workers.
- ❖ Beginning with the interview process, Fisher shares our principles for keeping children safe from abuse and seeks feedback from candidates on various scenarios for problem-solving.
- ❖ Fisher conducts an annual staff training and orientation regarding body safety practices and protocols for all staff, including newly hired employees. Fisher also provides student workers and volunteers with a copy of the Fisher Substitute Teacher/Student Worker/Volunteer Handbook, which addresses body safety practices and protocols. Teachers are also encouraged to reinforce Body Safe practices with student workers and volunteers in their classrooms.
- ❖ Clear communication between families and staff is one of our primary priorities. We promote this process with families before they even enter our school, starting with tours of Fisher during which we inform families that we are a "Body Safe School."

During the initial family meeting, we are diligent in discussing our policies and protocols and gathering information about the family's expectations and body safety rules. We practice daily communication with families either face-to-face or through written daily reports.

- ❖ Fisher teachers and staff teach the following body safety rules to children:
 - **No one is allowed to touch your private parts.**
 - **You should not touch someone else's private parts**
 - **No one is allowed to take pictures of your private parts.**
 - **If somebody tries to touch your private parts, say "No!"**

Protocols for Supervision

Each classroom is visually accessible through either the glass doors or the second floor observation windows overlooking all classrooms. Additionally, the following guidelines are in effect throughout Fisher to help keep all children safe.

- ❖ Staff in infant and toddler classrooms position themselves in the room so all children can be seen and heard at all times.
- ❖ Staff in preschool classrooms maintain sight of children most of the time; supervision for a short time by sound is permissible as long as teachers frequently check on children who are out of sight. For example, a preschooler who is using the toilet may sit alone for a short time while a teacher conducts frequent visual check-ins. Another example could be while playing in a tunnel in the motor room, a preschooler may sit alone inside the tunnel while the teacher frequently peeks inside.
- ❖ Classroom bathroom doors stay open in classrooms with children who are potty trained. Infant and toddler classrooms have split doors and the bottom half remains closed for safety; infants and toddlers are accompanied by a teacher in the bathroom at all times.
- ❖ Body safety rules are discussed openly with children throughout the entire school year using language appropriate to their developmental level.
- ❖ Body safety practices are introduced to infants during diaper changes. Teachers explain what is happening and why.

When changing a child's diaper, the teacher may say, "Matty, your diaper is wet. I am going to lift you onto the changing table, take your pants off and take off your wet diaper. Now I'll put on your clean dry diaper."

- ❖ While it is acceptable to show affection, Fisher staff do not touch children without also telling them how, where and why we are going to touch them. Fisher staff do not kiss children.
- ❖ Fisher uses a "buddy system" where children go to the bathroom or other areas of the classroom and Fisher with another child or small group of children.
- ❖ Adults and children spend their days in groups with one another. There are rare occasions when adults must be alone with children. When a situation requires that an adult be alone with a child they must follow this procedure:
 - Inform another adult in the classroom of the situation.
 - Identify the child who needs to leave with the adult and the reason.
 - Tell the adult exactly where the adult and child will be.
 - Tell the adult how long you expect to take care of the situation.

- Assist the child to take care of the situation
- Upon returning, check in with the same adult to confirm they are aware you have returned.

If a teacher must change a child when the class is on the playground, he or she may say, “Ms. Judy, Sam has wet himself and his clothes must be changed. I’m taking him inside so he can change his clothes and we will be back in 10 minutes.”

- ❖ Fisher offers family education classes to families to promote the understanding of all adults in our community of Fisher’s policies and procedures for a Body Safe School. Additionally, the book titled *Off Limits* co-authored by Sandy K. Wurtele, Ph.D., and Feather Berkower, M.S.W. is available to check out from Fisher library upon request.

Sign-in and out

On arrival and at departure parents, designated family members or guardians **must** sign children in or out of the building using the kiosk by the front desk. In addition, the adult must sign the child into their classroom on the Name-to-Face Attendance Sheet.

This is a mandatory requirement. Please confirm that your child is signed in and signed out of the building and the classroom every day. This process is also used to verify the head count in the classroom and within Fisher throughout the day. It is important to follow this procedure, not only for compliance with licensing requirements, but also for your child’s safety.

Parents, designated family members or guardians must drop off or pick up children directly in the classroom or on the playground after obtaining a classroom teacher’s acknowledgment. This drop off and pick up procedure also allows for the classroom teacher to connect with the parent/guardian about the child’s night or day. Exchanging helpful information at these times of day supports the child’s success at school and home.

Missing Child Procedure

The safety and supervision of children is the highest priority at Fisher Early Learning Center. Staff maintain active supervision of children at all times and follow established procedures during classroom activities, transitions, outdoor play, and walking excursions to confirm that every child remains under the supervision of their assigned teaching team.

If a child is discovered to be separated from their group or outside the supervision of their assigned staff member, Fisher will immediately follow the procedures listed below:

1. Immediate Search

- a. The teaching team will immediately account for all children in the group.
- b. One staff member will remain with the other children while another staff member begins an immediate search of the area where the child was last seen.
- c. Administration will be notified immediately and will assist with the search.

2. Center-Wide Response

- a. If the child is not located immediately, all available staff will be alerted to assist in searching the Center, surrounding campus areas, or the field trip location, as appropriate.
- b. Staff will maintain supervision of all remaining children throughout the search.

3. Notification of Authorities and Family

- a. If the child cannot be located promptly or there is concern for the child's immediate safety, the Center will contact local law enforcement (911) without delay.
- b. The child's parent(s) or guardian(s) will be notified as soon as possible and kept informed throughout the situation.

4. Documentation and Follow-Up

- a. The Fisher Director or designee will document the incident, including the circumstances, timeline, actions taken, notifications made, and the outcome.
- b. Any required reports will be completed and submitted to Colorado Department of Early Childhood Licensing and other agencies as required by law.
- c. Following the incident, the administration will conduct a review with involved staff to determine contributing factors and implement corrective actions, additional training, or procedural changes necessary to prevent future occurrences.

Late Pick-up and Fee Schedule

Please be on time to pick up your child. Fisher closes at 5:15 p.m. We ask that families gather their child's belongings and leave the classroom generally five minutes before that time. A \$15 fee will be charged for the first 1 to 5 minutes after Fisher closes and an additional \$1.00 fee for each one-minute increment after that time. This applies to each child (i.e., per sibling). Fisher will add all applicable late fees to your monthly bill.

If late pick-up becomes a repeated concern, the Director will contact the family to discuss your child's attendance. We will ask for a back-up plan for your child's pick-up schedule. If a child is not picked up within 45 minutes, and we are unable to locate an emergency contact on the child's emergency contact list, we will contact police or the Colorado Department of Human Services for assistance. The Director or administrator in charge does a nightly walk through to make sure all children have left the building.

Late Fee Schedule:

5:15 pm - 5:20 pm	\$15 per child
5:20 pm and later	Additional \$1 per minute per child
6:00 pm	If we are unable to reach a family member or emergency contact, we will notify the Colorado Department of Human Services.

Authorized/Emergency Pick-up

Fisher will only release children to individuals listed on the child's emergency form and whom parents/guardians have authorized for pick-up. All designated pick-up persons must be 16 years of age or older and must be listed on the child's pick-up list signed by the parent or guardian. Fisher must have written authorization on the emergency form or, in the event of an unexpected change in the individual picking up the child providing authorization via email, to release your child to anyone other than the parent/guardian.

Fisher staff will ask all authorized persons (other than a parent/guardian) to show picture identification prior to the release of any child. Families with specific legal custodial arrangements must provide Fisher with a copy of the documentation stating the custody arrangement (e.g., court order, custody agreement). Each child must have a family member or authorized person accessible by phone at all times in case of an emergency.

Custody Arrangements

Fisher is not responsible for interpreting or enforcing custody agreements. Parents/guardians must address these issues outside of school. Fisher will provide all custodial parents/guardians with access to the child's record and will comply with all applicable court orders, such as restraining orders, where the safety of the child is affected. Parents/guardians must provide the Director with unredacted copies of such orders. Families with specific legal custodial arrangements must provide Fisher with a copy of the documentation stating the custody arrangement (e.g., court order, custody agreement).

Identifying Children's Location

During the program hours, teachers and/or Fisher staff supervise children at all times. When the children leave Fisher with their teachers for field trips or outings during program hours, their teachers must sign the children in and out of the building at the front desk.

Supervision During Naptime

Infants & Toddlers - When infants and toddlers are sleeping, staff will have the children within sight and hearing at all times, including when staff are engaged with other children who are awake. A staff member will visibly check on the sleeping infants and toddlers frequently.

Toddlers and Preschoolers - If a child does not sleep during the designated naptime, they may rest quietly or will be offered a quiet activity. Teachers are aware of and positioned so they can hear and see any sleeping children for whom they are responsible, especially when they are actively engaged with children who are awake.

Adult-to-Child Ratios/Attendance

Fisher complies with Colorado state licensure ratios of children to adults at all times. Ratios are posted in each classroom. Teachers are responsible for knowing where children are at all times during Fisher's hours of operation. Fisher uses a head count system along with written attendance in the classroom throughout the day. The teachers review head counts upon entering and leaving the classroom as a group and take the written attendance list with the class to the playgrounds and on any outdoor excursions.

Absences

If your child is sick or will be absent, please call the classroom or front desk directly to inform the teaching team. Each classroom has a separate voicemail to record messages throughout the day.

Visitor Policy

Visitors must sign in and out at the front desk. Parents/guardians are welcome in their child's classroom at special events or to be involved in important experiences for your child and other children. If you would like to have an extended visit with your child inside the classroom, other than at drop-off or pick-up, please make prior arrangements with classroom teachers because some age groups may have difficulty with separation during these visits.

Fisher welcomes families to have private therapists work with children during the school day at Fisher, provided that the families complete the applicable permission form, inform the child's

classroom teachers in advance to coordinate visits, and the therapists comply with Fisher's policies while at Fisher, including signing in upon arrival and sign-out upon leaving.

Observations

Fisher is a training arena for the University of Denver. Thus, students and community partners in training often conduct observations at Fisher. We welcome the richness that visiting educators bring to Fisher. These visitors are always under the supervision of staff and administration. Generally, children are not affected by visitors and welcome them into their classroom. We use discretion when inviting observers into the rooms and will ask that they use the windows upstairs primarily for the infant rooms, as these classrooms are smaller in size and the disruption may be greater with this age group.

Families are welcome to use observation windows that are available above each classroom. Families can arrange extended observations or observations of other classrooms with your child's teaching team.

Photographs and Videos

Photographs and videos are a strong component of the programmatic approach towards training and professional development. Families will be asked to sign a permission form for use of photos and videos. These photos and videos will be used for instructional purposes only. When Fisher is presented with a specific situation (newspaper, brochure, center pamphlet, use in a research study) requesting use these items or, Fisher will contact families and seek additional permission in advance. Fisher follows the University of Denver's policies and procedures and applicable state regulations for all research conducted within Fisher.

Confidentiality

Fisher safeguards personally identifiable information about your child and your family and limits access to this information to Fisher employees with a need to know, third party service providers, and regulatory authorities, as applicable.

Health and Safety Policies and Procedures

Fisher includes its Health and Safety Policies and Procedures in a separate section of this Handbook. A parent or guardian must read and acknowledge these policies and procedures before a child begins the school year, once per school year. Fisher takes a number of precautions to promote the health and safety of children within Fisher. Please use the appropriate forms you will receive from Fisher to indicate any specific health concerns you may have about your child. Fisher contracts with a registered nursing service that has a nurse consultant available by email or phone to Fisher staff during Fisher's operating hours.

In accordance with national childcare standards, walk off mats are provided by each regularly used exit to the outdoors. We strongly encourage everyone entering Fisher to wipe their feet or where applicable, take off shoes upon entering the building. In addition, our infant classrooms (Bearsie Bears and Roly Polys) maintain a "shoe free zone" policy in their classrooms.

Fisher also strongly discourages idling vehicles in our parking lot and pick up/drop off circle. Colorado law also restricts idling of vehicles. Please also observe the signage located around the parking lot.

Hand Washing

Frequent hand washing with soap and water is the best prevention of the spread of disease and illness. Children and adults will wash their hands when entering the classroom, before preparing or eating food, before and after play, wiping their nose, and toileting. While changing diapers, caregivers wear disposable gloves (changed and discarded for each child) and the table is sanitized after each child's diaper change. Additionally, parents/guardians of infants and toddlers must wash their child's hands upon arrival in the classroom. Parents, guardians, and visitors are also asked to wash their hands prior to entering any classroom. The use of alcohol-based hand rubs in lieu of hand washing is not recommended for childcare settings. If these products are used as a temporary measure, a sufficient amount must be used to keep the hands wet for 15 seconds. Given that the alcohol-based hand rubs are toxic and flammable, they must be stored and used according to the manufacturer's instructions.

Medication Administration

Whenever possible, we advise parents/guardians to request medication from their physician that can be given at home before and after school attendance. However, we understand that some medications require specific dosage over a number of days after the child has improved or for specific health concerns. Parents/guardians are welcome to come to the Fisher to administer medication to their children. Parents/guardians may also request that Fisher's staff administer medication. If a physician has ordered a specific medical management procedure for a child at Fisher, including, but not limited to medication or oxygen administration, tube feedings, asthma care, Fisher will collaborate with the nurse consultant to train those working closest with the child on the necessary procedure(s). Fisher will have one teacher or staff member trained in the procedure(s) on-site whenever the child is present.

Fisher will not administer any medications without the written, signed and dated instructions from a health care professional. Forms are available at the front desk or on [our website](#).

Fisher's [Procedure for Accepting Medication](#) follows the Colorado Department of Education Medication Guidelines for Colorado School and Child Care Settings. When accepting medications, a member of the Fisher Administrative Team will confirm the following:

1. Medication is in the original container
2. Container is labeled with the child's name
3. Dosage instructions are included
4. Prescription medication bottles have a pharmacy label with:
 - The name of medicine
 - The time and route the medicine is to be given
 - The date the medicine is to be stopped or the date the medication expires
 - The health care provider's name
 - The pharmacy name and phone number
5. Over-the-counter medications have a label with:
 - Name of the medication and the expiration date
 - Directions for safe use
 - The list of ingredients

- Fisher will not administer any medicine, vitamins, or special diet without a properly signed form. There will be NO exceptions.
- State health regulations prohibit Fisher staff from distributing homeopathic medications.
- Fisher has staff trained in first aid and medication administration dispense and record medicine provided to children at Fisher, provided that the applicable forms are on file with the front desk.
- Fisher provides annual training to staff members on medication administration.
- Parents/guardians must provide over-the-counter medications for each child. Siblings cannot share the same bottle of over-the-counter medications.
- Fisher only administers over the counter medications for a maximum of three consecutive school days except when the family has provided written instructions from a licensed health care provider.

Fisher will store medication in areas inaccessible to children and according to pharmacy instructions. Each child's medication will be bagged individually with their name on the bag with instructions for administration placed in the bag. Fisher will store emergency medications, such as diphenhydramine (Benadryl) and epinephrine (EpiPens), in the classroom and will bring such medication for your child on all outings. When medications expire or are no longer needed, Fisher will return the medications to parents/guardians. If a medication is expired or left over the parent/guardian is responsible for picking up the medication in the front office. If the parent/guardian does not respond, Fisher will dispose of the medications as required by the Colorado Department of Public Health and Environment.

Emergency Response Procedures

All staff members are trained in first aid and CPR annually. First aid kits and emergency backpacks with exit plans are located in every room of Fisher. Fisher practices fire/evacuation, tornado/shelter in place and active shooter/lockdown drills on quarterly basis (i.e., one per month on a 3-month cycle). When we practice drills, we teach children to listen to directions from teachers and DU's Campus Safety about what to do in an emergency. When evacuating the building, teachers take emergency backpacks, which include a first aid kit, all emergency medications, emergency contact information for all children in the class, and a record of the day's attendance.

If there is an actual emergency requiring evacuation, we will evacuate to the Morgridge College of Education in Ruffatto Hall (1999 E Evans Avenue, directly across High Street) as our designated assembly location. We continuously account for each child and staff member, and provide comfort and assistance as needed. All non-mobile toddlers and infants will be evacuated in emergency evacuation cribs. In addition, teachers address children with special needs based on their age and their needs so that these children are able to move safely and efficiently with the group. The child's family and each staff member in the classroom will review and be familiar with these accommodations. We will assess the effectiveness of the accommodations after each evacuation drill to make adjustments to the evacuation plan to confirm the child can be safely evacuated with the group.

Fisher staff members will stay with all children until a parent, guardian or other authorized person can pick them up at our designated assembly location at the Morgridge College of Education. Fisher will send an email to all families to inform them of the evacuation and where they can pick

up their child(ren). In the event that a family cannot be reached via email, Fisher staff will contact the parent/guardian or an authorized pick-up person by phone.

To receive emergency alerts from the University's Department of Campus Safety, we encourage families to (1) download the [DU Safe App](#) through the Apple App Store or Google Play; and (2) adjust the settings to receive push notifications from the University in the event of immediate safety and weather concerns.

Accident or Unusual Incident Reporting

Should a serious or unusual accident or a head injury happen while your child is at Fisher, a staff member will notify the family. Fisher promptly reports all head injuries to families and Fisher administration prepares the applicable head injury documentation on an incident report form. If an incident needs medical attention or is life threatening, staff will contact 911 for emergency medical assistance, contact Campus Safety's emergency number, and promptly notify the child's parents/guardians. If it is a minor incident, Fisher will notify parents/guardians via FACTS or email with an incident report. Teaching teams will complete an incident report for all accidents or incidents resulting in injuries. Fisher will keep a copy of the incident report on file for the entire school year.

Families must complete a form for emergency notification. ***Please remember: families must keep this information updated. Fisher expects that a family member or other authorized adult is always available by phone.*** We will utilize the emergency contact list to the best of our ability. If no family member or other authorized adult is available at the time of an emergency involving your child, the administrative staff will decide on a course of action considering what is in the best interest of the child.

Transportation/Field Trips

Parents/guardians are responsible for transporting their children to and from Fisher. Because Fisher does not have a vehicle for transporting children, Fisher uses parent/guardian volunteers to transport children for certain field trips. Parents/guardians must complete the appropriate permission forms for their child to ride in a parent/guardian volunteer's car. Because all transported children must have a car seat or booster consistent with applicable Colorado law to ride in a vehicle as part of a field trip, families must leave an appropriate car seat or booster at Fisher on the day of the field trip. All car seats or boosters must be installed correctly before each field trip.

Drivers must meet the following criteria: (1) complete the Fisher Volunteer Driver Form and provide a current automobile insurance card; (2) be 21-years or older; (3) provide a copy of a valid U.S. driver's license applicable to the class of vehicle they are driving; and (4) be operating an automobile which is insured and in good working condition. All drivers must operate their vehicles in a safe and courteous manner and in compliance with all applicable laws.

During field trips, children are always accompanied by adults (teachers/family chaperones), and Fisher maintains required teacher-student ratios. Teachers must leave destination, departure/return times and emergency contact information at the Fisher front desk. Teachers take first aid kits on all trips away from Fisher. Children wear an identification tag that states the

name and number of Fisher. Fisher staff members assign all children to staff members, parents, and/or guardians in designated groupings.

Parents/guardians who assist with field trips are expected to supervise their small group, conduct regular head counts, and assist the teaching teams in promoting a safe and enjoyable trip. Parents/guardians who chaperone field trips are not permitted to bring any other children (including those enrolled at Fisher in a different classroom) on a field trip.

Walking Excursions

Fisher enjoys multiple resources for learning experiences on campus. Parents/guardians will be asked to sign permission forms to allow staff members to take children on walks around the University campus. Fisher maintains required ratios of children to adults on these outings. The Fisher administrative team is notified, and teachers record pertinent information regarding all walking excursions before leaving Fisher. Teachers take cell phones on each walking trip.

Procedure for Late Arrival During a Field Trip or Excursion

To promote the safety and supervision of all children, Fisher has established the following procedure for children who arrive after their classroom has departed for a scheduled field trip or excursion.

Fisher does not transport children by bus or other University-operated vehicles. Most field trips consist of walking excursions on the University of Denver campus or to nearby locations.

If a classroom is scheduled to leave Fisher for a field trip and a child has not yet arrived, Fisher staff will make reasonable efforts to contact the child's family prior to departure to determine whether the child will be attending that day.

If the child arrives after the class has departed Fisher, Fisher will follow the procedures set forth below:

- A member of the Fisher Administrative Team will contact the teaching team to confirm the group's current location.
- Families will be given the option to take their child directly to the group's location so the child can join their classmates under the supervision of their teachers.
- If a family chooses not to transport their child to the field trip location, the child may be cared for in another classroom with children of a similar age, provided that Fisher can maintain appropriate staffing ratios and comply with applicable licensing requirements.
- If Fisher is not able to maintain applicable ratios or appropriate supervision with the child joining another classroom, Fisher will inform the family that they can return to Fisher with the child after the field trip or return on the next scheduled program day.

The safety of children and staff remains the Center's highest priority. All attendance records must be updated to accurately reflect the child's arrival time and classroom assignment for the day. Parents or guardians must notify Fisher staff when they have delivered their child directly to a field trip location so Fisher can verify attendance and have supervision transferred to the teaching team.

Technology and Interactive Media

Fisher uses technology and interactive media, such as audio stories, videos of natural environments, and music for movement, to enhance and assist children's learning. Tablets and other devices are used to foster collaboration and active learning, always under the guidance of teachers. Teachers carefully evaluate all technology and tools to confirm they are developmentally appropriate and aligned with our educational goals. Occasionally, Fisher plans fun activities, such as a movie day before a holiday break. Fisher informs families in advance of the title and content of the show to be played. Consistent with the [recommendations of the American Academy of Pediatrics](#), Fisher does use technology or interactive media with children under age 2 (infants and young toddlers).

Children's Belongings

Fisher has individual cubbies in each classroom where children can store their personal belongings. Please make sure that you label **ALL** of your child's clothing and personal possessions with your child's name (First and Last Name). Children need to bring in seasonal outerwear, several changes of clothes, a fitted crib sheet, and blanket for rest time. Your child may also bring a small special object or quiet toy for rest time if they would like. ***Remember that all items that are brought to school must fit in your child's classroom cubby, be able to be stored in their nap bag or hung on their hook in the hallway.*** Limiting the size and quantity of your child's belongings at school helps us to meet licensing requirements addressing separating children's belongings and maintaining proper placement of these items in a manner that promotes health and safety. Please do not send money or valuables with your child to school.

Classroom Pets/Visiting Animals

Classroom pets and animals visiting the classroom must appear to be in good health. Additionally, pets or visiting animals must have documentation from a veterinarian or an animal shelter to show that the animals are fully immunized (if the animal should be so protected) and that the animal is suitable for contact with children. The teaching staff will supervise all interactions between children and animals and instruct children on safe behavior when in close proximity to the animals. The Fisher staff take precautions to prevent any child who is allergic to a type of animal from exposure to that animal. *Reptiles are not allowed as classroom pets because of the risk for salmonella infection.* Consistent with Colorado and federal law, service animals are permitted in Fisher.

Family Partnerships

Positive and frequent communication between families, teaching teams, and administration is important. We encourage families to visit the classroom and spend time getting to know your teaching team. Planning as a team (family and teaching team) helps us to coordinate an effective plan for assisting your child to grow, learn, and play. We welcome any suggestions or ideas you might have.

Classroom Communication

At Fisher, we believe in transparency and open communication, and we strive to keep all lines of communication open with our families. We utilize the FACTS Childcare Management app as our primary communication platform to inform families about their child's daily activities and

routines, classroom events, the monthly center newsletter, school-wide events, and more. Additionally, family communication boards and documentation of children's learning, along with classroom-specific information, will be displayed in each classroom or in the hallway.

Support for School Mission and Policies

Through respect for ourselves and for others, we create a friendly, safe, and welcoming school environment. A positive working relationship is crucial for each student's successful educational experience at Fisher. Fisher Community members are expected to treat one another, Fisher teachers and staff, and the wider University of Denver community in a respectful manner at all times.

Families are expected to support the mission of Fisher and support the goals of our community. This includes an understanding and acceptance to play a role in the community's efforts to achieve quality operational goals as articulated in this handbook. If families are not willing to support Fisher in a positive way, Fisher may terminate enrollment or decline enrollment for the following year.

Social Media

We encourage families to engage with Fisher both in person and online. Fisher's Instagram, YouTube, LinkedIn, Facebook pages are excellent resources for helpful parenting tips, education, and interaction with Fisher teachers and families. Fisher expects families to engage on these social media platforms consistent with the communication and conduct expectations set forth in this Handbook.

Tobacco-Free Campus/Controlled Substances/Secondhand and Thirdhand Smoke

Pursuant to the [Tobacco-Free Campus Policy](#), the University prohibits the use of Smoking Products (including but not limited to all products or forms used to inhale or otherwise consume tobacco or clove products (for example: cigarettes, e-cigarettes, vaping, chewing tobacco, snuff, snus, IQOS, bidis, kreteks, etc.) and all smoke-producing products for tobacco or cloves (cigars, pipes, hookahs, etc.) on all University Premises, both indoors and outdoors. This policy applies to all employees, students, and visitors.

Consistent with federal law and state licensing regulations, pursuant to the [Possession, Use, or Distribution of Controlled Substances Policy](#), the University prohibits employees, students, subcontractors, consultants, volunteers, and visitors from using, unlawfully manufacturing, distributing, dispensing, or possessing controlled substances. This prohibition includes cannabis (including marijuana or medical marijuana as defined by Colorado and Federal law), cannabis infused products, cannabidiol ("CBD") or psilocybin mushrooms, regardless of any state or municipal laws that may permit or decriminalize their use.

To prevent exposure to secondhand and thirdhand smoke, and consistent with the University policies identified above, Fisher employees, student workers, families and visitors must not use marijuana and marijuana infused products or tobacco products of any kind on Fisher property, both indoors and outdoors.

Alcohol

Consistent with state licensing regulations and the [University's Use and Consumption of Alcohol Policy](#), Fisher prohibits the presence, storage, and consumption of alcohol on Fisher property at any time.

Communication and Conduct Expectations for Parents/Guardians and Visitors

At Fisher, we are proud and fortunate to have a dedicated and supportive school community. The staff and parents/guardians all recognize that the education and well-being of our children is a partnership. We expect the adults of our community to set an excellent example of positive behavior while at Fisher, attending school activities, and when accompanying classes on school field trips.

Fisher provides the following expectations regarding the conduct of all parents/guardians and visitors to clarify the types of behavior that Fisher will not tolerate, and the actions Fisher may take when parents, guardians or visitors fail to comply with these expectations.

Communication Expectations for Parents/Guardians:

- If you need to discuss an issue with a teacher or administrator, please schedule an appointment in advance. This will allow adequate time for parents/guardians and school staff to focus on the topic of concern.
- Raise concerns with the appropriate person first. Conversations with Fisher staff usually clear up or resolve issues. Please make sure you have contacted your child's teacher before contacting Fisher administration.
- In order to respect everyone's time, please be mindful of the amount of time an individual concern may take.

Unacceptable Behavior

Fisher will not tolerate inappropriate behavior by parents/guardians and visitors, including but not limited to:

- Disruptive behavior that interferes or threatens to interfere with any of Fisher's normal operation or activities whether at Fisher or during a Fisher activity elsewhere.
- Intimidating or threatening a staff member, fellow parent/guardian, visitor, or child physically, verbally, in writing, and/or electronically, including but not limited to electronic messages.
- Purposefully damaging or destroying Fisher or University property.
- As mentioned above, smoking, using any tobacco products, using cannabis, cannabis infused products, or controlled substances, or drinking alcohol, on Fisher's premises or at a Fisher's activity or coming to a Fisher's event under the influence of alcohol, cannabis, or controlled substances.
- Consistent with applicable licensing regulations, Fisher does not permit individuals under the influence of any controlled substances or alcohol. If an authorized individual comes to pick up a child under the influence, Fisher will contact another individual on the authorized pick-up list and will not release the child to the individual who is under the influence of alcohol or controlled substances. Fisher may also contact the University's Department of Campus Safety and/or local law enforcement to address the individual under the influence.

- The Director reserves the right, at their discretion, to decline or discontinue enrollment if a parent or guardian's behavior is consistently disruptive, disrespectful, or misaligned with the values and expectations of the school community, or if the family is unwilling to engage in a cooperative relationship with the school.
 - This includes failure to follow school policies, ongoing negative interactions with staff or other families, or any behavior that undermines the safe and supportive environment we strive to maintain.
- Repeatedly not following applicable Fisher safety and security procedures.
- Violation of any University policy, including but not limited to the University's Discrimination and Harassment policy.

Actions that Fisher May Take

Fisher, in its sole discretion, may take any or all of the following actions in response to inappropriate behavior by parents/guardians and/or visitors. Fisher may also take actions that are not included below.

- The Director of Fisher, in consultation with the Dean of the Morgridge College of Education, as appropriate, determines the action Fisher will take in response to the incident(s).
- In situations where the behavior causes a disruption and/or presents a risk of harm to the safety or wellbeing of any individual, Fisher may contact the University's Department of Campus Safety and/or local law enforcement.
- Fisher may require that the parent/guardian/visitor meet with the Director of Fisher to discuss the incident(s).
 - If the individual refuses to attend the required meeting with the Director, Fisher will consider that refusal in determining the appropriate response to the incident(s).
- Fisher may request that Campus Safety issue a trespass order prohibiting the individual from being at Fisher and/or on University of Denver property.
- Fisher may prohibit the individual from attending events at or activities of Fisher for a specified duration of time.
- Fisher may terminate the enrollment of the child(ren) associated with that individual.
- Fisher may decline to offer re-enrollment for the following year for the child(ren) associated with that individual.
- The decisions of the Fisher administration are final and not subject to appeal.

Family Conferences

Fisher schedules parent-teacher conferences (generally lasting 20-30 minutes) to meet the needs of each child and family at least once a year, and more frequently as deemed necessary. Families will also receive a mid-year progress report. Please watch for communication around scheduling. Fisher also schedules meetings with new families as children enter a new classroom to provide families with an opportunity to communicate about their child and their family's needs and to begin building a partnership between parents/guardians and teachers. Fisher's policy is to provide one conference slot per child.

DU Student Participation Policy

Fisher provides learning opportunities to undergraduates and graduate students on DU campus and all other colleges across the state, nation and sometimes from overseas. These learning opportunities may include:

- Placement as a classroom volunteer
- Classroom observation
- Serving as a field site for students to work directly with children and their families
- Serving as a practicum or internship site for students

Fisher student information remains confidential and will not be shared without parental consent. Any research conducted involving Fisher children or their classroom requires that faculty and students complete a review process to protect human subjects. The review fully informs parents of the nature of the research and any risks/benefits that may result from the study. A separate consent form will be provided for such projects.

Volunteer Policy

Volunteers are a welcome addition to our program. Children benefit and enjoy adults investing time and energy in telling stories, reading books, painting or singing with them. Volunteers' involvement and participation at the classroom, program or event level is important in building strong partnerships and establishing effective and mutual lines of communication. We encourage families to work with their classroom teaching team to offer their unique talents and assistance by volunteering.

This volunteer time can be given in many ways such as:

- at home cutting shapes for a class project
- assisting with playground activities and maintenance
- reading with the children; recording books on tape
- helping with the computer
- going to the library to pick out a related storybook or tape
- hanging up artwork, sewing a costume
- participating as a Room Parent
- planning a classroom event or assisting on a field trip
- leading a small group of children in a cooking or art activity
- working with the Parent Advisory Council on fundraising activities

This is only a small selection of the work and “play” available at Fisher. Parents/guardians and other volunteers are a valuable resource to our program! The Fisher staff promotes the inclusion of all families, regardless of family structure; socioeconomic, racial, religious, and cultural backgrounds; gender; abilities; or preferred language, in all aspects of the program, including volunteer opportunities. These opportunities consider ways to integrate each family's interests and skills and the needs of program staff.

Birthdays, Holidays & Family Traditions

We recognize that families celebrate holidays and birthdays in many ways and have a variety of traditions within their homes.

Turning 1, 2, 3, 4, 5 or 6 is certainly worth celebrating, and we love celebrating your children's birthdays during these special years at Fisher! Fisher policy is to not permit families to give goodie bags out at school. Instead, we encourage other ways to celebrate such as doing an activity with the class, reading to the children and/or donating a book to the classroom. Edible birthday treats are also welcome! Please talk with your child's teacher to understand the restrictions on treats that can be brought into the classroom and to identify what types of treats are suitable for the age group and all the children in the class given the prevalence of food allergies.

Individual classrooms and teaching teams are responsible for designing curriculum and experiences around holidays and traditions that reflect their classroom culture, inclusive of children, families, and teachers. Annually, teaching teams will define their professional intent regarding this curriculum topic. Designing curriculum around holidays and traditions will consider the children's interests, developmental appropriateness, and the values and cultures of the families and teachers. At the beginning of the school year, teaching teams will inform their families of this intent and what to anticipate throughout the year.

Celebrations and curriculum embracing holidays and traditions will exemplify Fisher's play-based, emergent curriculum and reflect the age groups in each class.

Laundry Policy

All families must provide a crib sheet (for mats and cots) and small blanket for your child. Families must take linens home for laundering on a **weekly basis**. For infants, Fisher provides sheets for cribs and launders them when soiled.

Food Safety Policy (Meals, Snacks and Liquids/Beverages)

Fisher serves breakfast, lunch, and afternoon snack to all classrooms. The food is prepared and provided by Sodexo catering, a vendor for the University of Denver. Fisher follows the [Colorado Food Program](#) nutritional and size portion guidelines appropriate for your child's age. (Infants under one year gradually participate in our whole food program with parent/guardian permission.) Fisher takes the following steps when providing food/drinks to promote food safety and support children's health:

- The staff does not offer children younger than four years the following foods: hot dogs, whole or sliced into rounds; whole grapes; popcorn; raw peas and hard pretzels; or chunks of raw carrots or meat larger than can be swallowed whole.
- Food is cut into pieces no larger than 1/4-inch cubes for infants and 1/2-inch cubes or strips for toddlers/twos, according to each child's chewing and swallowing capability.
- Sweetened beverages are avoided. If juice (only 100% fruit juice is recommended) is served, the amount is limited to no more than four ounces per child daily.
- Children under 2 years of age will be given whole cow's milk once the child is no longer drinking formula or breast milk at school. One percent cow's milk is served to all children over two years of age. After the age of two, if a child is required to have whole milk, the family must provide a note from the child's physician.
- All fruits and vegetables are washed prior to eating (usually by Sodexo).
- Liquids and foods that are hotter than 110°F are kept out of children's reach.
- Staff must discard any and all foods with expired dates.

- Food/drinks are never to be microwaved using plastic or polystyrene (Styrofoam) containers, plates, bags or wraps.

Meals will be served family style with staff members overseeing a comfortable community-building process. Children will not be forced or coerced to eat. Rather, teachers will model “trying” everything. Food will not be used as a reward or punishment. If cultural or developmental concerns vary from the above feeding pattern, please discuss your child’s feeding/eating or dietary needs with the teaching team.

If your child has an allergy to foods, we will follow the information provided by the family on a health form signed by a physician. Please note that Fisher is an ALLERGY AWARE Center. Other unique food allergies are discretely posted within your child’s classroom. Due to individual health risks, families must comply with classroom dietary restrictions when bringing treats or food into the building. Any treat for an entire class must be store-bought and have ingredients clearly labeled on the package.

For infants and any child with special feeding needs (e.g., food intolerance/allergies, health concerns, specialized feeding equipment), staff will document the type and quantity of food the child eats on a daily basis for each meal and convey the information to the child’s family.

The teachers will take steps to promote the safety of food brought from home. The staff will work with families to confirm that foods brought from home meet the U.S. Department of Agriculture’s (USDA) Child and Adult Care Food Program (CACFP) food guidelines. Families must label all foods and beverages brought from home with the child’s name and the date. The staff makes sure that food requiring refrigeration stays cold until served and that all foods are discarded if they have expired dates. Food that comes from home for sharing among the children must be either whole fruits or commercially prepared packaged foods in factory-sealed containers.

Fisher has posted menus on the bulletin board in the front hallway and has posted menus on the Fisher website under the Family Resources tab. Families may also request a copy of the current menu from the Fisher Administration Team at any time.

Infant Feeding

Pursuant to the [Child and Adult Care Food Program \(CACFP\)](#), Fisher provides FDA-approved, iron-fortified infant formula (only milk-based) for infants up to one year of age. If a family prefers a different type of formula for their child, the family must provide their own formula that meets the requirements of CACFP. Families of infants (6 weeks to 12 months) are asked to bring in other appropriate nutritional treats for the day consistent with your infant’s appetite or snacking style. These will be stored in an individually labeled basket in the classroom refrigerator.

Infants are individually fed and held by caregivers. They are gradually encouraged to sit and hold their own bottles with milk or water in later months. Parents/guardians who choose to breastfeed or chestfeed their child are welcome to use a private area or stay within the classroom to do so. Commercially prepared formula is mixed according to instructions and placed in a bottle you have provided with your child’s name.

Infant formula and breast milk in bottles or other storage containers shall be handled as follows per [CDPHE](#) (6 CCR 1010-7: 7.12.3 Feeding) and [CDE](#) (8 CCR 1402-1:2.326 Feeding Infants)

- Labeled with the infant's full name and the date pre-mixed bottles of formula were received or the date breast milk was expressed.
- Stored at 41F or below
- Formula or breast milk is unopened and not used the day it was prepared or received from the parent or guardian shall be discarded or returned to the parent or guardian at the end of the day. This shall not apply to frozen breast milk.
- Infant formula shall be mixed in accordance with the manufacturer's labeled instructions or written instructions from the child's health care provider.
- Portions of formula or breast milk unconsumed by the child after each feeding shall be discarded.
- Bottles of formula, milk or breast milk and other potentially hazardous liquids shall not be fed over a period exceeding one hour.
- Breast milk shall be differentiated by colored labels.
- Bottle feedings do not contain solid foods unless the family provides written instructions and a medical reason from the child's health care providers.
- All infants less than six months old must be held for bottle feedings. Bottles must not be propped.
- Infants over six months old must not be allowed to hold their own bottles when lying flat.
- Bottles must not be allowed in sleep equipment with the infant.
- Children who are actively eating may be in a highchair or other approved feeding equipment for longer than fifteen minutes. Children must be moved once feeding is complete.

Rest or Quiet Time

We provide a quiet rest time or naptime for all children during the day. Each classroom's daily schedule is posted on its family board. Infants are put to sleep on an individual mattress and on their back until they turn one year of age. Toddlers and preschoolers sleep on cots. Infant and toddlers/twos teachers, associate teachers, substitute teachers, or student workers are aware of, and positioned so they can hear and see any sleeping children for whom they are responsible, especially when they are actively engaged with children who are awake. Teaching teams will encourage sleep/resting using calming and quieting techniques (soft music, dimming lights, and back rubs). Many children have a special routine for going to sleep and a favorite blanket or toy sent from home may help them to rest and relax at school.

Children who do not need a nap or are not able to fall asleep will still need a period of quiet restfulness. This is an important aspect of learning to self-soothe, calm, and self-regulate. If children do not fall asleep after a maximum of 30 minutes of quiet time, staff will provide them with quiet toys or activities for the remainder of naptime.

Diapering and Toilet Training

The staff is trained in proper diapering techniques. Universal precautions that guard against disease require a change of disposable gloves, washing of children's and caregiver's hands, and sanitation of the area between the changing of each child. Children will not be left unattended on the changing table.

Fisher staff are happy to assist families in toilet training consistent with applicable licensing regulations, which require that children must be able to communicate or otherwise indicate need, help manage their own clothing, and be able to access toileting facilities. When beginning toilet training, families should let the teaching team know the procedures that the family is using and what works best for the child. Fisher will try to use the same techniques as the family uses provided that the techniques accommodate the child's individual developmental abilities and needs. Consistent with applicable licensing regulations, there are no toddler toilets in Roly Poly or Bearsie Bears classrooms, and toilet training will not occur in these classrooms.

Challenging Behaviors

At Fisher, we welcome children expressing a wide range of developmental ability. We recognize that emotional literacy and social skills are skills that must be taught and learned. Children often communicate their needs and wants through their behavior, and this can often present as challenging behaviors that are sometimes disruptive to the classroom environment or harmful to their peers, such as [biting](#). Challenging behaviors may be distressing for families. Teachers will use evidence-based practices to manage challenging behaviors in the classroom while also using observation and assessment tools to determine the root of the challenging behavior in order to create developmentally appropriate plans for the child or children to learn the appropriate behavior to get their needs and wants met. When challenging behavior persists, the teaching team will collaborate with FIT and the child's family to create a more intensive plan to help the child learn the skills they need to be successful at school and/or home. Fisher teachers will always follow state health and safety protocols in attending to the physical and emotional needs of all the children in the classroom and communicating with families how their classroom may be impacted by challenging behaviors at their age level. Teachers will also provide resources for families to understand teaching strategies and reasonable expectations for learning new social skills.

Suspension, Expulsion, and Withdrawal Policy

Fisher is committed to providing an inclusive, supportive, and nurturing learning environment for all children. We recognize that behavior is a form of communication and believe that challenging behaviors should be addressed through positive guidance, individualized support, and collaboration with families. Consistent with Colorado Early Childhood Licensing Rules, Fisher is committed to preventing the use of suspension, expulsion, or requests for families to withdraw a child due to behavioral concerns.

As an inclusive early childhood program, Fisher is committed to serving children with diverse developmental, behavioral, and social-emotional needs. Fisher does not suspend or expel children due to behavior. Instead, we partner with families and appropriate professionals to identify the underlying causes of challenging behavior and implement individualized supports that promote each child's success while maintaining the safety and well-being of all children and staff.

Response to Challenging Behavior

When a child demonstrates persistent or significant challenging behaviors, Fisher will take the following steps:

- 1. Observe and Document**

- a. Staff will objectively document the behavior, including the frequency, duration, intensity, setting, antecedents, and consequences, to better understand the purpose or function of the behavior.
 - b. Documentation will focus on observable facts rather than assumptions or labels.
- 2. Implement Classroom-Based Supports**
 - a. Teachers will implement developmentally appropriate positive guidance strategies and individualized classroom supports.
 - b. Environmental modifications, changes to routines, visual supports, emotional coaching, and teaching replacement skills will be used to promote success.
- 3. Partner with Families**
 - a. Families will be informed promptly and invited to collaborate in identifying possible contributing factors and successful strategies used at home.
 - b. Ongoing communication will occur throughout the intervention process.
- 4. Develop an Individualized Support Plan**
 - a. If behaviors continue, the teaching team, administration, family, and FIT Team will work together to develop a Positive Behavior Support Plan.
 - b. The plan will identify behavioral goals, prevention strategies, teaching strategies, adult responses, and methods for monitoring progress.
- 5. Consult Specialists**
 - a. With family knowledge and consent when required, Fisher may seek assistance from the FIT Team, an Early Childhood Mental Health Consultant, the child's healthcare provider, early intervention specialists, the local school district, or other qualified professionals to help identify additional supports and interventions.
- 6. Review and Revise Supports**
 - a. Fisher will review the support plan regularly and adjust interventions based on the child's progress and ongoing documentation.

Fisher expects that families will collaborate with Fisher in addressing challenging behaviors and will engage with clinicians and service providers as needed to obtain consultations and evaluations to assist in developing the support plan.

Temporary Removal from the Classroom

In the rare event that a child's behavior presents an immediate safety risk to themselves or others, the child may be temporarily removed from the classroom or activity to a safe, supervised environment with a familiar adult until they are calm and ready to return. This is not considered a suspension and is used solely to promote safety while supporting the child's regulation and emotional well-being.

If additional planning is needed to facilitate a safe and successful return to the classroom, Fisher will work collaboratively with the family and appropriate support professionals to identify strategies, resources, or temporary accommodations.

Withdrawal from the Program

Fisher does not ask families to withdraw their child solely because of a child's behavior or developmental needs. Fisher will make reasonable efforts to support the child's continued enrollment through individualized interventions, family collaboration, consultation with specialists, and implementation of a Positive Behavior Support Plan. In certain circumstances,

Fisher may not have the staffing and/or resources necessary to provide the level of support required to meet the documented needs of a particular child.

Should circumstances arise that significantly impact Fisher's ability to safely operate or if enrollment is terminated for reasons unrelated to a child's disability or behavior (such as violations of Fisher policies, safety concerns involving adults, or other circumstances set forth elsewhere in this handbook), Fisher will make decisions in accordance with Fisher's policies and applicable licensing requirements.

Required Documentation

Fisher will maintain documentation throughout the intervention process, including:

- Objective observations of challenging behaviors;
- Strategies and interventions implemented;
- Communication with families;
- Meetings held with families and Fisher teachers and staff;
- Positive Behavior Support Plans and revisions;
- Consultation with the FIT Team, Early Childhood Mental Health Consultants, or other specialists, when applicable;
- Progress monitoring and outcomes.

To facilitate the intervention process, families will provide Fisher with documentation from consultations and evaluations obtained as part of the process.

Commitment to Inclusion

Fisher believes every child deserves the opportunity to learn, grow, and belong within an inclusive community. Through strong partnerships with families, the FIT Team, community agencies, and early childhood specialists, Fisher is committed to providing individualized supports that promote children's success and minimize the use of exclusionary practices.

Child Abuse and Neglect

It is important that parents/guardians know that the teaching teams and staff at Fisher have a legal responsibility to timely report any suspected incidents of child abuse or neglect. These reports are made to the Denver Department of Human Services (720-944-3000). Child abuse does not include the normal bumps, bruises and skinned knees all children experience growing up, but instead focuses on physical abuse, sexual abuse and/or neglect which may threaten the health and welfare of a child. We encourage parents/guardians to become familiar with Colorado laws regarding child abuse and neglect and to report suspected incidents of abuse or neglect.

FISHER INCLUSION TEAM (FIT)

What is Inclusion?

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) states that children with disabilities should be educated with typically developing peers to the greatest extent possible and include the routines and activities in which (young) children participate, also called the Least Restrictive Environment.

“Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or 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 supports.”

Division for Early Childhood & National Association for the Education of Young Children. (2009). Early childhood inclusion: A joint position statement of the Division for Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC). Chapel Hill, NC: Author.

What is FIT?

The Fisher Inclusion Team is a transdisciplinary team that is comprised of a Team Coordinator, Early Interventionist, Speech/Language Pathologist, Occupational Therapist, Physical Therapist and Social Worker. Although these individuals comprise the “Fisher Inclusion Team,” we consider each child’s parents/guardians, teachers, and private service providers to be vital members of each child’s team. FIT provides consultation, modeling, and support for children, families, and teachers as part of Fisher’s mission to serve children of all needs and abilities. The transdisciplinary approach allows the different team members to discuss next steps collaboratively and to consider all areas of development prior to recommending services. Additionally, with this approach, the team is able to work together to create classroom strategies and goals with a common focus.

To Contact FIT:

Fisher Inclusion Team 303-871-2772 or fisherinclusionteam@du.edu

The FIT Inclusion Philosophy

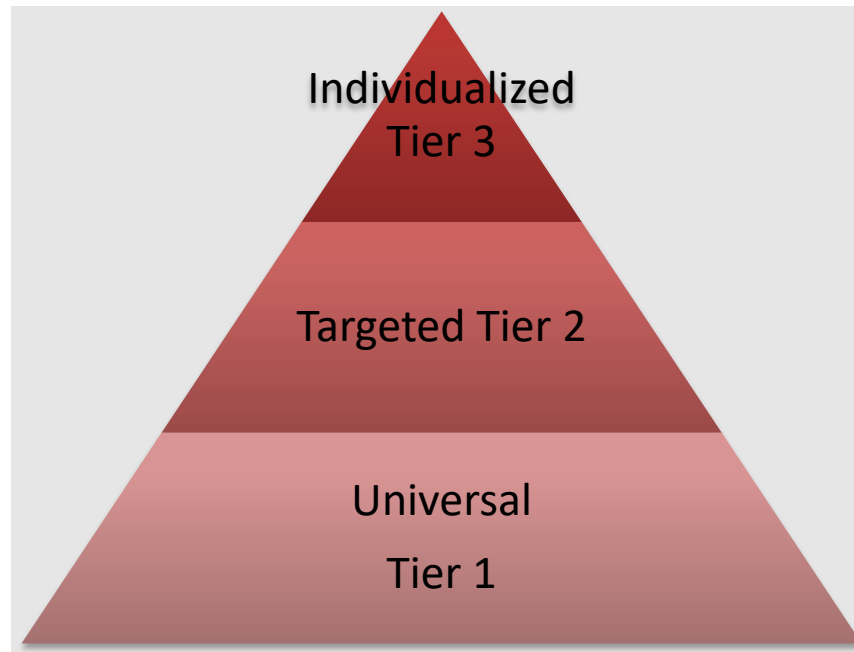
The Fisher Inclusion Team (FIT) works to provide children of all abilities the opportunity to play, learn and engage in the experiences available at Fisher. FIT primarily provides teacher support, which allows all children to access learning opportunities, increase engagement, cultivate social relationships, and create independence within the routines of each classroom. FIT provides consultation and referral to services to best support the child's overall development (including but not limited to, cognitive, language, social emotional, physical development, self-help skills, and health).

FIT members comply with applicable rules and regulations of their specific professional organizations, including the Division for Early Childhood (DEC), and the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct, as well as applicable law.

FIT Modified Application of Response to Intervention (RTI) Model

FIT provides services to children at Fisher using a modified RTI approach. FIT provides services at the Universal level, which involves creating a classroom environment that meets the needs of children with special needs as well as their peers. FIT also offers targeted approaches to groups

of children within the classroom setting, which will again allow the children to function optimally within the classroom setting. FIT will not provide Tier 3 interventions, so if a child requires one-on-one individualized intervention, the child's family is responsible for meeting those needs using outside providers. The graphic below illustrates the model. FIT will provide services at the Tier 1 and Tier 2 levels (the mauve levels). (Explanation of RTI from Riley, 2011)

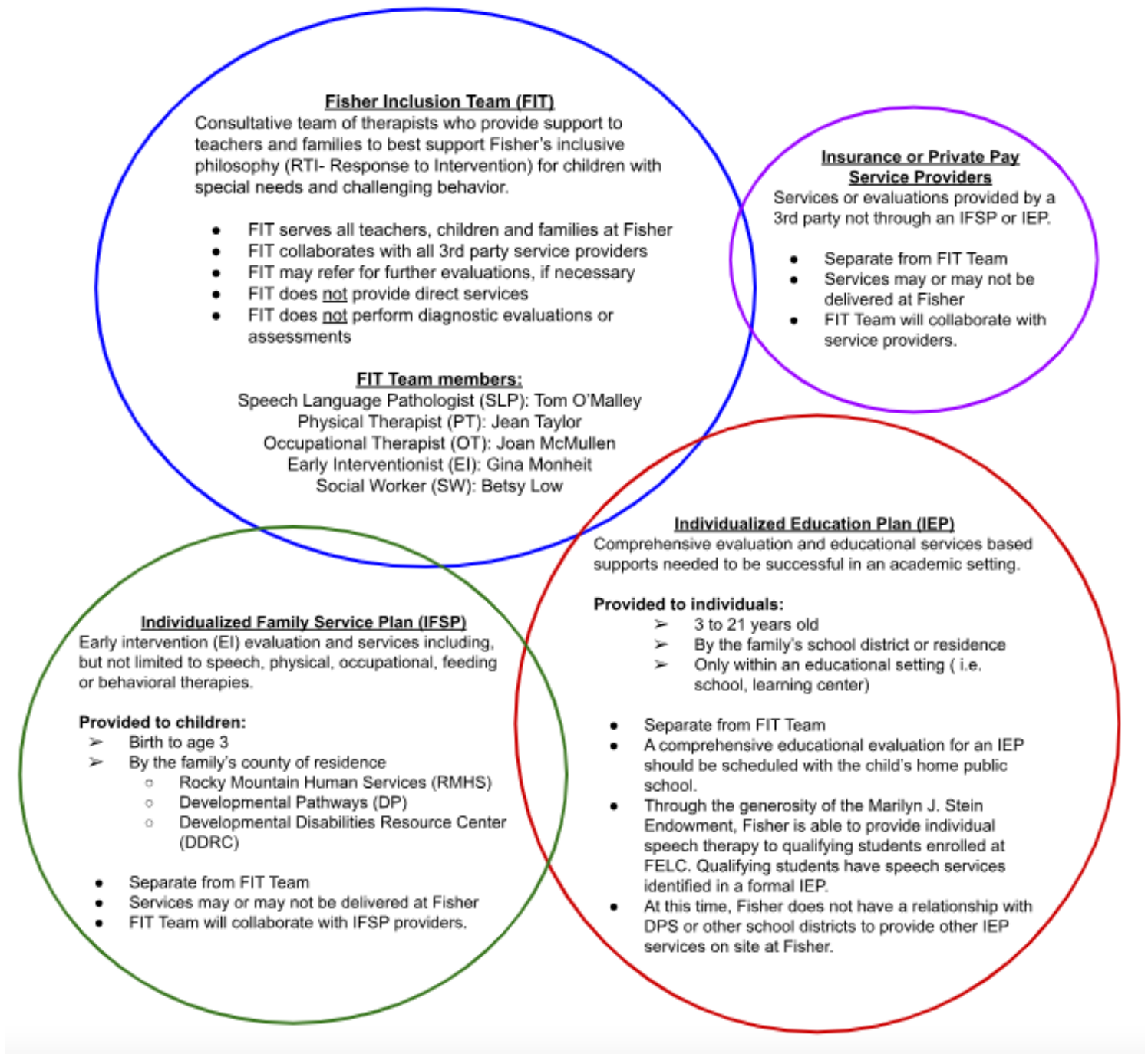


Referral Process

Referrals to FIT can be made in a number of ways:

1. Parent/Guardian Request: Families may request an observation by asking their teachers, Fisher administration, or FIT directly. After a FIT observation, FIT will provide recommendations to the child's family and teachers regarding next steps.
2. Teacher Request: Teachers may request FIT to observe a child. Teachers will discuss this with the family prior to any FIT involvement; the family must provide written permission before any formal observation begins.
3. FIT Request: Because FIT team members are in each classroom on a regular basis, the team may request a more specific observation for a child. In this case, the teacher or a FIT team member will contact the family prior to any formal observation.
4. Screening: A child may be identified through classroom screening. All children are given a developmental screening evaluation within three months of program entry.
5. Evaluations: Based on the screening and referral process, some children may be referred for a more in-depth evaluation either through FIT or outside professionals within your child's school district.

Fisher Inclusion Team Roles and Non-FIT/Outside Service Providers Explanation Sheet



Health/Illness Policies and Procedures

Introduction

The Fisher Early Learning Center is dedicated to promoting the health and well-being of the children and staff that spend time at Fisher. Our goal is to minimize the risk of infection and illness through promoting a safe and clean environment and seeking the cooperation of the families and staff with that goal. Unfortunately, illness is very common in young children because they have emerging immune systems that need exposure to illness in order to make them able to fight infection later in life. Studies have shown that children who attend childcare in their early years have a lower rate of absenteeism when they move on to elementary school than those who do not attend a group care setting. Increased rates of illness and infections are prevalent in childcare/preschool environments because the children are in close daily contact with other children and staff members. Illness at Fisher is inevitable, especially in the fall and winter months when the incidence of illness is increased in the community.

Prevention Strategies

Fisher administrative and teaching teams have established the following strategies to help prevent the incidence and spread of illness and infection at Fisher.

1. All staff have been trained in appropriate hand washing techniques. Washing hands before and after diaper changes, food preparation, upon entering the classroom, and any time the hands are soiled.
2. All staff are trained in **Standard Precautions**, which includes the use of gloves and protective equipment to avoid contact with potentially harmful exposure to body fluids (e.g., blood, stool, urine, respiratory secretions, breast milk)
3. The generous use of disinfectant solution, as required by the CDPHE on all potentially contaminated surfaces (e.g., diaper changing tables, tabletop surfaces, food preparation areas, toilets, cots, cribs, toys)
4. The appropriate handling, preparation and serving of food as directed by the food supplier and the CDPHE regulations.
5. Appropriate cleaning and washing of toys and other playthings.
 - a. Daily cleaning of toys including soaking in a disinfectant solution for 20 minutes, rinsing and air drying overnight.
 - b. Laundering linens and washable items at least weekly. Changing of soiled linens in a timely fashion.
 - c. Use of disinfectant spray on toys or equipment that cannot be laundered on a daily basis.
6. Appropriate use and storage of potentially harmful substances.
 - a. Parents/guardians must provide medications in the original container, labeled with the child's name, and stored in the nurse consultant's office in a locked cabinet.

- b. All poisonous substances are kept out of the reach of children and/or in a locked cabinet. The Rocky Mountain Poison Center phone number (800-222-1222) is listed in each classroom.
 - c. When public health authorities recommend use of insect repellents due to a high risk of insect-borne disease, only repellents containing DEET are used, and these are applied only on children older than two months. Staff apply insect repellent no more than once a day and only with prior written parent/guardian permission.
7. The Fisher Early Learning Center is ALLERGY AWARE. Although we cannot monitor every item that comes through our doors, we ask for everyone's cooperation in NOT ALLOWING FOOD OR SNACKS CONTAINING PEANUTS or TREE NUTS in the classrooms.
8. To avoid significant allergic reactions, Fisher does not use latex gloves.

Health and Immunization Requirements

Fisher maintains updated health information on every child enrolled at Fisher.

Families must provide Fisher with the completed General Health Appraisal form when they visit their child's pediatrician. This form should confirm that there are no new allergies and that the child can eat a normal, unrestricted diet. If there are any new health concerns or changes we need to be aware of, such as allergies or dietary restrictions, please be sure to include that information. Keeping Fisher informed is crucial to promote the safety and well-being of your child while at Fisher. We appreciate your cooperation in returning the completed form promptly to assist Fisher in complying with applicable licensing regulations.

Colorado law ([Board of Health rule 6 CCR 1009-2](#)) requires all students attending Colorado schools and licensed child care centers to be vaccinated against certain diseases, unless an exemption is filed. Vaccines required by CDPHE to enter child care at Fisher include:

- Hepatitis B (HepB)
- Diphtheria, tetanus, pertussis (DTaP)
- *Haemophilus influenza* type b (Hib)
- Inactivated poliovirus (IPV)
- Pneumococcal conjugate (PCV)
- Measles, mumps, rubella (MMR)
- Varicella (chickenpox)

Colorado childcare regulations require that parents/guardians must submit to Fisher a health care form and immunization record, signed by a licensed doctor, nurse practitioner, or physician's assistant at time of admission. *Parents/guardians must submit updated health care and immunization forms according to CDC's vaccine [schedules](#) and/or recommended by their medical providers.*

Any child not appropriately immunized as required by Colorado law faces exclusion from Fisher in the event that there is an outbreak of a vaccine preventable disease in the community., including but not limited to chicken pox, pertussis, wild polio, measles, mumps, and rubella.

To facilitate the understanding of and addressing special health care needs, Fisher will work with parents/guardians to identify children with special health care needs as early as possible. Parents/guardians must update the Individualized Health Care Plan for their child annually or promptly when there are changes in their child's special health care needs or treatment.

Immunization records are required for each child and staff member. The nurse consultant will review the records on file to determine whether enrolled children have up to date immunization records and individualized health care plan. Fisher will notify the family of issues regarding immunizations and the health/medical needs.

Exclusion Criteria:

Generally speaking, most minor illnesses **DO NOT** constitute a reason for excluding a child from a childcare setting. We refer to [CDPHE's How Sick is Too Sick](#) document as guidance for routine decisions about when children and staff should stay home.



There are four main reasons for children and adults to stay home:

1. The child or staff member could infect others with a contagious illness, either because of symptoms, a diagnosis, or recent exposure to a contagious illness.
2. The child or staff member does not feel well enough to take part in usual activities.
For example, a child is overly tired, fussy, or will not stop crying.
3. A child needs more care than teachers and staff can give while still caring for the other children.
4. The child or staff member has symptoms or an illness on this list, and staying home is Required.

Please visit [the CDPHE website to read the entire How Sick is Too Sick guidance](#).

Documentation

Fisher will document observations made by the teachers, administrative staff, or nurse consultant related to the presence of illness (e.g., rash, fever, eye drainage, cough, vomiting, and diarrhea). Staff will document illness symptoms on an incident report that will be shared with parents/guardians via the FACTS Childcare app.

Accidents and Incidents

Whenever Fisher staff observe signs of illness or an accident involving a child, Fisher staff will notify parents/guardian of the issue and steps taken to address the issue. Fisher teachers or administrators will fill out an incident report and will send the completed form to the child's parents/guardians via FACTS.

Fisher staff will promptly identify children with potentially infectious illness, serious illness, or a symptom or illness that is a criterion for exclusion. Parents/guardians will be notified in a timely fashion, typically within 30 minutes of identifying a potential reason for exclusion.

Staff Responsibilities:

1. Follow the health and safety guidelines set by CDE, CDPHE and CDHS.
2. Practice careful hand washing practices.
3. Provide clear communication with parents/guardians as set forth above.
4. Notify parents/guardians in a timely fashion, typically within 30 minutes of identifying a potential reason for exclusion.
5. Arrange for isolation of the child until the child is picked up.
6. Complete appropriate documentation.
7. Maintain confidentiality.

Parent/Guardian Responsibilities:

1. Submit health care forms and immunization records consistent with the required schedule.
2. Do not bring any food or snacks containing peanuts or other nuts or bring latex in any form to Fisher.
3. Keep your child home when there are signs of illness that dictate the child should be excluded from childcare as indicated in [CDPHE's How Sick is Too Sick Guidance](#).
4. Provide clear communication with Fisher teachers and staff regarding your child's condition.
5. Make every attempt to respond rapidly when called to pick up an ill child from Fisher. A parent/guardian or other authorized person should pick the child up within 30 minutes of notification.
6. Follow the [CDPHE's How Sick is Too Sick Guidance](#) pertaining to when a child can return to childcare after an illness or infection.

The Fisher Early Learning Center strives to promote a safe and healthy environment for the children and faculty. These policies and procedures should help us all achieve this goal. The teachers and administrative staff appreciate your cooperation in this effort.

Diapering

For children who are unable to use the toilet consistently, Fisher takes the following steps:

1. Staff use only commercially available disposable diapers or pull-ups unless the child has a medical reason that does not permit their use, as documented by the child's health provider.
2. For children who require cloth diapers, the diaper must have an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering will be changed as a unit.

3. Cloth diapers and clothing that are soiled by urine or feces will be promptly placed in a plastic bag (without rinsing) and sent home that day for laundering.
4. Staff check children for signs that diapers or pull-ups are wet or contain feces at least every 2 hours when children are awake and when children awaken from nap.
5. Diapers are changed when wet or soiled.
6. Staff changes children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
7. Each changing area is separated by a partial wall or is located at least three feet from other areas that children use and is used exclusively for diaper changing.
8. At all times, caregivers will keep a hand on the child when the child is being changed on an elevated surface.

Napping/Rest/Quiet Time:

To reduce the risk of Sudden Infant Death Syndrome (SIDS) in infants (younger than 12 months), we follow Safe Sleep policy ([AAP Safe Sleep Recommendations](#) and [Children's Hospital Colorado](#))

1. Infants, unless the parent/guardian has provided written instructions signed by the infant's medical provider, are placed on their backs to sleep on a firm surface manufactured for sale as infant sleeping equipment that meets the standards of the United States Consumer Product Safety Commission.
2. Soft items (e.g., pillows, blankets, quilts, comforters, sheepskins, stuffed toys, and other soft items) are not allowed, consistent with CDE's childcare licensing regulations, due to suffocation hazard. Approved sleep sacks may be used for warmth.
3. Swaddling of infants is permitted as directed by a health care plan completed and signed by the child's physician.
4. All children who arrive at school asleep or fall asleep in equipment not specifically designed for infant sleep (e.g. car seats, strollers, swings) will be placed to sleep on their mat or cot promptly.

After being placed down for sleep on their backs, infants may then be allowed to assume any comfortable sleep position when they can easily turn themselves from the back position.

Safe Storage and Handling of Breast Milk Please refer to the section 'Infant Feeding' in the handbook, as well as [CDPHE](#) (6 CCR 1010-7: 7.12.3 Feeding) and [CDE](#) (8 CCR 1402-1:2.326 Feeding Infants)

FERPA

Notification of Rights under the Family Educational Rights and Privacy Act (FERPA) for Primary and Secondary Education Programs

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records.

These rights are:

1. The right to inspect and review the student's education records within 45 days after the day the University of Denver receives a request for access.
Parents or eligible students should submit to the school director a written request that identifies the records they wish to inspect. The director or designee will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
Parents or eligible students who wish to ask the school to amend a record should write the school director, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
3. The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.
One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including law enforcement unit personnel and health staff); or a person serving on the board of trustees. A school official also may include a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Under FERPA, the school may disclose directory information without the written consent of the parent or eligible student. The University of Denver considers directory information for Ricks Center and Fisher Center students which may be released as name; date and place of birth; gender; grade level; participation in officially recognized activities; degrees and awards received; dates of attendance and photographs. The parent or eligible student has the right to object to such disclosure annually, in writing to the director of the school.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

Additional Disclosures Permitted by FERPA

FERPA permits the disclosure of Personally Identifiable Information (PII) from students' education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the school to record the disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A school may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student –

- To other school officials, including teachers, within the educational agency or institution whom the school has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1))
- To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2))
- To authorized representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35)
- In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4))
- To State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released, subject to §99.38. (§99.31(a)(5))
- To organizations conducting studies for, or on behalf of, the school, in order to: (a) develop, validate, or administer predictive tests; (b) administer student aid programs; or (c) improve instruction. (§99.31(a)(6))
- To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7))

- To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9))
- To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10))
- Information the school has designated as “directory information” under §99.37. (§99.31(a)(11))

Additional Information

Questions about FERPA may be directed to the director of the school.

PPRA

Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams.

These include the right to:

Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

Receive notice and an opportunity to opt a student out of:

1. Any other protected information survey, regardless of funding;
2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

Inspect, upon request and before administration or use:

1. Protected information surveys of students;
2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
3. Instructional material used as part of the educational curriculum.

These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

The University of Denver has developed and adopted policies, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The University of Denver will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes. The University will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific noted activities or surveys and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. The University will make this notification to parents at the beginning of the school year if the University has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5901

Concerns or Complaints Regarding Fisher

At Fisher, we have an open-door policy. If you have concerns regarding any aspect of Fisher, we hope that you will contact us directly. Should a parent/guardian or family member experience difficulties or differences with classroom teaching staff, the family is encouraged to reach out to the Director directly via phone, email or in person. Should further discussion with the Director not resolve the conflict or differences, the family may contact the Dean of the Morgridge College of Education.

If you feel that the practices or policies of Fisher are endangering the health, safety or welfare of the children at Fisher, you may contact:

The Colorado Department of Early Childhood
710 Ash Street, Denver, CO 80246
1-800-799-5876

The Colorado Child Abuse and Neglect Hotline:
844-CO-4-Kids (844- 264-5437)
<https://co4kids.org/child-abuse-neglect/>

At the University, you may contact:

- Department of Campus Safety at 303-871-3000
- DU's Anonymous Hotline (provided by a confidential third-party Lighthouse Services) by phone at 866-780-0002; or by email at reports@lighthouse-services.com (please identify the University of Denver in your report)

Family Handbook & Health and Safety Policies and Procedures Agreement

I have read, understand, and agree to follow the 2026-2027 Fisher Early Learning Center Family Handbook and Policies. If I have any questions or concerns regarding the handbook or policies at the Fisher Early Learning Center, I understand that I should contact Fisher's Director or Associate Director.

I have read, understand, and agree to follow the 2026-2027 Health and Safety policies and procedures for The Fisher Early Learning Center. If I have any questions regarding these policies and procedures, I understand that I should contact Fisher's Director or Associate Director or Fisher's nurse consultant.

Child(ren)'s Name(s) – Printed

Classroom(s)

Parent/Guardian – Printed Name

Parent/Guardian – Signature

Date