WEBER STATE
UNIVERSITY

Melba S. Lehner Children's School

2025-2026 Family Handbook of Policies and Procedures

Department of Child & Family Studies

Moyes School of Education

College of Social Sciences and Education

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Introduction

The Melba S. Lehner (MSL) Children's School is a developmental early childhood program within the Department of Child and Family Studies, Jerry and Vicki Moyes College of Education. The MSL Children's School was established in 1952. Today the MSL Children's School includes five indoor classrooms with individual observation booths. The school can be reached for regular business by calling 801-627-6277 or the Child and Family Studies Department at 801-626-7151.

MSL Children's School welcomes children and families of Weber State University (WSU) students, staff, and faculty and community members.

Who We Are

Mission (NAEYC Standard 10.A)

Melba S. Lehner (MSL) Children's School serves the Department of Child and Family Studies, Weber State University, and the community as a model demonstration laboratory center. The primary purpose of the MSL Children's School is to teach university students to work with children and families and to provide a site for research in the field of early childhood.

Vision (NAEYC Standard 10.A)

1. ***Teaching University Students:*** The MSL Children's School serves as a model program demonstrating developmentally appropriate evidence-based practices and reflective intentional teaching for professional development of Weber State University students through observations, research opportunities, and hands-on work with children and families.

2. ***Conducting Research:*** The MSL Children's School provides a quality early childhood laboratory setting for Weber State University faculty and students to collect data, conduct research, and test effectiveness of early intervention programs.

3. ***Serving Children and Families:*** The MSL Children's School provides relationship-based quality educational experiences that are guided by child development theories and developmentally appropriate practices for children and families.
4. ***Connecting with Community:*** The MSL Children's School serves as: a model and resource of evidence-based practices in early care, an education resource for the community, and a partner to build connections within the community.

Enrollment Information

Enrollment & Eligibility

The Melba S. Lehner Children's School does not discriminate based on race, ethnicity, sex, or religion. Any child meeting the age requirements for the various programs within the MSL Children's School, regardless of disability, culture, ethnic origin, gender nationality, race, religion, or socioeconomic status, is eligible to apply for participation in the school.

The MSL Children's School offers a variety of programs that are available to WSU students, faculty, and staff, as well as the community. These programs are: One Year Old Classroom, Toddler Classroom, 2/3's Classroom, Preschool Classrooms.

All classrooms are full day programs, the preschool classrooms have half day options. Classrooms follow state licensing and NAEYC guidelines for teacher to child ratios depending on the age of each classroom (see pg. 34). Contracts are completed each school year and applications are taken throughout the school year and will be considered on a first come, first served basis. Priority is given to the children of students.

Inclusion

The MLS Children's School is an inclusive early education setting providing high quality programs for young children and their families. Programs integrate theory, research, and developmentally appropriate practice to enhance the development of all children regardless of disability, culture, ethnic origin, gender, nationality, race, religion, or socioeconomic status.

See link for WSU policy https://www.weber.edu/nondiscriminationandaccessibility

Admission

Once a child has been accepted into the Melba S. Lehner Children's School a contract will be signed along with the registration fee to hold the child's spot. Registration Fees are non-refundable. The parent/guardian will also have additional enrollment paperwork to complete. This paper work includes a Background form, a Medical Report, Immunization Records, Emergency Information Card, and a Food Income Eligibility form. All paperwork must be filled out completely before the child can attend.

Withdrawal

The parent/guardian must give a two-week written withdrawal notification.

Children's Records

All records will be kept confidential (see Confidentiality section below, pg. 11). When children no longer attend the MSL Children's School, documents are filed up to three years and then shredded.

Discharge

A payment agreement form will be signed by all parents/guardians (contract). If tuition becomes past due the process is as follows:

Tuition is paid either by semester or through a monthly payment plan. If tuition is not paid within 30 days of the due date, the MSL Children's School will follow the unpaid tuition procedure as outlined below:

1. **Written Reminder**: A written notification of the outstanding tuition balance will be sent. If payment is not made within 5 business days of receiving the written reminder, then:
2. **Verbal Notification**: A verbal notification regarding the unpaid tuition and a reminder of the final steps, either in a face-to-face or phone conversation. If payment is still not made within 5 business days of the verbal notification, then:
3. **Service Discontinuation**: The school will discontinue services, and my child's enrollment space will no longer be held.

Late Pick-up Fees

Late fees begin at 5:00 p.m. Parents/guardians will be charged $15.00 for the first 15 minutes past 5:00 p.m., and $1.00 per minute after 5:15 p.m.

Who Works in the MSL Children's School

Visit our website, scroll down to Melba S. Lehner Children's School Staff

https://www.weber.edu/chfam/Faculty_Staff.html

Program Director. Jeneille Larsen, M.Ed., M. A. (NAEYC Standards 10A, 6C.3)

The director is responsible for the overall atmosphere and environment of the MSL Children's School. S/he oversees the daily maintenance of the school and provides on-going staff and student training to assure a continuity of philosophy throughout the school.

Mentor Teachers. Kailey Price, Lydia Bingham, Marian Castillo, Stephanie Szanter (NAEYC Standard 6C.1)

The MSL Children's School Mentor teachers in each classroom have obtained at least a bachelor's degree in Early Childhood or Early Childhood Education. They are highly qualified professionals who have also obtained specialized training. Mentor teachers have several roles within the program. First, Mentor teachers work in teams to design and implement developmentally appropriate curricula for children in their classrooms. Second, they mentor student teachers, teacher assistants, volunteers, practicum students, and other adults who observe or do research in the MSL Children's School. Mentor teachers represent WSU in the community by presenting at conferences and workshops and participating in community events and planning. Finally, Mentor teachers facilitate or participate in research projects that WSU faculty and students conduct in the MSL Children's School.

Teacher Assistants. WSU students in a paid teaching assistant position. (NAEYC Standard 6C.2)

Many teacher assistants are current majors in Early Childhood, Early Childhood Education, Family Studies, Psychology, Social Work, Nursing, and other fields with a focus on children and families.

WSU Students. (Student Teachers and Practicum Students)

The MSL Children's School is a lab setting where university students can gain guided apprenticeship under the supervision of faculty and supervising teachers that is necessary to learn to take on active roles in their future professions.

Student teachers are studying early childhood education and are nearing the end of their degrees. They take on a co-teaching role with mentor teachers, they are in the classroom every day for either the morning or the afternoon for a whole semester. They are background checked, count in teacher child ratios and take part in caregiving routines.

Practicum students attend the program as guests typically attending the same class for a couple of hours once a week to learn under the guidance and supervision of mentor teachers, they do not count in teacher child ratios and do not take part in caregiving routines.

Melba S. Lehner Children's School Program

Program Description (NAEYC Standard 10B, 2A)

MSL Children's School is a learning lab for WSU students providing a setting where university students learn about and practice teaching, curriculum development, program management, or gain experiences observing children so that they are better prepared for their future professions in child and family fields.

The MSL Children's School is open to the children of WSU students, staff, faculty, as well as community members. The program serves all children. The MSL Children's School operates from the end of August till the end of April. The educators included in each classroom consist of one Early Childhood Mentor teacher,student teachers (when enrolled), practicum students, and teacher assistants.

Learning is facilitated by the staff to provide children with developmentally appropriate open-ended materials, experiences that are personally meaningful, and adult support where needed to build autonomy. The children engage in a daily routine that enables them to express, explore, and reflect upon their ideas in productive ways. Small group time encourages children to explore and experiment with new or familiar materials that adults have selected. Selections are based on daily observations of the children's interests and developmental milestones, as well as the Utah Early Childhood Core Standards, and local events. In large group time, both children and adults initiate music and movement, developmentally appropriate activities, and have group and community building discussions. The children engage in social interactions with peers and adults throughout their entire day to promote social and emotional development. Children are able to learn and function in the classroom at their own developmental level. Content such as reading, math, science, and social studies are integrated into the daily routine. Gross and fine motor activities are incorporated throughout the day to support physical development.

The MSL Children's School is a state-licensed program and follows the safety standards and recommendations set out by that entity. The MSL Children's School is also accredited through NAEYC (the National Association for the Education of Young Children) demonstrating a shared understanding of and commitment to quality care. NAEYC-accredited early learning programs are meticulously measured for indicators of quality in the classroom and beyond. Both of these entities ensure their standards of safety and quality are adhered to through regular visits, both planned and unplanned. After each state licensing visit, the results of the visits are posted and are public record. The program is always ready and willing to accept visitors from these and any entity at any time.

Curriculum

Philosophy (NAEYC Standards 2A, 10A)

The core educational philosophy guiding our program is the *Developmental Interaction* approach *(*Shapiro & Biber, 1972 p. 59-61), grounded in constructivism and consistent with the core consideration, guidelines, and principles expressed in the position statement "Developmentally Appropriate Practice" by the National Association for the Education of Young Children (DAP NAEYC Position Statement 2020). *Developmental* refers to our belief that children learn best when new experiences are planned to intentionally support the developmental and learning characteristics of young children. When a child is fully able to experience each stage of development in the social, physical, emotional, and cognitive domains, they will then be prepared to move on to new experiences and learn new skills. Each developmental stage is an essential building block in the growth of a child. *Interaction* refers to the idea that cognitive reasoning, personal development, interpersonal development, and learning cannot be separated; thus experiences lead to learning when they occur in a socially and physically responsive environment that provide integrated learning experiences. A carefully planned environment encourages children to participate as members of a learning community, while engaging in safe, spontaneous, "hands-on," and "minds-on" exploration that support the development of curiosity, problem-solving, physical development, and social growth.

Our Curriculum (NAEYC Standards 2A)

We view curriculum as all that happens in the educational environment—not only what is planned to happen by the teacher—but what actually takes place when children and staff are present. Children are active learners, constructing their own understandings and knowledge about the world. Learning experiences take place in an environment that offers children a choice of meaningful, engaging play and sensory experiences created with children's needs and interests in mind and supported by rich social interactions. Early childhood curriculum is meaningful to young children when it arises from the children's individual and collective interests, actions, questions, and is grounded in direct experiences from children's family, home, and community. Teachers discover these interests through ongoing observation, assessment, and documentation.

Curriculum Goals (NAEYC Standards 2A.1, 3D)

Our overarching goal is to promote children's sense of confidence in their ability to guide their own learning to support future success. Curriculum goals and objectives are centered on supporting children's social, emotional, physical, language, cognitive, and creative development through alignment with Utah's

Early Learning Guidelines 0-3 and Early Childhood Core Standards (Utah Core State Standards for Early Learning Ages 3-5 (2023), Utah's Early Learning Guidelines Age Birth to Three)

Diversity and Inclusion Curriculum (NAEYC Standards 2A, 2L.1-8, 3B)

The core values in our program are grounded in shared respect for human diversity and commitment to social justice. These values are reflected in our classroom curriculum and in our relationship with children and families. We are fortunate to have a diverse community of families in our program, which allows all children to experience a variety of cultures, languages, family structures, and ways of life in a positive, affirming environment. We firmly believe children's early experiences within diverse learning communities will ultimately lead to the development of cohesive, non-violent, and inclusive communities in our future. We incorporate anti-bias learning experiences into our daily classroom life and curriculum.

We continually strive to provide materials, activities, and environments that reflect awareness, respect for, and celebration of, diversity in race, ethnicity, ability, gender expression, family structure, and lifestyle. Within our program we work to actively identify and counter anything that is degrading with respect to diversity. In developing a framework for anti-bias curriculum we have relied heavily on the work of Derman-Sparks and Edwards (2010). They define broad goals of an anti-bias curriculum (see Chapter 1):

- Each child will demonstrate confidence, family pride, and positive social identities.
- Each child will express comfort and joy with human diversity; accurate language for human differences; and deep caring human connections.
- Each child will increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.
- Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions.

Our anti-bias approach is to provide authentic experiences that are inclusive of the diversity found in children's learning community. We do this through intentionally incorporating a wide variety of experiences and materials that represent the diversity children experience in their community. This includes multi-cultural and bias-free books, dolls, and other learning materials as well as specific teacher-directed activities, guest speaker experiences, and field trips that are a regular part of each classroom. We strongly encourage family support, involvement, and feedback regarding these efforts.

Equipment, Materials, and Facility Care (NAEYC Standards 9)

The program has many individuals preparing and using materials. Careful use, storage, and care of the equipment, materials, and facility are essential.

- Please speak with your Mentor teacher about specific guidelines for each classroom.
- Ask questions if you are not sure about where something belongs or how something is used.
- If things are damaged, missing, or in low supply, let your Mentor teacher know.

All equipment stays on-site.

Daily Activities (NAEYC Standards 1D, 2, 3A)

Teachers plan a consistent daily schedule to offer a balance of learning activities. Learning is both formal and informal. Play is planned for every day with at least 45-90 minute blocks in both the morning and afternoon. Listening is balanced with quiet and talking, group activities with solitary time, indoor time with outdoor time, quiet play with noisy play, and child directed activities with teacher facilitated activities, etc. Each teaching team meets weekly to discuss and review child observations and anecdotal notes enabling them to plan for instruction. Each child will engage in the following types of activities every day:

- Art, Writing, Manipulatives, Books, Blocks, Dramatic Play, Sensory, Science, Music, Movement, and Mathematics
- Large and Small Group Activities
- Self-initiated Play
- Individual Activities
- Outdoor Activities

Lesson plans for each week should be available in the classroom showing how these activities are incorporated into the daily schedule. Teachers send out lesson plans weekly through email to both parents and university students participating in the classroom. Family information boards are also a good source for finding classroom information.

Rest/Quiet Time (NAEYC Standards 3C.1-13)

There will be a nap / rest / quiet time incorporated after the scheduled lunchtime in each classroom.

Staff uses these strategies at rest time:

- Provide supervision of all children by sight.
- Each child's individual needs during rest are considered.
- Help children to rest their body.
- Provide comfort and contact as needed.
- Provide quiet alternatives for non-sleepers.
- Begin the next part of the daily routine in such a way that children are free to join in gradually as they awaken and feel ready.
- Provide for children's various styles of settling down and waking up.

Open Door Policy (NAEYC Standards 1A.1, 7B.1-2)

Observation booths are located outside of each classroom. Parents/guardians and family members of currently enrolled children are always welcomed and encouraged to use these observation booths during program hours. Students, faculty, researchers, and other members of the WSU's community may also use the observation booths during school hours. Additionally, authorized parents/guardians have unlimited, open access to their children in their child's classroom. It is requested that sensitivity is shown when entering the classroom during circle time, meal times, naptime, or other occasions when it may be disruptive to the classroom. Persons other than parents/guardians must complete a required background check to have access to children in the classrooms.

Celebrating Holidays and Special Occasions

Holidays. In general, the MSL Children's School does not celebrate specific holidays as a program or in individual classrooms. However, we know that traditions and celebrations are a valuable part of the children and family experiences. We acknowledge that celebrations are important and valuable to children as they acquaint them with their family's history, cultural background, and as a reflection of our community. As part of our program, we have uniquely planned celebrations such as family picnics, family art shows, family food experiences, etc. Each classroom has unique celebrations based on the family cultures of individual children.

"*Holiday activities can be an important part of anti-bias education. When grounded in anti-bias principles, holiday activities support children's cultural identity and enhance their and their family's feelings of belonging to the school community. Anti-bias holiday activities are also a tool for broadening children's awareness of our diverse world, adding to their enjoyment of its cultural diversity, and teaching them about people who make important social contributions across a range of civic and religious traditions.*" -Anti-Bias Education for Young Children and Ourselves

Celebrating Children's Birthdays. Family members are welcome, but not obligated, to celebrate a child's birthday or a special family event. It is often fun for children to think about what special way they would like to celebrate in the classroom! Some families have joined the classroom for part of the day, read a favorite book, or joined to make a favorite food experience. Any materials or food brought in need to be approved by the director and Mentor teacher beforehand.

In accordance with licensing regulations and NAEYC Accreditation standards, please use the following guidelines if choosing a special snack to share:

- Foods with high nutritional value are strongly encouraged (e.g., fresh fruit, vegetables, whole grain foods)
- Foods must be pre-packaged (sealed fruit cups, sealed pudding cups, individually wrapped crackers or cookies, etc.)
- No home prepared food items
- No nuts of any kind
- No balloons or candles

Snacks, Food, & Nutrition (NAEYC Standards 2.K, 5.B)

Attitudes about food develop early in life. The foods children eat affect their well-being, their physical growth, their ability to learn, and their overall behavior. We have an opportunity to help children learn about foods, to enjoy a variety of foods from their own culture and others, and to help them begin to appreciate that their bodies need to be strong, flexible, and healthy. Eating moderately, eating a variety of foods, and eating in a relaxed atmosphere are healthy habits for young children to form.

Meals and snacks are at regularly scheduled times and not more than three hours apart (see individual classroom daily schedules). All foods are prepared, served, and stored in accordance with the U.S. Department of Agriculture Child and Adult Care Food Program (CACFP) guidelines. Nutrition is a priority and all foods are planned and prepared with children's needs in mind.

Learning During Snacks and Meals (NAEYC Standards 3.D)

Snack and meal times are part of the daily routine that supports children's learning and socialization in a group setting. Adults sit and eat with children during snacks and meals, engaging them in conversations about their daily activities and interests. Adults model and teach skills that include using developmentally and culturally appropriate manners, taking care of one's own needs, developing competence with turn-taking, serving, pouring, and cleaning up. Snacks and meals are also an occasion to discuss nutrition, expand cultural awareness about foods and customs, and discuss concepts such as portion, similarities and differences, where food comes from, how it is prepared, etc.

Confidentiality Policy

Information contained in child records and staff files is privileged and confidential. Unauthorized removal of records or unauthorized divulgence of parents, staff, or program's confidential information is a strict program policy.

Violation of these rules is considered serious and will result in discharge without prior warning. Observations made in the classroom and all information discussed at staff meetings, staff training, and classes are to be kept in strict confidence.

MSL Children's School does not release information in a child's record to anyone without parental written consent. The child's parent or guardian shall, upon request, have access to his or her child's record. Information in a child's record is not released to anyone without parental written consent.

Media images taken at our school and/or events, if they include children other than your own, should not be posted on any social media networks such as Facebook, Instagram, etc. Please be considerate of other families when posting pictures and comments on any social site. In order to protect the privacy of MSL Children's School children, families, and staff—parents and staff cannot share, distribute, or post images of others via telephone, e-mail, online social networking, or other websites without prior consent of the Director.

Field Trips (NAEYC Standards 3.F)

An important learning opportunity can take place in the form of a field trip that is relevant and meaningful to what has been taught or will be taught in the classroom. Parents/guardians will be informed of each field trip through newsletters, e-mails, and posted signs well in advance. Adult family members interested in participating in a field trip should talk to the Mentor teacher of their child's classroom.

Walking Field Trips. Periodically, field trips on campus and within three blocks of campus will be taken. Written permission covering all walking field trips is included in the contract.

The following practices will be followed for walking field trips:

- A MSL Children's School Mentor teacher will always be present during walking field trips and will carry his/her cell phone.
- A MSL Children's School staff member will take children's emergency information and a first aid kit on the walking field trip.
- Children will use the buddy system (holding hands) while walking to and from the destination.

- If there are areas to cross where vehicles are present, an adult will serve as a crossing guard, first checking for and then as necessary stopping traffic at designated cross-walking areas on campus.
- Children and adults will remain on sidewalks, walking lanes, paths and cross-walks to the extent possible while on walking field trips.
- Head counts of children will be performed numerous times during walks: upon departure from classroom, at crosswalks, upon arrival at destination, every 15 minutes while at destination, upon departure from destination, and upon classroom arrival.

Other field trips. On occasion, children may take field trips off campus which require transportation. Typically, these field trips are planned by individual classrooms. Parents/guardians will be notified in advance and additional permission forms are required for children to participate in these field trips. A notice of the dates, time of departure, time of return, and the destination location will be given at least 48 hours before the field trip through email and a written form posted on parent presentation board or near the classroom door.

Volunteers/Visitors (NAEYC Standards 3.F)

The MSL Children's School encourages visits from outside experts who can enrich and expand our curriculum. If a class has a particular interest area, and a local professional is willing to visit, every effort is made to provide this experience for the children. We also encourage all family members to volunteer as classroom visitors and make suggestions about potential visitors. All volunteers must receive preliminary orientation before working with the children. This orientation includes an overview or our: health, safety, and emergency procedures; acceptable guidance and classroom management techniques; child abuse and neglect reporting procedures; and regulatory requirements.

Guidance and Discipline Policy

Philosophy (NAEYC Standards 2.A)

Our goal is that each child will feel safe, secure, and respected in our learning community. Therefore, it is important for all children to acquire developmentally appropriate competencies that include the ability to (a) identify, express, and regulate emotions, (b) communicate needs and wants with others, and (c) develop deep and trusting relationships.

- We believe that these competencies foster children's resiliency and positive self-esteem.
- We believe children gain these competencies through responsive trusting relationships with adults where their developmental, individual, and cultural strengths and needs are honored and valued.
- We believe positive guidance fosters children's social-emotional learning and self-regulation.
- We believe the foundation of positive guidance is an understanding of each individual child's strengths and their social-emotional learning needs at each stage of development.
- We believe that children's social-emotional learning is an ongoing process that is best supported through strong partnerships between parents and teachers.

Child's Role (NAEYC Standard 3.B)

- Each child is responsible for participating in and contributing to a caring community of learners.
- Children will be involved in developing classroom expectations that ensure each person in the classroom feels safe, valued, and respected.
- Children will help take care of the classroom and all materials to the best of their ability.
- Children will learn and be encouraged to use age appropriate problem solving skills, including age appropriate methods of conflict resolution.
- Children will be trusted to practice their problem solving skills independently and with teacher support when needed.

Teacher's Role in Supporting the Child (NAEYC Standards 3.B)

Teachers have a particular role in the learning community to:

- Establish a healthy and positive climate.
- Take many opportunities to delight in the uniqueness and strengths of each child.
- Provide opportunities for children to experience the joy of contributing to a caring community of learners.
- Build trusting relationships.
- Always be aware of the importance of creating responsive trusting relationships with each child where developmental, individual, and cultural needs are honored and valued.
- Establish partnerships with parents by developing shared goals reflecting social-emotional competencies.
- Provide parents with ongoing information about children's progress towards achieving social-emotional competencies.
- Observe child behaviors and interactions.
- Closely observe and supervise children's activities and interactions in order to prevent problems from escalating.
- Use multiple methods of observation and assessment to fully understand each child's developmental strengths and social-emotional learning needs.
- Select and implement positive guidance techniques tailored to the social-emotional learning strengths and needs of each child (See page 21 for specific positive guidance techniques).
- Teach social-emotional skills.
- Use positive guidance to foster children's social-emotional learning and self-regulation.
- Support children in following expectations by consistently maintaining and explaining expectations, teaching children the skills needed to meet expectations, and providing opportunities for practice.
- Teach problem solving and conflict negotiating skills and, as children gain these skills, provide them with reasonable opportunities to resolve their own conflicts before stepping in.
- Offer an engaging, organized, well equipped, and well-designed classroom that facilitates children's autonomy and independence, while minimizing conflicts and preventing problems.
- Engage children in the process of developing age appropriate classroom expectations that ensure everyone in the classroom feels safe, valued, and respected; and all materials and property are cared for appropriately.

Parent's Role in Supporting the Child (NAEYC Standards 1.A)

- Work in partnership with teachers to develop goals that maintain consistent expectations and support children making progress toward identified goals.
- Share information with teachers about concerns or events that may affect children's behavior. Examples may include:
    - Physical and mental health: allergies, medications, physical or mental health diagnoses.
    - Schedules and routine changes: significant changes or disruptions in eating, sleep, or play routines.
    - Family transitions: moving, births, deaths, parent employment transitions, parent relationship changes, changes in household composition.
- Parents and teachers will share information concerning continuing patterns of inappropriate behaviors.

Parents agree to follow through on referrals made by staff, including evaluation by specialists, to ensure teachers have access to the information and support needed to act in the best interests of the child. Parents should make contact with an appropriate agency or specialists within two weeks of the referral. Parental failure to follow through on initial referrals may result in being referred out of the program. In these cases, families will be given a referral to another early care and education program within the community that can more fully meet the needs of the child and at least 2 weeks from the date of referral to make alternative arrangements.

Challenging Behaviors (NAEYC Standards 1.E)

We recognize that most young children experience some behaviors that may be considered challenging for teachers and parents/guardians. We define challenging behavior as any behavior that:

- Interferes with children's learning, development, and success at play.
- Is harmful to the child, other children, or adults.
- Puts a child at high risk for later social problems or school failure.

Challenging behavior can be direct (example: hitting, pushing, biting, kicking) or indirect (example: teasing, destroying objects).

When challenging behaviors are observed, staff will inform and work in partnership with parents/guardians to address the behavior through the following processes:

- Ask parents for their observations and experience regarding the child's behavior.
- Develop goals and strategies with parents/guardians.
- Provide parents with information regarding all observation and assessment information, and strategies being used to support the child in the classroom.
- Provide ongoing communication to inform parents/guardians about progress through personal conversations and other communication methods preferred by parents/guardians (example: text, email, and phone calls).
- Invite parents to observe in the classroom or observation booths.
- Provide parents/guardians with a range of resources and, when appropriate, specialist referrals that may be useful in supporting the child including:

    - Observation of the child by the director and/or recommended specialist.
    - Parenting support information.
    - Referrals for evaluation by a specialist.
    - Referrals to appropriate support agencies (e.g. mental health, early intervention, speech and language therapy).
- Provide regular conferences with parents, teachers, director, and specialists to discuss goals, implementation of goals, and measuring progress with follow-up meetings as needed.

Children whose behavior endangers others may be supervised away from other children. This is not the same as the practice of using a "time out" (e.g. the traditional chair in the corner) for a child. An adult will help the child move away from a group situation. The child will then process the problem verbally with the teacher. An adult will stay close to any child who is emotionally dysregulated and needs less stimulating space.

Prohibited Techniques (NAEYC Standards 1.B.4, 1.B.10)

- Any form of corporal or physical punishment.
- Any form of humiliation, shaming, yelling, ridicule, or frightening tactics towards a child or child's family.
- Blaming, teasing, insulting, name calling, or threatening the child with punishment.
- Withholding food, affection, positive attention, or physical activity (e.g. outdoor time or recess).
- Removing children from the classroom to an isolated location.

When a pattern of behavior persists that endangers self, others or property, or significantly disrupts the program, we will work with a child's family to find solutions up to and including referrals to outside services or exclusion from the program.

Trust Relationships (NAEYC Standard 1.B)

Developing trust relationships is a critical aspect of guidance and discipline in the MSL Children's School. The ongoing process of building trust between adults and children, among children, and with families is a primary way that the NAEYC guideline of "creating a community of learners" is intentionally promoted.

Components of Trust Relationships include:

1. Trust is a basic faith in humanity.
    - Basic faith in humanity allows us to see our own sense of worth, the worth of others, and the goodness of all humanity.
    - It provides a connection from personal being, from self-centered sensing, to a broader perspective of the human experience.

2. Trust is acceptance of another's expressions of self in a non-judgmental fashion
    - You may hope for and work toward guiding that person, but you accept that person at their present state, knowing that there are many reasons as to why their present condition may exist.

- The ability to accept and respect another's behavior as the best that the person can do at that point in time.

3. Trust is a sense of consistency about your world and the people in it.
   - Predictability with people, routines and environment give each of us a sense of continuity in life. "I won't let you get hurt nor will I let you hurt others"

4. Trust is a commitment to honest and sincere communication.
   - Listening is the foundation of communication.
   - Listen and reflect on what others say (verbal & nonverbal).
   - When talking, make it relevant and honest.
   - Say what you mean. Mean what you say.
5. Trust is mutuality of feelings.
   - After numerous trust enhancing encounters between teacher and child, the relationship can reach a point of mutuality.
   - Children's behavior will often reflect your feelings, as your behavior will often reflect the child's feelings.

Positive Guidance Strategies (NAEYC Standard 1.F)	
List: Guidance Strategies	**Purpose of the Strategy**
Active listening	Use when the child "owns" the problem. Conveys an adult's recognition and acceptance of the child's thoughts and feelings. Communicates adult trust and support in the child's ability to solve the problem with adult help.
Change something about a context or setting	Figure out what can be done in a situation that will help a child be safe or to support a child in using a more helpful behavior. Can include changing the physical environment, schedule, or increasing or decreasing options.
Deliver I-messages	Use when the adult "owns" the problem. The goals are to: a) give information; tell the child clearly the adult has a problem about something the child did, b) express the need for change, c) communicate feelings in a respectful way, and d) give the child a chance to change the behavior out of respect for the adult.
Give "on-the-spot" guidance in practice sessions	Give the child a chance to practice a newly learned skill, such in real life situations as using words when upset, with expert guidance reminders or demonstrations from the adult or from a more skilled child.
Give choices/offer solutions	Offer choices and possible solutions to children who are having a difficult time finding them on their own. These may include negotiating and collaborating with other children.

Give signals or cues for appropriate behavior	Use verbal, nonverbal, or picture/word cues and signals as hints and suggestions to help a child remember to use appropriate behavior. This low key strategy can be used in a variety of ways throughout the day for classroom routines or specific situations, such as using words when upset.
Give specific feedback to help children accept limits	Give helpful information. Use feedback to support a child's effort to accept limits and behave in a prosocial way. Feedback is critical to constructing skills and competencies. Good feedback encourages a child to accept limits or make necessary changes.
Help children save face and preserve dignity	Treat each child with deep respect. Think critically about each strategy realizing our ultimate responsibilities are to protect and preserve the dignity of each child while teaching prosocial skills.
Ignore behavior (only when it is appropriate to do so)	Stop paying attention to a child's unhelpful behavior **if** the behavior is not hurtful, destructive, disrespectful, or dangerous. This is best used as a specific strategy when the adult chooses to change the way he or she reacts to a child for a targeted unhelpful behavior such as arguing or whining.
Redirect children's behavior —divert and distract the youngest children	Steer a very young child from a forbidden or dangerous activity and then switch him or her to a different, safer activity. This is done in a calm, helpful way that can also teach limits and expectations.
Redirect children's behavior —make substitutions to help older children	Show a somewhat older child (over age 2 ½ to 3) how to solve a problem by performing the same activity or type of activity but in a more acceptable and safer way. Request a behavior stop and suggest another behavior to replace it.
Set the tone	Be kind, firm, serious and respectful with a relaxed, confident demeanor. Communicate to the child when intervening that "you are safe, the situation is under control, and we can work it out."
Teach calming techniques and prevent overstimulation	Acknowledge that behavior is linked to underlying feelings such as stress, excitement, or anxiety. Deep breathing, yoga, and mindfulness activities get the autonomic nervous system under control. A carefully planned curriculum is important for preventing overstimulation especially at certain times of the year.
Teach conflict resolution (problem solving)	Facilitate and encourage the development of independent problem-solving. Achieves mutually agreeable solutions to problems. *Passive Intervention*- Given children time to work through their own problems. If a situation does not escalate to destructive or aggressive behavior, simply observe as the children seek a solution, or be present to serve as a gentle reminder to use words instead of action. Trust children to 'figure it out' and help as needed.

	Physical Intervention- Physically stop children when they are hurting each other. Then focus on actively resolving the conflict at hand. *Active Intervention: Steps in Teaching Conflict Resolution* 1. Identify the problem and define it as a shared problem. 2. Invite children to participate in fixing the problem. 3. Generate possible solutions as a group. 4. Examine each idea for its merits or drawbacks. Decide which idea to try. 5. Work out ways of putting the plan into action. 6. Follow up. Evaluate how the plan worked.
Teach helpful or appropriate behavior	Identify, encourage, and support helpful behavior by planning lessons to teach specific prosocial skills. Tell the children directly what you want them to do. At the same time, de-emphasize behaviors that cause problems for the child or other children.
Use intentional modeling	Use specific prosocial actions in an intentional way that children can observe often and in different contexts. Adults set the example of compassionate, caring individuals who are able to express their own feelings and needs clearly and calmly such that children observe prosocial interactions regularly in the classroom.
Use limits effectively and consistently	State clear expectations for desired behavior and boundaries. Limits are effective when: a) they are few and focus on broad critical matters, b) they are stated so that young children can understand them, and c) children are involved in their development. Children should know what to expect so they can anticipate, predict, and change their own behavior according to the consistent limits and expectations throughout the classroom and know that all adults will respond in a consistent manner.
Validate and identify feelings	Use simple, direct statements to describe what happened and then acknowledge and name the child's emotion. Help the child consider other's emotions and needs. Constructive thinking is virtually impossible when a child is overcome by an emotion such as anger, sadness, fear or frustration.

Grievance Policy (NAEYC Standard 10.E)

If a person is in a situation that calls for conflict resolution or has a grievance, he or she should first discuss the pertinent issue/problem/grievance directly with the individual/individuals involved, that is, Mentor teacher, teaching assistant, WSU student, faculty, parent, Head Cook, or MSL Children's School Director. If the situation does not reach a satisfactory solution, the person is encouraged to include others in the conversation to assist in resolving the situation as outlined below:

- WSU student to Mentor teacher to course instructor to MSL Children's School Director to Child and Family Studies (CHF) Department Chair to Dean of the College of Social Sciences and Education.
- Parent to Mentor teacher to Children's School Director to CHF Chair to Dean.
- Mentor teachers to Children's School Director to CHF Chair to Dean.
- Teaching assistant to Mentor teacher to MSL Children's School Director to CHF Chair to Dean.

In compliance with the Weber State University Complaints, Grievances, Appeals, and Petitions policies. (Student Grievance Policy,and Staff Grievance Policy)

Assessment Policy (NAEYC Standard 4.A)

Authentic Assessment. The MSL Children's School practices Authentic Assessment.

Authentic Assessment is the systematic recording of observations of young children. These observations are completed over time and in the natural environments by familiar and knowledgeable caregivers in the children's lives. Observations gathered become a compilation of information or evidence that aims to be objective, visible, and accessible to all.

Teachers use these comprehensive observations to give meaningful insight into each child and the group of children as a whole. Teachers also share and receive information about the child/ren from their families. This insight gained provides teachers with the ability to plan and implement experiences that are based on and responsive to children's needs and interests. These insights also help guide teachers to focus on what children can do and what they do know. It helps them to see children from a strengths based perspective. Teachers use both formative and summative evaluations.

Authentic Assessment in the MSL Children's School Program:

- Includes formal observations, informal observations, notes, photos, videos, recordings, artistic creations, emergent writing, and dictations
- Is conducted in children's natural environments and familiar settings
- Can be administered in play and through the observation of play
- Is completed by familiar people who know and understand the child/ren
- Understands families are our partners in the ongoing process of sharing and receiving information about their child/ren
- Is intentional and results in deliberate planning for each child and the classroom group as a whole
- Focuses on the developmental appropriateness of children and is inclusive of each individual child
- Is a reciprocal process which includes observing, planning, implementing and restarting the process by observing again; it is completed over time and is continually ongoing with no definitive conclusion

- Helps teachers and caregivers to reduce implicit bias by guiding them to see children for who and what they are, and not see them for something they are not
- Is culturally responsive as children can demonstrate how they apply their knowledge within their culture and understanding

How Authentic Assessment is applied in the MSL Children's School is described below.

Child Assessment (NAEYC Standards 1.B, 4.A, 4.B, 4.C, 4.D, 4.D, 4.E, 4.E, 7.B)

Child Assessment is the process of gathering information about young children's strengths, progress, and needs to inform developmental and learning goals. Our program has developed a systematic assessment plan (see pg. 23) to gather information about each child's progress overtime through a variety of ethically and developmentally appropriate assessment methods that are embedded within children's daily activities, are inclusive of families, and are culturally as well as linguistically responsive. A brief description of the assessment instruments are provided on page 24. Assessment information is used to (1) plan curriculum that supports children's developmental and learning goals, (2) identify developmental or learning concerns in need of further evaluation and specific types of intervention, and (3) improve program services. We are committed to following best practices for the assessment of young children in early childhood programs as outlined by NAEYC (NAEYC DAP: Observing, Documenting, and Assessing Children's Development and Learning)

This includes:

- Using multiple methods of assessment to make decisions about providing services for children, including decisions about if the program can adequately meet the needs of a child which include careful collaboration with families and community professionals with appropriate expertise.
- Ensuring formal norm-referenced and standardized assessments used in our program such as developmental screenings are reliable and valid for use with the populations of children and families we serve (e.g. ages, cultures, home languages, socioeconomic status, abilities and disabilities), and the information is used appropriately. For instance, identifying children that may benefit from further evaluation, research, and program evaluation.
- Gathering assessment evidence from settings that reflect children's actual performance in real-world classroom or family contexts, consistent with children's culture, language, and experiences. This includes talking with children to gain information about their interests, strengths, and preferences.
- Providing assessment results that indicate a concern in writing, in private, and with appropriate follow-up information. Either linking families to community resources or planning next steps for more frequent monitoring and/or further evaluation. Diagnostic labeling is never the result of a brief screening or one-time assessment, and is generally outside the expertise of program staff.
- Collaborating with families to plan assessment methods that will best meet their child's needs.
- Ensuring staff are given resources that support their knowledge and skills about early childhood assessment and their ability to assess children in culturally and linguistically appropriate ways through regular in-service training to build assessment literacy.

Sharing Assessment Information (NAEYC Standard 4.E)**.** Assessment information is confidential information. Assessment information may be shared under the following conditions:

- Parents may request a copy of and/or review their child's assessment information at any time.
- Access to assessment information with the child's personal identity removed (deidentified) is provided to state agencies for reporting purposes and university researchers for use with IRB approved projects.
- Assessment information may be shared with external agencies or consultants such as translators, and special education or mental health specialists with parental permission.
- We use the Utah State Ages and Stages developmental screening system and have an agreement with the Bureau of Child Development to share children's deidentified developmental screening data for state reporting. Lab school students may conduct developmental screenings and use the information for assignments. Teachers, and parents may also have access to this data for the purpose of establishing goals, planning to support children's development, and identifying if further evaluation is needed.
- For the interpretation of developmental screening and evidence based assessment tools we follow the recommended procedures outlined in the instruction manual, and utilize the state sponsored Help Me Grow system in collaboration with families for technical assistance and referrals.

Assessment Confidentiality in the Lab School Setting

WSU students may need to observe and assess children as part of course work in our department. All program staff and students conducting observations or assessments of children receive training on and agree to follow the ethical responsibilities for maintaining confidentiality outlined in the NAEYC Code of Ethical Conduct (2011 NAEYC Code of Ethical Conduct) and department protocol. This includes:

- Protecting anonymity of children by using first and last name initials for written assignments.
- Providing the classroom supervising teachers with a copy of completed assessments so all relevant assessment information can be shared with parents.
- Protecting anonymity of children and families by discussing assessment results only in the context of program course work

Systematic Assessment Plan					
	Assessment Method	**Who**	**When**	**Purpose**	**How results are interpreted and used**
Formal	*Ages and Stages Questionnaire III Developmental Screening*	Teachers & Parents	Program entry then every 6 months	Screen for developmental delays to identify developmental areas in need of additional monitoring and support, and/or make referrals for further evaluation	Discussed with parents during home visits. Informs selection of development of goals for children in collaboration with parents. Provides guidance for monitoring and supporting areas of need. Indicates when further evaluation may be useful.
	Standardized Child Outcome Measures (language, cognitive, social-emotional)	Forthcoming	Forthcoming	Program evaluation & research	Evaluate program services and outcomes. Provide child outcome measures for academic research projects.
Informal	*Teacher Observations* Examples: -Anecdotal Record -Running Record -Rating Scales & Tallies -Checklist -Time & Event Sampling -Child interviews and dialogue	Teachers	Ongoing	Tracking children's progress towards individual goals, learning about children's learning styles, interests and strengths. Documenting information about developmental or learning concerns.	The teaching teams uses this information weekly during planning meetings to align teaching practices and curriculum design with the needs and interests of children. Families and teachers collaborate about children's progress towards goals at least weekly through conversations, and monthly written updates.
	Child Work Samples: diagrams, sketches, writing, drawings, photos of work, dictation from child's descriptions of thinking processes and work.				
	Family Observations & Child Work samples from home.	Parents			
	Developmental profile. Written summary of children's progress towards goals, widely held developmental expectations, and current competencies in all developmental areas with supporting observations and work samples.	Teacher	Twice a year	Provide a holistic summative description of each child's progress, competencies, strengths, and needs. Used to plan next steps and goals for child.	Shared with parents during parent teacher conference to provide parents with written summary of children's progress towards widely held developmental expectations and individualized goals, and plan next steps.

Description of Assessment Tools and Methods (NAEYC Standard 4.B)

Ages and Stages Questionnaire III (ASQ-3) Developmental Screening. This tool was selected for our developmental screening because it is currently promoted by the Utah Bureau of Child Development as part of a statewide initiative to ensure all young children birth through 5 receive ongoing developmental screening and referrals. The Department of Health has trained our staff in use of the tool and provide an online program for data collection. The questionnaire takes about 10-15 minutes to complete, and completion by parents and program staff is recommended. Validated on over 15,000 diverse children, the ASQ-3 demonstrated good accuracy in terms of sensitivity (.86) and specificity (.85).

Reference: Squires, J., & Bricker, D. (2009). Ages & Stages Questionnaires, Third Edition (ASQ-3). Baltimore, MD: Brookes Publishing.

Standardized Child Outcome Measures. We are currently in the process of selecting developmentally appropriate standardized measures of child language, cognitive, and socioemotional outcomes that will be used for program evaluation and research purposes. Our goal is to select measures that are reliable and valid for use with the populations of children and families we serve (e.g. ages, cultures, home languages, socioeconomic status, abilities and disabilities). This section will be updated once the measures are selected.

Teacher Observations. These methods include informal observations embedded in children's daily experiences.

- *Anecdotal Record:* A method used to summarize a single developmental incident after it occurs for an individual or group. The summary records who, what, how, and sometimes when and/or where.
- *Running Record:* A detailed narrative account of behavior recorded in a sequential manner as it happens, the observer records everything seen, rich in detail, focuses on all behaviors, helps understand not only what behaviors occurred but also the context in which the behavior occurred.
- *Rating Scales & Tallies:* Are intended to show the degree to which children possess a certain skill or to count the instances of a particular behavior or to count the instances of a behavior during a predetermined time interval.
- *Checklist:* A method useful for types of behavior or traits than can be easily and clearly specified in logical order, can be used in the presence of the child or recorded later, helps to focus observations on many behaviors at once.
- *Time sampling:* Records the frequency of a behavior's occurrence over time; involves observing specified behaviors of an individual or group, and recording the presence or absence of this behavior during short intervals of uniform length.
- *Event sampling:* Used to study the conditions under which particular behaviors occur or the frequency of behaviors; a "unit of behavior" is defined and the setting in which it occurs is determined.
- *Child interviews and dialogue:* A method that involves a one-on-one or small group discussion between the teacher and child to evaluate the achievements and needs of specific children; allows the teacher to gain an understanding of how the child reached his or her answer.

- *Child work sample:* Examples of children's work related to specific goals and developmental competencies. Multiple samples are typically collected over time to demonstrate children's progress. Examples may include art, writing, and photos of accomplishments such as block structure.

Family Observations and Child Work Samples from Home

This includes informal observations and information parents share with teachers about children's development and learning progress or concerns. Work samples may include bringing in a picture drawn by the child, examples of the child's writing, pictures of children's play, constructions, and creative activities.

Program Assessment (NAEYC Standards 4.A, 10.E, 10.F)

The MSL Children's School implements the National Association for the Education of Young Children (NAEYC) program standards. Administrators, families, staff, and other routinely participating adults will be involved annually in a program evaluation that measures progress toward the program's goals and objectives. A yearly program evaluation is conducted by gathering evidence on each of the 10 program standards including policies and procedures, program quality, children's progress and learning, family involvement and satisfaction, and community awareness and satisfaction. As part of our program assessment, families are asked to complete a family questionnaire in order to gain input regarding our program. This information helps us to assess how the program is meeting the needs of families and children, as well as to identify strengths and weaknesses.

A report of the annual evaluation findings is shared with families, staff, the Child and Family Studies department. The program uses this information to plan professional development and program quality-improvement activities as well as to improve operations and policies.

Family Engagement (NAEYC Standards 7.A)

Family engagement is an on-going, reciprocal, strengths-based partnership between families, teachers, and our early childhood program that is focused on supporting child development and learning (Halgunseth et al., 2010). We build strong partnerships with families by:

1. Welcoming all families to our program.
2. Learning about family goals, values, and concerns for their children.
3. Actively engaging families in decision making for their children and our program.
4. Engaging in consistent two-way communication with families about their children's development and learning through a variety of means (conversations, text, email, phone call, newsletters), and in a language understood by parents.
5. Opening our classroom doors for all families to spend time with their children in their classroom at any time.
6. Collaborating with families to plan, support, and assess their children's development.

7. Providing a variety of opportunities for family members to share their knowledge and skills with our classroom community through volunteering, being a guest speaker, hosting or helping with field trips, and special events.
8. Learning about the children's lives and community to make the curriculum more meaningful for all children.
9. Creating learning activities that connect children's learning at home and school.
10. Providing parenting support that strengthens parent-child relationships means the program supports are tailored to parental goals, strengths, and concerns for their children. It also includes time for families to get to know and be resources for one another.
11. Facilitation opportunities for families to meet with one another on a formal and informal basis (e.g. work together on projects to support the program, learn from and provide support for each other.)
12. Providing opportunities for the program and families to work together to plan events.
13. Creating, maintaining, and sharing with families a current list of child and family support services available in the community.
14. Providing notification of community events that are appropriate for family time and extended learning.

The Role of the Program (NAEYC Standards 1.A, 4.A, 4.E, 7.A, 7.C, 10.F): The program honors the role of parents/guardians as decision makers in their children's education by ensuring all families receive program information in a timely manner, opportunities to evaluate the program and inform planning, information about community resources, information in a language that is understood by parents/guardians. The program fulfills these roles by:

- Creating a welcoming environment for families; that is inviting and honors their presence by greeting families warmly, placing signs to help families navigate the building, providing a space for parent-education materials, and learning about the cultures of all families.
- Providing required enrollment information to parent/guardian upon request.
- Ensuring all parents/guardians have an up to date copy of the family handbook that includes information about program goals, philosophy, rules and expectation for families, and the programs annual report.
- Hosting a parent/guardian orientation before school starts that includes a schedule of program events and an overview of rules and expectations, such as pick-up and drop off procedures.
- Ensuring all parents/guardians receive information specific to their child's classroom, a home visit from their child's teacher or student teacher, regular communication from the child's teacher, and is included in decisions about their child.
- Providing parents/guardians with the opportunity to complete an evaluation about the child's classroom and the program each semester.
- Providing parents/guardians with the opportunity to evaluate program sponsored events and inform event planning.
- Ensuring that program leaders, teachers, and student teachers are dedicated and have the knowledge, skills, and dispositions necessary to fully engage diverse families using culturally responsive practices.
- Community projects for families and staff to work on together.
- Identifying the family members that need to receive communication about children's progress and school experiences (examples: mothers, fathers, grandparents), and the best way to communicate directly with each family member.

- Welcoming all families into the classroom.
- Learning about (a) family background, values, and beliefs; (b) children's interests and learning at home; and (c) family traditions and preferences for classroom celebrations.
- Honoring family preferences and supporting the preservation of children's home language, heritage, and culture.
- Conducting a home visit with each family once a year.
- Planning with parents/guardians how to help children transition between home and school.
- Including a picture of each family in the classroom.
- Identifying the family members that need to receive communication about children's progress and school experiences (examples: mothers, fathers, grandparents), and the best way to communicate directly with each family member.
- Informing parents/guardians in writing about classroom rules and expectations within the first week of the child entering the classroom.
- Using a variety of methods to communicate with and gather feedback from parents/guardians, according to parent/guardian preferences (conversations, phone calls, emails, texts, website or blog, and written notes).
- Provide individualized information to parents/guardians at least monthly to keep them up to date on their child's development, interests, questions, goals, and behavior.
- Using both informal and formal ways of communication to involve parents/guardians in the assessment implementation process.
- Developing goals for each child with parents/guardians.
- Collaborating with families to develop a plan to support and assess their child's development and learning.
- Celebrating successes with children and parents/guardians.
- Creating weekly learning activities for families and children to connect and enhance children's learning at home and in school.
- Engaging in frequent conversations with parents/guardians during pick-up and drop-off times to share information about how the child is doing at home and in school.
- Engaging in open conversations with parents/guardians to understand problems and concerns expressed by parents/guardians so they can be addressed.
- Communicating concerns about child or child development to parents in a timely manner, with sensitivity and respect, in private, and in writing then including parents/guardians in planning how to proceed, being prepared with suggestions for next steps if needed.
- Working with parents/guardians to coordinate adequate support for the inclusion of children with special needs including more increased frequency of communication and additional information, as requested.
- Inviting parents/guardians to spend time in the classroom with their children or observation booth at any time (open-door policy), and participate by sharing knowledge and skills through volunteering, being a guest speaker, host or help with field trips, and special classroom events.
- Taking each child's home language into account when labeling classroom materials, and planning language and literacy activities.
- Informing parents/guardians about assessment instruments, procedures, results, and how their child's information is kept confidential.
- Providing parents/guardians with updates of a child's progress towards goals, and seeking information about parent's/guardian's observations at home.

- Providing parents/guardians with a written developmental profile of each child and the child's progress toward goals.
- Providing evidence-based parenting support and workshops each semester that strengthen parent-child relationships, are tailored to parent goals, strengths, and concerns for their child, and provides time for families to get to know and strengthen one another.
- Encourage parents/guardians to take on leadership roles in the program.
- Encourage and support parents/guardians to make the primary decisions about services that their children need, and to advocate to obtain needed services.

The Role of the Teacher/Student Teacher (NAEYC Standards 1.A, 4.A, 4.E, 7.B): Teachers respect and honor the expertise of family members by fostering strong trusting relationships and continuous two-way communication with parents/guardians, incorporating information about children's family into the curriculum, collaborating with families to plan, support, and assess their children's development and learning, providing information in a language understood by parents, and supporting children's home language. The teacher fulfills these roles by:

- Welcoming all families into the classroom.
- Learning about (a) family background, values, and beliefs; (b) children's interests and learning at home; and (c) family traditions and preferences for classroom celebrations.
- Honoring family preferences and supporting the preservation of children's home language, heritage, and culture.
- Conducting a home visit with each family once a year.
- Planning with parents/guardians on how to help children transition between home and school.
- Including a picture of each family in the classroom.
- Identifying the family members that need to receive communication about children's progress and school experiences (examples: mothers, fathers, grandparents), and the best way to communicate directly with each family member.
- Informing parents/guardians in writing about classroom rules and expectations within the first week of the child entering the classroom.
- Using a variety of methods to communicate with and gather feedback from parents/guardians, according to parent/guardian preferences (conversations, phone calls, emails, texts, website or blog, and written notes).
- Provide individualized information to parents/guardians regularly to keep them up to date on their child's development, interests, questions, goals, and behavior.
- Using both informal and formal ways of communication to involve parents/guardians in the assessment implementation process.
- Developing goals for each child with parents/guardians.
- Collaborating with families to develop a plan to support and assess their child's development and learning.
- Celebrating successes with children and parents/guardians.
- Creating weekly learning activities for families and children to connect and enhance children's learning at home and in school.
- Engaging in frequent conversations with parents/guardians during pick-up and drop-off times to share information about how the child is doing at home and in school.
- Engaging in open conversations with parents/guardians to understand and address problems and concerns expressed by parents/guardians.

- Communicating concerns about child or child development to parents/guardians in a timely manner, with sensitivity and respect, in private, and in writing then including parents/guardians in planning how to proceed, being prepared with suggestions for next steps if needed.
- Working with parents/guardians to coordinate adequate support for the inclusion of children with special needs including more increased frequency of communication and additional information, as requested.
- Inviting parents/guardians to spend time in the classroom with their children or observation booth at any time (open-door policy), and participate by sharing knowledge and skills through volunteering, being a guest speaker, host or help with field trips, and special classroom events.
- Taking each child's home language into account when labeling classroom materials, and planning language and literacy activities.
- Informing parents about assessment instruments, procedures, results, and how their child's information is kept confidential.
- Providing parents/guardians with updates of child's progress towards goals at school at least once a month, and seeking information about parent's/guardian's observations at home.
- Providing parents/guardians with a written developmental profile of each child and the child's progress toward goals at least twice a year.
- Providing evidence-based parenting support and workshops each semester that strengthen parent-child relationships, are tailored to parent goals, strengths, and concerns for their child, and provides time for families to get to know and strengthen one another.
- Encourage parents/guardians to take on leadership roles in the program.

The Role of Families (NAEYC Standards 4.A, 4.E, 4.F, 7.C): Families are essential for children's learning and well-being. Families provide children with safety and protection, love and belonging, and are a child's first and most important teacher. Families fulfill these roles by:

- Providing a safe nurturing home environment with predictable expectations and routines for eating, sleeping, self-care, and play.
- Creating a home environment that values education by engaging in learning activities with children, and talking to children about classroom experiences.
- Participating in home visits.
- Providing child's teacher with a family picture.
- Communicating their knowledge and concerns about children's development, learning, behavior, and interests with teachers in a timely manner.
- Being responsive and open to communication from the children's teacher.
- Collaborating with teachers to develop a plan to support and assess their child's development and learning. (NAEYC Standard 4.E)
- Consistently reading information from the classroom or program, and asking questions.
- Participating in child's classroom by spending time playing with child or observing from the booth, and sharing knowledge and skills through volunteering, being a guest speaker, hosting or helping with field trips and special classroom events**.**
- Participating in program and classroom special events for families.
- Completing evaluations of program, classroom, and special event experiences.
- Following-up on referrals made by program staff to community services.
- Supporting adult students learning to be a teacher in developing the skills needed for working with diverse families by attending the parent/guardian workshops led by students and providing feedback to supervising teachers or the program director if there are any concerns.

Families as Partners (NAEYC Standards 1.A, 3.F, 4.E, 7.A)

Families and culture are celebrated in the MSL Children's School. The role of parents/guardians is vital. Family involvement and connectedness is an integral piece of what makes our program strong. Families are frequently visible in and around the program, sharing life experiences and what they love with the children. It is important that we develop skills and knowledge to work effectively with our diverse families. Teachers use a variety of formal and informal strategies (including conversation) to become acquainted with and learn from their families. When professional values and practices differ from family values and practices, teachers and families work together to help the children participate successfully in MSL Children's School.

Communication with Families (NAEYC Standards 1.A, 1.A, 1.A, 4.E, 7.A, 7.A, 7.B, 7.A)

Communication between teachers, staff, and family members is critical. The MLS Children's School will work with families to communicate in their preferred language or through translation. The program will promote communication between families and staff by using written notes and newsletters as well as informal conversations (e.g. phone, email, text). Teachers will inform families about the child's experiences, accomplishments, behavior, and issues that affect the child's development and well-being. Parents/guardians are encouraged to maintain regular, on-going, two-way communication with the teaching staff in a manner that best meets their needs—email, in person, notes, or phone calls. Family changes affect children. The MSL Children's School and the Mentor teachers will use the Classdojo platform to communicate program information, updates, newsletters, pictures, texts and other information and communication as needed.

Parent/Guardian orientation*.* Parent/guardian orientation is conducted each August before the start of the school year. This will familiarize parents/guardians with the procedures, philosophy, and overview of classroom practices. Parents/guardians who are not able to attend will receive written information and can schedule a meeting with the teaching staff or director.

Parent-teacher conferences*.* Formal conferences are offered to parents/guardians and their child two times each year (once each semester), but family members or teachers are welcome to request a conference at any time. Conferences will be attended by the Supervising Teacher, and possibly a student teacher, to provide valuable information for future curriculum planning.

Conferences are a time for both parents/guardians and teachers to share more in depth, meaningful information between home and school regarding the progress of the child as well as any concerns. The purpose of the conference is to evaluate and re-establish educational goals for the parent/guardian, teacher, and child. Information shared at a parent conference is highly confidential and is limited to personnel directly working with the child and family and will not be released without written parent/guardian consent.

Parent/Family Program. As parents/guardians, you are required to participate in a parent program to maintain your child's enrollment. This program is focused on the needs of the families currently enrolled in the program. Parents are notified of the details of this during program orientation.

Home Visits. Children enrolled in the program at the MSL Children's School will be visited at least once in the academic year by the Mentor teacher and/or student teacher (if applicable). Visits will occur at the beginning of the academic year in the fall semester or immediately after enrollment and during the school year as needed. This is an opportunity for the teachers to get to know you, your child, and your family. It is also an opportunity for you to begin to create a partnership between home and school in order to best meet your child's needs. It also allows your child to become familiar and comfortable with his/her teacher. This is a great time for you to share what makes your family unique, how you prefer to communicate with the teacher, ask questions, and share your knowledge about your child's interests, approaches to learning, and developmental needs. You can help the teachers understand what your goals are for your child and whether you have any concerns you'd like addressed. Parents/guardians are encouraged to share these preferences, concerns, and questions at any time with either the supervising teacher or director.

School visits. Children enrolled in the MSL Children's School will be given the opportunity to make individual or small group school visits prior to the beginning of the school year upon request. These visits are an opportunity to allow the child to become more familiar with the classroom environment, in the presence of their parents/guardians, to ensure a smooth transition to school. Parents/guardians are encouraged to attend if possible. The Mentor teacher and/or a student teacher (if applicable) will be present to discuss care procedures, goals, and philosophy of the instructional program with the parents/guardians while the child is introduced to and allowed to play with classroom materials. Goals and objectives will be defined for the child each academic year. Contact the director or Mentor teacher to request a classroom visit.

Children's Records (NAEYC Standard 5.A)

All children are required to be immunized. An up to date and complete record must be on file at the school. Children without the required up to date, on schedule immunization record will not be allowed to attend the school programs unless they have an approved Immunization Exemption (see Immunization Exemption Policy).

Immunization Exemption Policy. Only medical reasons, religious, or personal beliefs may exempt a child from the required immunization. In such cases school approved documentation and exemption forms must be on file at the school.

Child Enrollment Paperwork. The school requires the following completed forms for admission to the Children's school for all children.

a. Physical Examination Report
b. Medication Release Form (see Medication Policies and Procedures)
c. Personal History Form
    - Current information about any health insurance coverage required for treatment in an emergency;

- Current emergency contact information for each child, that is kept up to date by a specified method during the year;

- Names of individuals authorized by the family to have access to health information about the child;
- allergies

Health and Safety Policies and Procedures

Arrival & Departure (NAEYC Standard 1.A, 3.D)

YOUR CHILD MUST BE ACCOMPANIED BY AN ADULT TO AND FROM THE CLASSROOM. THE ADULT MUST SIGN THE CHILD IN/OUT OF THE CLASSROOM ON THE IPAD.

Other than the legal parents/guardians, only persons with prior written authorization noted on the enrollment packet will be allowed to pick up a child from the program. Anyone who is unfamiliar to teaching staff, including authorized individuals, will be asked to present photo identification before a child is released to them.

Illness Policy & Exclusion of Sick Children (NAEYC Standards 5.A, 10.D)

Exclusion policy. Any child not well enough to engage in normal activities or who shows symptoms of and/or have the following illnesses will be excluded from the classroom and evaluated. **If the child exhibits any of the following symptoms at home, do not bring them to school until after 24 hours of being symptom/illness free.**

Symptom:

- Fever with a temperature of 100.4 or above.
- Vomiting, diarrhea, nausea, or severe abdominal pain.
- Mucus in eye, watery, red/pink, painful or itchy eyes.
- Mouth sores associated with an inability to control saliva.
- Rash and sore throat with fever.
- Red/cracking/oozing pimples, scaly rash, often on face or around mouth.

Illness (show signs of or have knowledge of):

- Scabies, head lice, conjunctivitis, impetigo, pinworm, ringworm, coxsackie (hand, foot and mouth disease), herpes.
- Strep throat, rotavirus, bronchiolitis, pneumonia, fifth disease, scarlet fever.
- Chicken Pox, Whooping Cough (Pertussis), Red Measles, German Measles (Rubella), Mumps, Meningitis, Influenza, and other communicable diseases.

Children will be sent home once a fever above 100.4 is detected. Parents/guardians will be notified at the first episode of vomiting or diarrhea. After a second episode, the child must be removed from the school. Children will not be allowed to return to school until after being 24 hours symptom free.

When a child develops signs of an illness during their day at the program, legal parents/guardians, or other persons authorized by the parent/guardian will be notified immediately to pick up the by child. For this reason, please be sure that we have current, accurate phone numbers for you, your authorized emergency contact person and your child's pediatrician. In the meantime, we will provide the child a place to rest until the parent/guardian, or designated person arrives under the supervision of someone familiar with the child.

Reporting Communicable Diseases (NAEYC Standards 5.A)

Children will not be allowed at school if they have a contagious or infectious disease. Any infectious disease that is highly contagious and/or can cause serious problems will be reported to the local health department. As soon as a communicable illness or parasite is discovered in the school, the parents/guardians will be informed. Individual notification will be emailed for each child who has been exposed. The name of the infected child or staff person will remain confidential.

Injuries (NAEYC Standard 10.D)

Minor injuries such as scratches, abrasions and bruises will be cleaned with soap and water and treated with a Band-Aid if necessary. All injuries will be noted on an accident report and signed by teachers and parents/guardians. A copy of the accident report form will be emailed to parents/guardians within 24 hours of the incident.

Potentially serious illnesses and injuries requiring immediate care by a physician should be handled according to the current Medical Emergency Plan (see pg. 38) which is informed by the American Red Cross guidelines and reviewed by Emergency and Health experts. All Mentor teachers, student teachers, and teacher assistants are CPR and First Aid certified.

Medication Policies and Procedures (NAEYC Standards 5.A, 10.B, 10.D)

A completed Medication Release Form must be on file with the school for conditions requiring administration of medications. These medications include on-going maintenance and on-set life threatening illness treatment.

Medication must be in the original and clearly labeled container with the child's name and date. Prescribed medications will only be administered by authorized personnel according to labeled instructions. An accompanying doctor's note and detailed instructions must be included. Parents/guardians must sign and date any additional instructions or information. Parents/guardians must provide any equipment necessary to administer medication and maintain the health of their child such as medical measuring devices for proper dosage, inhaler devices, EpiPens, nebulizers, etc. Sharing of any medical equipment and/or medication among children will not be allowed. This includes lotions, lip balms, sunscreen, etc. All medication, documentation, instructions, and required equipment must be contained in a zip lock bag signed and dated by parents/guardians. Medications are stored within the classroom in a locked cabinet.

A medication log will be maintained by the school staff to record the instructions for giving the medication, consent obtained from the legal parent/guardian, amount, the time of administration, and the person who administered each dose of medication. Spills, reactions, and refusal to take medication will be noted on this log.

Food & Nutrition (NAEYC Standards 5.A, 5.B, 5.C)

- Toddlers do not carry bottles, sippy cups, or regular cups with them while crawling or walking.
- All foods are prepared, served, and stored in accordance with the U.S. Department of Agriculture Child and Adult Care Food Program (CACFP) guidelines
- For all children with special feeding needs, the staff provide daily documentation of food consumption (type and amount).
- Staff do not offer children younger than four years of age these foods: hot dogs, whole or sliced into rounds; whole grapes; nuts; popcorn; raw peas and hard pretzels; spoonfuls of peanut butter; or chunks of raw carrots or meats larger than can be swallowed whole.
- Staff cut foods into pieces no larger than ½-inch squares for toddlers, according to each child's swallowing and chewing capability.
- The program prepares and displays written meal menus where families can see them. Copies of meal menus are kept in a central file for future reference.
- Meals and snacks are provided at regularly established times; at least every two hours and no more than three hours apart.
- All areas used by staff and children who have allergies or any other special environmental health needs are maintained according to the recommendations of health professionals.
- Classrooms post important allergy and medical related information, so all staff members and visitors are aware.
- Records are kept of children's type and quantity of food consumed when special feeding needs are reported to the program due to disabilities. Families are provided with recorded information.
- Children are not routinely served juice or sweetened beverages. When they are, teachers limit the amounts to around 4 ounces or less.

Supervision and Ratios (NAEYC Standards 3.C, 10.D)

Each group of children are assigned to teaching staff who have primary responsibility for working with that group of children. These teaching staff provide ongoing personal contact, meaningful learning activities, supervision, and immediate care as needed to protect children's well-being. The following ratios are used when assigning groups of children to teaching staff.

Teacher-Child Ratios. Teachers will be required to maintain proper ratios depending on age group and State licensing and NAEYC accreditation standards.

State Licensing Ratios (2024, Hourly IM Section 10 (New))

NAEYC Ratios (2018, Staff to Child Ratio and Class Size)

Teacher assistants are hired to fill the student teaching positions for semesters when there are not enough student teachers to maintain ratio standards.

For advance notice absences Mentor teachers arrange for a substitute from a pre approved list of bachelor's degree substitutes and paid staff assistants who have completed their student teaching. When a student teacher has demonstrated adequate competencies for supervision of children and lab students they may serve as the lead teacher with a paid teacher assistant for short periods of Mentor teacher absences.

In case of student teacher or Mentor teacher emergency absence, a student teacher from another group that is over staffed, the director, or one of our paid teacher assistants fills in as a substitute.

Outside Play: Health & Safety Precautions (NAEYC Standards 2.C, 2.K, 3.D, 5.A, 9.B, 10.D)

We have daily opportunities for outdoor play and learning as the weather permits. Meaning, the weather, air quality, and environmental safety conditions do not pose a threat to the safety of the children.

In cases when we cannot go outside (due to weather/air conditions), children are given the opportunity to use indoor equipment for similar activities inside and are supervised at the same level as outdoor equipment. For example, tumbling mats may be offered for upper body activities or rolling across the mat.

In order to make sure that your child can play comfortably outside, it is important to dress him/her according to the weather. When it is cold outside s/he needs a warm coat, mittens or gloves and a hat (labeled with your child's name). For the warmer days, dressing your child lightly is just as important. For those in-between days, dressing your child in layers is a practical idea. It is expected that all children will go outside unless there is a doctor's note indicating the reason why the child cannot go outside.

A detailed safety check of all equipment is completed on a regular basis.

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

- Children wear clothing that is dry and layered for warmth in cold weather.
- Children have the opportunity to play in the shade. When in the sun, they wear sun-protective clothing, applied skin protection, or both. Applied skin protection will be either sunscreen with UVB and UVA protection of SPF 15 or higher that is applied to exposed skin (only with written parental permission to do so).
- When public health authorities recommend use of insect repellents due to a high risk of insect-borne disease these are applied only on children (only with parental permission to do so).
- Staff checks resources for daily air quality to be sure that it is safe for children to play outdoors.

Smoke Free Environment (NAEYC Standard 9.D)

Our facility and outdoor area is entirely smoke free. No smoking is permitted in the presence of children.

Visiting Animals and Pets: Health & Safety Guidelines (NAEYC Standards 5.C)

If you, as a legal parent/guardian, want to bring your family pet to share with your child's classroom, you are welcome. Please note the sharing of any pets must be pre arranged with your child's classroom teacher and the director. The Mentor teacher ensures that the animal does not create an unsafe or unsanitary condition. The animal needs to appear to be in good health and have documentation from a veterinarian or an animal shelter to show that the animal is fully immunized (if the animal should be so

protected) and suitable for contact with children. The teacher needs to ensure staff and children practice good hygiene and hand washing when coming into contact with the animal and after coming into contact with the animal. Teaching staff supervises all interactions between children and animals and instructs children on safe behavior when in close proximity to animals.

Note: Any children allergic to the pet will not be exposed to the animal. Reptiles are not allowed as classroom pets because of the risk for salmonella. The Mentor classroom teacher is responsible for checking that requirements have been met.

Hand Washing (NAEYC Standards 5.A, 9.C)

Frequent hand washing is critical to preventing the spread of infectious diseases. All will teach children how to wash their hands effectively. Posters with graphics showing proper hand washing procedures are placed by each sink. The posters outline five steps to washing hands that are as follows:

1. Wet hands under warm running water.
2. Add soap to help kill germs.
3. Scrub for at least 20 seconds:
    a. The front and back
    b. Between your fingers
    c. Wrists
4. Rinse well under warm running water.
5. Dry hands with a clean towel and use the towel to turn off the faucet.

The program follows these practices regarding hand washing:

- Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored.
- Hand washing is required by all staff, WSU students, volunteers, and children. Hand washing reduces the risk of transmission of infectious diseases to themselves and to others.
- Staff assist children with hand washing as needed to successfully complete the task.

Children and adults wash their hands:

- upon arrival for the day;
- after diapering or using the toilet;
- after handling body fluids (e.g., blowing or wiping a nose, coughing on a hand, or any touching of mucus, blood or vomit);
- before meals and snacks, preparing or serving food, or handling any raw food that requires cooking (e.g., meat, eggs, poultry);
- after playing in water, playdough, etc. that is shared by two or more people;
- after handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals;
- after coming in from outside.

Adults also wash their hands:

- before and after feeding a child;
- before and after administering medication;

- after assisting a child with diapering and toileting;
- after handling garbage or cleaning;
- after coming in from outside.

Proper hand-washing procedures are followed by adults and children and include:

- Using liquid soap and running water;
- Rubbing hands vigorously for at least 20 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails;
- Rinsing well;
- Drying hands with a paper towel, or a dryer; and avoiding touching the faucet with just-washed hands (e.g., by using a paper towel to turn off water).

First Aid Kit

First aid kits are inaccessible to children but readily available for adult use. They are fully equipped according to guidance from NAEYC and the Department of Health and Safety. Following each use of the first aid kit, the contents will be inspected and missing or used items replaced immediately. The first aid kit will be inspected monthly.

Emergencies & Notification of Accidents (NAEYC Standards 5.A, 10.B, 10.D)

The MSL Children's School has in place an *Emergency: Preparedness, Response and Recovery Plan* that describes the following situations and procedures to follow:

- Emergency phone numbers
- Fire procedures
- Utility Failures (electric power failure, water line break, gas line break)
- Severe weather
- Bomb threats
- Physical Threats/Armed Intruder
- Evacuations
- Accidental Injury or Illness procedures for life threatening and non-life threatening situations

This plan is posted in every room, is included in the first aid kits, and the emergency numbers will be posted by the doors and first aid kits.

In the event that your child receives a minor, non-life threatening injury during their time at the program, our teachers will assess the situation and apply first aid as needed. Minor cuts and scrapes will be treated with soap and water and bumps will be treated by applying ice to the injured area. Any incident or injuries will be documented on an accident report and signed by teachers and parents/guardians. A copy of the accident report form will be emailed to parents/guardians within 24 hours of the incident.

All staff will have immediate access to a device that allows them to summon help in an emergency. The telephone numbers of the Fire Department, Police Department, Hospital, and Poison Control will be posted by each door and first aid kit. Emergency contact information for each child and staff member will be kept readily available. The list of emergency telephone numbers and copies of emergency contact

information and authorization for emergency transport will be taken along anytime children leave the facility in the care of program staff.

Emergency phone numbers will be updated each year.

Weather Policies

Children's outdoor or school time will be canceled if the weather is bad and staying outside seems dangerous. In the event of extreme weather and the WSU campus is closed, all classrooms in the MSL Children's School will be closed as well. Parents/guardians will be notified of program closure via email and/or phone/text using the agreed upon parent communication method (i.e. class dojo).

MSL Children's School references the weather guidelines chart when making decisions that relate to children's safety. Child Care Weather Watch

Emergencies (NAEYC Standards 2K, 9C, 10C, 10D, 10E.2)

The following steps will be taken if there is:
A child injured and requires attention from a health care provider or emergency response team:

Medical Emergency Plan

Serious medical emergencies include: an unconscious child, uncontrolled bleeding, extensive burns, compound fractures of the neck or back, prolonged convulsions, drowning and any condition which causes severe difficulty in breathing.

1. Call 9-11 and report the child's condition and give information requested (pull child's emergency card).
    a. Have qualified person administer first aid and/or CPR
    b. Do not leave the child unattended. Summon assistance.
    c. Have another teacher move other children to safe area away from view of the incident
2. Identify location (1351 Edvalson St. Ogden UT 84408)
3. Identify the child by name and age
4. When the call is finished (never hang up until they tell you to), telephone parents or emergency alternatives. If neither is available, contact family's physician and give a realistic assessment of the child's condition. Remember parents have given permission to have emergency treatment on the emergency card. If the parents have no preference for hospitals, the child will be transported to McKay-Dee because it is closest.
5. Provide paramedics with the child's name, age, parents' name and phone. (emergency card)
6. A center staff member the child knows and is comfortable with should accompany the child to the hospital and stay with the child until the parent arrives.
7. Another staff member should be assigned to continue to try to contact the parent contact has not been made.

Building Emergency Plans

Fire Evacuation Plan

Fire evacuation is practiced monthly in all classes.

1. Collect sign-in/out ipad to help determine which children are present.
2. Evacuate immediately using primary evacuation routes. Stay close to the walls when exiting the hallways. If the primary route is blocked, use the secondary route. A count of the number of children should be taken as they evacuate. Move well away from the building to the predetermined meeting spot (Grass in front of Elizabeth Hall).
3. A predetermined teacher will be the last person out of the classroom. They will do a visual check to be certain everyone is out. Remember frightened children might hide.
4. Once the evacuation is complete, the sign-in/out ipad will be used to ensure that all of the children are present at the meeting spot.
5. If the building cannot be re-entered, proceed to Elizabeth Hall. In the case that the secondary building is not available, move to a safe location determined by WSU Police.

Earthquake Plan

1. When teachers feel an earthquake, they and the children will immediately get under the tables. Teachers will ensure the children's head and shoulders under the table and whole bodies when possible. The children and teachers should hold on to the legs of the table. Children will be instructed to move with the table if it moves. If there are not enough tables, door jams can be used for teachers. Avoid holding on where your fingers could be pinched by the door.
2. If the class is outdoors when the earthquake begins, immediately take the children to an open lawn area to avoid falling debris or move under playground equipment that could provide some protection. When there is a break in the quake, count the children to make sure all are present.
3. If the earthquake is sufficient to have a concern about the building's safety, evacuate the building and then wait for further instructions:
    a. Get sign-in/out ipads from the wall to help determine which children are present.
    b. Get the emergency bag from the classroom. Count children to be sure all are there and verify that each child signed in is with you.
    c. Using primary or secondary escape routes as designated for fires take the children in an orderly manner to the grass area by Elizabeth Hall designated for fire drills where there will not be falling debris. If there is still a lot of movement or debris, go to the designated area next to Lindquist Hall or alternate location provided by WSU Police.
    d. Check again to be sure all children who are present are accounted for using sign-in/out ipad

e. Remain there and wait for instructions. If instructions do not come in a reasonable amount of time or if the weather is bad, have a teacher or another adult check out our evacuation destinations. In the event neither is possible we will evaluate the situation and determine at that time where to go.
f. Since after-quakes are likely, teachers must use the time between tremors to assess and plan next moves.

Flooding/Plumbing Failure

If flooding occurs:

- Cease using all electrical equipment
- Notify WSU Facilities

If necessary evacuate the building using evacuation procedures

Power Failure

1. In the case of a power failure, take children to the most well-lit part of the center. Use emergency flashlights/lanterns, found in classrooms, as needed.
2. Make contact with WSU Facilities and/or administration to determine the estimated length of the failure.
3. Decide whether or not to close the center (This decision will be determined by the director or director designee). If power will not be restored in time for food preparation, closure is recommended.
4. If the decision is made to close then send a message to parents and begin calling parents or emergency contacts from emergency cards.

Staff will stay until all the children are gone.

Water Failure

- Make contact with WSU Facilities to determine the estimated length of the failure.
- Decide as to whether or not to close the center (This decision will be determined by the director or director designee). If water will not be restored in time for food preparation, closure is recommended.
- If the decision is made to close then message parents and begin calling parents or emergency contacts from emergency cards.

- Staff will stay until all children are gone.

A person caused emergency (such as a terrorist threat, armed intruder, active shooter, hostage situation, or possible bomb):

Building Lock Down

In the case that the building is locked down due to a threat from the outside:

The classes will follow previously advised directives of campus safety advisors of locations to go to and shelter in place.

★ Take emergency kits.

★ Keep children calm by providing them with quiet/calm activities.

★ Contact campus police (801-626-6460) for further instructions.

★ Children will be reunified with families once the WSU campus police have given the all clear to do so.

Building Evacuation or Bomb Threat

If a building evacuation or bomb threat is signaled the following procedures should be followed:

1. Get sign-in/out ipad to determine children in attendance
2. Get the emergency bag from the classroom. Count children using emergency lists to be sure all are accounted for.
3. Use primary escape routes and evacuate the building as quickly as possible
4. Take children to Elizabeth Hall or other safe location determined by WSU Police and wait for further instructions.
5. When it is determined safe to do so, begin calling parents to inform them of the relocation.

Shelter in Place

In the case that we need to shelter in place:

- Teachers will remain in their classrooms with their children.
- Teachers will have emergency kits available. Use lanterns/flashlights as needed.
- Keep children calm by providing them with activities.

- Contact campus police (801-626-6460) for further instructions.

In the event it is necessary to evacuate the premises the children will be taken to an alternate safe location determined by the WSU Police. In the event that reunification is necessary from an alternate location children will be reunified with families once the WSU campus police have given the all clear to do so.

Building Evacuation

If a building evacuation is signaled the following procedures should be followed:

1. Get sign-in/out ipad to determine children in attendance
2. Get the emergency bag from the classroom. Count children using emergency lists to be sure all are accounted for.
3. Use primary escape routes and evacuate the building as quickly as possible
4. Take children to Elizabeth Hall or other safe location determined by WSU Police and wait for further instructions.
5. When it is determined safe to do so, begin calling parents to inform them of the relocation.

Parents will be notified of this relocation address and instructed how to reunite with the children through direct contact including phone calls, text messages, email, and/or contact via previously agreed upon communication applications.

Teachers and staff will continue to count children and take roll using sign-in/out ipads for all children in attendance.

Emergency contact information for each child is kept in emergency bags, teachers will bring their bags with them in the event of an evacuation.

The provider, director, director designee, caregiver, and/or substitute knows the location and procedure if the following needs to be turned off:

Gas
Electricity
Water

1. The location and procedure for an emergency shut off of gas at my facility is-NONE

2. The location of the emergency shut-off for electricity is WSU Facilities Management

3. The location of the emergency water shut-off is WSU Facilities Management

4. To ensure continuity of care after an emergency, children will remain with their teacher and group during and after the emergency.

5. If the facility is unusable we will occupy the Elizabeth Hall. If that location is unusable, we will relocate to Lindquist Hall or alternate location determined by WSU Police.

6. If we are unable to continue care, we will connect families to the local Care About Child Care to assist them in finding alternative care options.

While on Campus Walks

If a classroom is on a walk on campus during a fire, earthquake, building lockdown, evacuation, shelter in place or other emergency the teacher(s) and children will enter the nearest safe building and shelter in place, then contact the director and/or the campus police for further directives.

Child Protection Policy (NAEYC Standards 6A.10, 10D.5, 10D.6)

Utah law requires and mandates that, whenever any person, including any school employee, has reason to believe a child has been subjected to incest, molestation, sexual exploitation, sexual abuse, physical abuse, or neglect, or observes a child being subjected to conditions or circumstances which would reasonably result in such, they shall immediately notify the nearest law enforcement agency, or office of the Utah State Division of Child and Family Services (DCFS) (CPS and DCFS).

If there is reason to believe that a child may have been subjected to abuse or neglect, an oral report shall be made immediately by the school employee reporting the abuse/neglect, with a written report to follow within twenty-four (24) hours.

1. If at all possible, notify the director and make the report together.
2. Provide written information to the director before making the oral report to DCFS.
3. When making the oral report, always have the person you notify identify themselves. The notified person's name shall be entered on the written report. (?)
4. A copy of the written report shall be put in a file maintained to record all reports of child abuse; and another copy shall be placed in a separate file to be maintained by the director for all reported cases of suspected child abuse or neglect.
5. The report shall not be placed in the child's personal file.

Investigation of child abuse and neglect. It is not the responsibility of the director or other staff member to prove the child has been abused or neglected, or to determine whether the child is in need of protection.

1. Investigation by staff prior to submitting a report shall not go beyond that necessary to support a reasonable belief that a reportable problem exists.
2. To determine whether or not there is reason to believe abuse or neglect has occurred, professional employees of the MSL Children's School may (but are not required to) gather information only to the extent necessary to determine whether a reportable circumstance exists.

3. Interviews with the child or suspected abuser shall not be conducted by personnel of the MSL Children's School.
4. Notes of voluntary or spontaneous statements by the child shall be made and given to the investigating agency.
5. Administrators, Division of Child & Family Services, and law enforcement personnel are required to preserve the anonymity of those making the initial report and any others involved in the subsequent investigation.
6. Investigations are the responsibility of the Division of Child and Family Services.
    a. Director or employee shall not contact the parents/guardians, relatives, friends, neighbors, etc. for the purpose of determining the cause of the injury and/or apparent neglect.
    b. Director and employees shall cooperate with social service and law enforcement agency employees authorized to investigate reports of alleged child abuse and neglect, assisting when asked as members of interdisciplinary child protection teams in providing protective diagnostic, assessment, treatment, and coordination services.
    c. Director and employees shall not demand to be present in the investigation. They may be present if invited, but should not prompt or answer for the child.
    d. Request the investigating DCFS representative and/or law enforcement to show ID and sign in.
    e. If a parent calls about the interview, advise the parent that under law the school may neither confirm nor deny that an interview has taken place, that all such investigations are the responsibility of the Division of Child and Family Services and law enforcement, and that those agencies should be contacted if there are any questions.
7. Persons making reports or participating in good faith in an investigation of alleged child abuse or neglect are immune from any civil or criminal liability that otherwise might arise from those action

Release of Child Information

The Federal Family Educational Rights and Privacy Act (FERPA) prohibits many disclosures from student records without prior written consent of the child's legal parent/guardian. However, FERPA allows for release of student information without parental consent to appropriate officials in cases of health and safety emergencies.