

Melba S. Lehner
Children's School
Staff Handbook of
Policies and Procedures
2018-2019



WEBER STATE
UNIVERSITY

Moyes College
of Education

Department of Child & Family Studies

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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. Established in 1952, MSL Children's School today includes five indoor classrooms with individual observation booths two outdoor classrooms, and houses fixed hour and extended day toddler, preschool, and school programs.

MSL Children's School's fixed hour preschool and extended school are available to the general community while the extended day preschool and toddler program are available only to Weber State University students, staff, and faculty.

Mission (NAEYC Standard 10.A.01)

Melba S. Lehner (MSL) Children's School serves the Department of Child and Family Studies, Weber State University (WSU), 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 Standards 10.A.01, 10.B.08)

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 high 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 for evidence-based practices in early care and education for the community and a partner to build connections within the community.

Enrollment Information

Enrollment & Eligibility (NAEYC Standards 10.B.08, 1.D.01)

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 sex, disability, race, color, or ethnic origin, 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: Extended Day Toddler, Extended Day Preschool, Extended School, and a Preschool Program.

Inclusion

The MSL 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 <http://www.weber.edu/diversityoffice/inclusivity.html>

Who Works in the MSL Children's School

Meet the Staff

Camie Bearden, Director, cbearden@weber.edu
Sherrie West, Assistant Director/Supervising Teacher, swest@weber.edu
Sara Biehl, Supervising Teacher, sarabiehl@weber.edu
Cheryl Wendt, Supervising Teacher, cherylwendt@weber.edu
Adrianna West, Supervising Teacher, adriannawest@weber.edu
Stephanie Szanter, Supervising Teacher, stephanieszanter@weber.edu
Jami Daly, Administrative Assistant, jamidaly@weber.edu

Program Director. Camie Bearden (NAEYC Standard 10.A.02)

Bachelors in Early Childhood Education/Elementary Education with emphasis in special education;
Masters of Education in Curriculum and Instruction.

Supervising Teachers. Cheryl Wendt, Adrianna West, Sara Beihl, Sherrie West, Stephanie Szanter (NAEYC Standards 6.A.05-10)

All teachers are required to have at least a bachelors in early childhood or early childhood education or related field.

Teacher Assistants. WSU students in a paid teaching assistant position. (NAEYC Standards 6.A.06, 6.A.10)

All students have a high school diploma or GED. Student staff members are current majors in either Early Childhood, Early Childhood Education, Family Studies, Psychology, Social Work, Nursing, or other fields with a focus on children and families

WSU Students. Students enrolled in Education and Family and Child Studies Majors

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

Substitute Teachers. Due to the number of teacher assistance and student teachers in the classrooms, MSL Children's School does not have a substitute teacher list. Assistant and student teachers are used in place of substitute teachers.

Staff Policies & Procedures

Staff Records (NAEYC Standard 10.E.08)

Confidential personnel files, including applications with record of experience, transcripts of education, health-assessment records, documentation of ongoing professional development, and results of performance evaluation, are kept in a locked filing cabinet in the director's office.

Staff Orientation (NAEYC Standards 6.A.03, 7.A.01, 10.E.01)

Clear expectations, roles, and responsibilities are important for effective performance. New teaching staff are required to participate in an initial orientation that introduces fundamental aspects of program operation:

- Program philosophy, mission, and goals;
- Expectations for ethical conduct;
- Individual needs of children they will be teaching or caring for;
- Accepted guidance and classroom management techniques;
- Daily activities and routines of the program;
- Program curriculum;
- Child abuse and reporting procedures;
- Program policies and procedures;
- National Association for the Education of Young Children Standards;
- Regulatory requirements.

The director will provide the new employee with a review of the employee's roles and responsibilities. The director and Human Resources staff will explain payroll procedures, employee benefit programs, and accompanying forms to the employee.

Staff Code of Ethics (NAEYC Standards 1.B.10, 6.A.01)

Staff must follow the NAEYC code of ethics to guide your involvement with children, families, colleagues, and community (2005: <http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf>). It is essential to protect the confidentiality of all information concerning children, families, colleagues, and community. Maintaining a professional attitude includes being responsive to the needs of children and their families. All adults and children deserve respect. We continually strive to model such qualities as patience, tolerance, cooperation, acceptance, understanding of others, and enthusiasm for children as well as for other adults. All early childhood staff and students are required to read and sign the National

Association for the Education of Young Children's (NAEYC) Code of Ethics and to uphold its' principles, especially when making decisions.

Confidentiality Policy (NAEYC Standards 10.B.08, 10.D.05)

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

Violation of these rules is considered serious and will result in discharge without prior warning. All staff and student observers must comply with these professional ethics at all times and never discuss children, families, or staff elsewhere. Observations made in the classroom and all information discussed at staff meetings, staff trainings, and classes are to be kept in strict confidence.

Student observers should use a "pseudonym" or initials for children in their observation forms, journal entries, etc. and the word "teacher" to describe any staff.

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.

Media images taken at our school and/or events should not be posted on any social media networks such as Facebook, Instagram etc. In order to protect the privacy of MSL Children's School children, families, and staff. Parents and staff cannot not share, distribute, or post images of others via telephone, e-mail, online social networking or other websites without prior consent of the Director.

Violation of the preschool program's confidentiality policy could lead to a failing grade in a course or staff dismissal.

Staff Evaluation (NAEYC Standards 6.B.01, 10.E.01, 10.E.09, 10.F.01, 10.F.03)

Staff will be evaluated yearly with the WSU PREP evaluation process in the spring of each year. This process includes self-evaluation, director, and Child and Family Studies (CHF) department chair feedback. Additionally, observation evaluations are conducted by the MSL Children's School director providing feedback on progress towards goals. If the staff fails to meet expectations, they will receive written documentation notifying them of specific issues and put on probation. The length of the probationary period will be determined by the director and CHF department chair. If improvements fail to be satisfactorily met with in the probationary period, staff can be terminated.

New Staff Probationary Period (NAEYC Standard 10.E.05)

All new hired staff serve on a probationary period for six months, during which the disposition, competence, and skill for working with children is evaluated by the program director. After probationary period is a director recommendation will be given regarding continued employment.

Professional Development (NAEYC Standards 6.A.07-12, 6.B.01, 7.A.01, 8.C.02, 8.C.05, 10.B.01 10.E.01, 10.E.11-12)

Regardless of previous education or experience, employees will be expected to participate in ongoing professional development and study of early childhood education and teacher education best practices

in order to keep abreast of new developments in the field. Ongoing professional development and study may take place on the employees' own time outside of regular working hours, and/or as recommended by the director. Methods employed may include, but are not limited to, in-service training classes, attendance at a recommended professional conference or meeting, membership in a professional organization and attendance at its regular meetings, and/or enrollment in pertinent courses offered at WSU or other approved educational institutions.

In-service training. Two (2) days each year, typically on the first Monday of WSU's spring and fall semesters, the program will be closed for in-service training. The in-service days will consist of training and individual time for planning, goal setting, etc. Every employee must attend. If missed due to illness, the staff member must make this time up on a Saturday or an evening and will be at their expense. The in-service must be made up within one week of it being offered.

All teaching staff are required to complete 10 hours of professional development beyond the training provided by the MSL Children's School. At least 2 hours of these professional development hours must be gained through facilitating a training/workshop (e.g. conference presentation, training for local child care program). Due to the planning and preparation required for facilitating a training, staff will receive double the training time (1 hour training = 2 hour credit).

Community Involvement. MSL Children's School encourages all staff to participate in collaborative training activities and events with neighboring early childhood programs and community agencies. We also encourage staff to work closely with families, each other, and other programs on community improvement and advocacy projects. While working with others in the community staff should seek out perspectives of others, build relationships, involve others in the program as appropriate, and cooperate to improve program effectiveness as well as the care and education of all children.

Annual Professional Development Training Topics. Diverse cultures, languages, curriculum, communication, collaboration, adult supervision, leading, mentoring, development, knowledge and skills relative to specific age or needs of the children, assessment, and children who have special needs.

Health/Immunization Records (NAEYC Standards 10.D.01, 10.D.05)

A negative tuberculosis (TB) test from the past year is required and must be updated annually.

The results and appropriate follow up of a TB screening, using the Tuberculin Skin Test (TST) or IGRA (interferon gamma release assay), once upon entering into the child care field with subsequent TB screening as determined by history of high risk for TB thereafter.

First Aid and CPR Certification (NAEYC Standards 5.A.03, 10.D.09)

All staff must complete a child first aid and Infant/Child CPR training Course to work in the MSL Children's School. Documentations of these courses must be kept in your personal file. Annual renewal of both is required.

Paid Planning Time (NAEYC Standards 4.D.02, 10.B.01)

Full-time supervising teachers are provided with paid planning time during their regular work schedules. Time allotted is based on job responsibilities, number of students being mentored, project work

assigned, or other situations. This time should be used for weekly planning, documentation, communicating with families, building community partnerships, and all efforts during this time should be completed through team collaboration.

Absence/Late Policy

Professionalism and consistency is crucial to creating a successful program. Therefore, all staff members are expected to be on time and in regular attendance, in order to provide a consistent environment and routine.

All absences must be reported to the Director with the expectation that you will arrange for your own coverage of the classroom. If you need help in securing coverage, you should speak with the Director.

If you are ill and unable to work all relevant and affected staff must be immediately notified by phone (e.g. Director, student teachers, assistant teachers, etc.). If you are unable to reach them by phone, an email and/or text needs to be sent, with a follow up phone call until you get a response. When possible, you must assist in making arrangements for classroom coverage. In some cases, the Director may request a note from your physician indicating the type of illness and when you may return to work.

Instances of absenteeism and/or tardiness will be documented in the staff member's personnel file. Recurring absences or tardiness are subject to WSU Disciplinary Procedure. See Weber State Policy 3-33. http://www.weber.edu/ppm/Policies/3-33_Discipline_Staff.html

Disciplinary Action/Dismissal

The MSL Children's School refers to the WSU Disciplinary Policy when action is required. In the event that disciplinary action is required, the procedures will occur as follows:

- Oral reprimand — First warning
- Written reprimand — Second warning
- Suspension without pay — Final warning
- Dismissal

For more detailed information see Weber State Policy 3-33:

http://www.weber.edu/ppm/Policies/3-33_Discipline_Staff.html

Staff Children

In the event that a staff member's child is attending the MSL Children's School, they will not be enrolled in your class. As a staff member, you will be charged the student rate for tuition.

University Students

Conduct (NAEYC Standard 10.E.02)

WSU Students are expected to exhibit behavioral appropriateness such as:

- Observe professional discretion and confidentiality with families, staff, and site
- Follow standards, expectations, and chain of command at site and/or school
- Maintain dependability in attendance and punctuality
- Maintain employment practices, such as calling when sick
- Deal with conflict in a professional manner
- Be responsible for arranging own emergency transportation and child care
- Keep all personal problems private during the day
- Practice good health, hygiene, and safety standards
- Expect to do routine care and tasks
- Use appropriate language and grammar
- When in doubt about the value of a decision, put the child's welfare first
- Get to know the children and their names as soon as possible and learn the correct spelling
- Gain confidence in your ability to guide the children
- When you need help, ask for it; don't worry over mistakes
- Always know how many children are in your group or class and constantly be aware of their location and activities
- Take action in unsafe situations immediately; be alert to the entire room
- Take part physically and verbally
- When speaking or interacting with children, get down on their level; look children in the eye when speaking to them; do not shout or speak to them from across the room
- Explain to the child what to do, rather than what not to do
- Displaying teacher designed models, having teachers' drawings or paintings inhibit children's creativity
- Please allow and encourage their individual creativity
- Remember, the most challenging child needs love and guidance the most
- Children want what we want — love, approval, recognition and success
- Recognize stress and deal with it as effectively as possible (e.g. use WSU Stress Relief Center)
- A sense of humor and a smile are important teacher tools
- Make it apparent you enjoy working with children by your ENTHUSIASM, facial expressions, and body language!

Background Checks (NAEYC Standards 10.D.01, 10.E.02)

All WSU students participating in the lab must pass a background check through the Utah Department of Health prior to working in the classroom. Please see **Danielle Orozco (danielleorozco@weber.edu)** in the **Child and Family Studies Department office, ED room 204, to complete the required paperwork and submit payment.**

CPR / Food Handler's/ Immunizations (NAEYC Standards 5.A.03, 10.D.01, 10.E.02)

Student teachers must be CPR certified and hold a current food handler's permit. There are many online CPR courses or you can do online courses through McKay Dee Hospital and attend the in person class for skills pass off. A food handler's permit can be obtained by taking a class at any county health department or online at <http://www.statefoodsafety.com>.

A negative TB test from the past year is required and must be updated annually. The TB test can be done for free at the Student Health center located in room 109 of the Student Service Center on campus.

Dress Code

All students are encouraged to wear comfortable clothing. A professional appearance must be maintained at all times. The following will be observed:

- Wear clothes and shoes that allow you to move quickly and safely in the classroom and on the playground while supervising and playing with children.
- Be prepared to go outdoors in cold weather dressed in a way that models sensible attire for the children (coats, hats, gloves, warm shoes, and/or boots).
- Avoid excessive jewelry. We reserve the right to ask you to remove pierced body jewelry if we believe that it presents a potential safety hazard for you or the children.

Evaluations

Students will self-evaluate and receive evaluations from their supervising teachers continuously. A formal midterm and final evaluation are conducted for each student based on their courses expectations. Students also receive evaluations from individual instructors throughout the semester.

Student Ratio Responsibilities (NAEYC Standard 10.B.12)

Practicum students may not be left alone to supervise children. Student teachers are the only students that may supervise children independently.

Student Absences

WSU Child and Family Studies students completing course required lab experiences are expected to attend their scheduled days and times.

If an absence, due to illness or emergency, is needed, the student must take the following actions depending on the course they are registered for:

2610 & 2620 Students

- Call the supervising teacher at the classroom phone number to notify her or send her a text prior to your scheduled lab time.
- In addition, it is suggested that you send an email to your supervising teacher to make sure there is a record of your notification of your absence in case there is any question.
- Schedule a time to make up missed hours with supervising teacher.

4860, 4890, 4710, 4720 Students

- Call the supervising teacher on the classroom phone to notify her/him
- Send an email to the supervising teacher to notify them of your absence, cc course instructor and MSL Children's School Director

Schedule a time to make up missed hours with supervising teacher. Student teachers in the MSL Children's School are allowed up to three excused absences. Missing more than three scheduled lab times will result in failure of the entire course. Make-up work will be required for the days missed.

Late Policy

Professionalism is important and therefore tardiness will not be accepted. In the event of an emergency, you must notify your supervising teacher and make arrangements to make up the time you missed. Excessive or unexcused tardiness will result in a failing grade.

Orientation (NAEYC Standards 6.A.04, 7.A.01, 10.E.01)

Clear expectations, roles, and responsibilities are important for effective performance. All WSU students are required to participate in an initial orientation every September and January that introduces fundamental aspects of programs operations and expectations.

Melba S. Lehner Children's School Program and Curriculum

Program Description (NAEYC Standard 10.B.08)

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

Philosophy (NAEYC Standards 2.A.01-06, 2.A.10, 2.D.01)

The core educational philosophy guiding our program is the *Developmental Interaction* approach (Shapiro & Biber, 1972 p. 59-61). This approach is 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 (NAEYC, 2009 <https://www.naeyc.org/files/naeyc/file/positions/PSDAP.pdf>). *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, 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.

Curriculum (NAEYC Standards 2.A.01-06, 2.D.01, 7.A.03)

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 assessment and documentation.

Curriculum Goals. 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, aligned with Utah’s Early Learning Guidelines 0-3 and Early Childhood Core Standards as listed below:

Utah Early Childhood Core Standards Quick Glance

Language Arts					
A. Literature	B. Informational Text	C. Foundational Reading Skills	D. Writing	E. Speaking and Listening	F. Language
1. Recall details in text	1. Extending thinking through connections to text	1. Understanding the basic feature of print	1. Using a variety of writing and drawing methods	1. Communicating with adults and peers	1. Demonstrating command of age-appropriate standard English grammar
2. Understanding central ideas or themes in a text	2. Listening to informational text.	2. Understanding spoken word and sounds	2. Using writing and drawing methods to express ideas	2. Answering questions	2. Demonstrating command of age-appropriate standard English writing
3. Identifying characters, setting, and events	3. Connecting personally to information in a text	3. Understanding that letters and sounds make words	3. Using writing and drawing methods to share events	3. Asking questions	3. Understanding the definitions of words
4. Increasing vocabulary development through text	4. Connecting to new vocabulary in a text.		4. Discussing what has been written or drawn	4. Describing familiar people, places, etc.	4. Using common words to describe people, places, objects, etc.
5. Recognizing different types of text	5. Identifying parts of a book		5. Using a variety of writing tools to express ideas	5. Using visual representation of objects to enhance discussions	5. Talking about self.
6. Recognizing components of text	6. Understanding the role of the author and illustrator in a book		6. Participating in group activities that support writing and drawing	6. Speaking clearly	
7. Identifying the role of illustration in a text	7. Understanding the relationship of pictures and text to the story		7. Integrating information gained from written sources		
8. Identifying a character's role in a text	8. Understanding how details in a text create the story				
9. Engaging in shared reading experiences.	9. Comparing details in multiple texts				
	10. Engaging in independent and shared reading experiences				
Math					
A. Counting and Cardinality	B. Operations and Algebraic Thinking	C. Measurement and Data	D. Geometry		
1. Knowing number names and count sequence	1. Understanding addition as putting together and adding to, and subtractions as taking apart from	1. Describing and comparing measurable amounts	1. Identifying and describing shapes		
2. Counting to tell the number of objects		2. Classifying and counting the number of objects in a category	2. Analyzing, comparing, creating and composing shapes		
3. Comparing numbers					
Approaches to Learning and Science					
A. Processes, Communication and Nature of Science	B. Earth and Space Science	C. Motion and Properties of Materials	D. Life Science and the Nature of Living Things		
1. Displaying an orientation to learning	1. Investigating non-living things and observing changes in day and night and changes in weather	1. Identifying how non-living things move and describing parts of non-living things	1. Understanding life science through the study of changes in organisms over time and the nature of living things		
2. Developing abilities and skills that promote learning					
Social Emotional and Social Studies					
A. Self-Awareness and Positive Self-Esteem	B. Positive Interaction with Others				
1. Developing self-awareness and positive self-esteem	1. Promoting positive interaction with others				
Creative Arts					
A. Creative and Imaginative Expression					
1. Participating in a variety of activities that allow for creative and imaginative expression					
Physical/Health and Safety					
A. Fine and Gross Motor Coordination	B. Health and Safety Standards				
1. Developing small and large muscles	1. Understanding health and safety				

Utah State University Uintah Basin

Utah's Early Learning Guidelines: Birth to Age Three

Social and Emotional Development				
A: Approach the world with a sense of trust and security <ul style="list-style-type: none">Trust and Emotional securitySelf-AwarenessSelf- RegulationRelationships with other children	B: Trust and Emotional Security <ul style="list-style-type: none">Engages in behaviors that build relationships with familiar adultsShows preference for familiar adultsSeeks to find comfort in new situationsShows emotional connection and attachment to others	C: Self-Awareness <ul style="list-style-type: none">Expresses feelings and emotions through facial expressions, sounds or gesturesDevelops awareness of self as separate from othersShows confidence in increasing abilities	D: Self-Regulation <ul style="list-style-type: none">Begins to manage own behavior and show self-regulationShows ability to cope with stressShows increasing independenceUnderstands simple routines, rules or limitations	E: Relationships with other children <ul style="list-style-type: none">Show interest in and awareness of other childrenResponds to and interacts with other childrenBegins to recognize and respond to other children’s feelings and emotionsBegins to show concern for othersLearns social skills and eventually uses words for expressing feelings, needs and wantsUses imitation or pretend play to learn new roles and relationships
Language Development and Communication				
A: Acquires language and the ability to communicate successfully with others <ul style="list-style-type: none">Listen and UnderstandingCommunicating and SpeakingEmergent literacy	B: Listening and Understanding <ul style="list-style-type: none">Shows interest in listening to soundsListens with interest to language of othersResponds to verbal communication of othersBegins to understand gestures, words, questions or routines	C: Communication and Speaking <ul style="list-style-type: none">Uses sounds, gestures or actions to express needs and wantsUses consistent sounds, gestures or words to communicateImitates sounds, gestures or wordsUses sounds, signs or words for a variety of purposesShows reciprocity in using language in simple conversations	D: Emergent Literacy <ul style="list-style-type: none">Shows interest in songs, rhymes and storiesShows interest in photos, pictures and drawingsDevelops interest in and involvement with books and other print materialsBegins to recognize and understand symbols	
Physical and Motor Development				
A: Develop physical and motor skills and promote health and well-being <ul style="list-style-type: none">Gross motor DevelopmentFine motor developmentPhysical Health and well-being	B: Gross Motor Development <ul style="list-style-type: none">Moves body, arms and legs with coordinationDemonstrates large muscle balance, stability, control and coordinationDevelops increasing ability to change positions and move body from place to placeMoves body with the purpose to achieve a goal	C: Fine Development <ul style="list-style-type: none">Uses hands or feet to make contact with objects or peopleDevelops small muscle control and coordinationCoordinates eye and hand movementsUses different actions on objectsControls small muscles in hands when doing simple tasks	D: Physical Health and Well-Being <ul style="list-style-type: none">Shows characteristic of healthy developmentResponds when physical needs are metExpresses physical needs nonverbally or verballyParticipates in physical care routinesBegins to develop self-help skillsBegins to understand safe and unsafe behaviors	
Cognitive Development				
A: Develop new skills, knowledge and process new information <ul style="list-style-type: none">ExplorationMemoryProblem SolvingImitation and Symbolic play	B: Exploration and Discovery <ul style="list-style-type: none">Pays attention to people and objectsUses senses to explore people, objects and the environmentAttends to colors, shapes, patterns or picturesShow interest and curiosity in new people and objectsMakes things happen and watches for results or repeats action	C: Developing Memory <ul style="list-style-type: none">Shows ability to acquire and process new informationRecognizes familiar people, places, and thingsRecalls and uses information in new situationsSearches for missing of hidden objects	D: Problem Solving <ul style="list-style-type: none">Experiments with different uses for objectsShows imagination and creativity in solving problemsUses a variety of strategies to solve problemsApplies knowledge to new situations	E: Imitation and Symbolic Play <ul style="list-style-type: none">Observes and imitates sounds, gestures or behaviorsUses objects in new ways or in pretend playUses imitation or pretend play to express creativity and imagination

Transformational Curriculum (NAEYC Standards 2.A.02, 2.A.04, 2.A.06-08, 2.D.01, 7.A.03)

To accomplish these goals, we use the transformational curriculum model (Bredekamp & Rosengrant, 1995) grounded in the assumption that the curriculum not only changes the children, but the children and their families contribute to and change the curriculum. The curriculum is derived from an empirical and theoretical understanding of child development and learning as well as the unique characteristics of each individual child and family, the integration of content area knowledge, and meaningful experiences that are culturally sensitive and relevant to children's daily lives.

Learning Experiences. Learning experiences emerge from the children's interests and events in the daily life of the classroom community. Children construct their own ideas and theories about their world through play, social interaction, and experimentation. Teachers observe and carefully select study topics based on children's interests and real world experiences. Teachers engage children and families in planning and organizing experiences into in-depth projects or investigations. These projects or investigations include a variety of experiences including sensory experiences with real world objects, field trips, art music, and inviting expert visitors to the classroom (often parents/guardians).

The classrooms' physical environment plays a crucial role in the teaching/learning process. The classrooms are thoughtfully designed and prepared by the teachers in collaboration with others to optimize small and larger group interaction, social learning, and constructive play. The space is well defined to support children in making meaningful choices to guide their exploration and invite social and cognitive experiences that promote autonomy and independence. Specific aspects of the classroom environment include a meeting space for group gathering and reading, a message/writing center, construction areas for blocks and other building materials, an art studio space, sensory and science exploration, manipulatives and math, and a dramatic play area. The classrooms are organized with materials that are carefully chosen, presented, and stored at the child's level to encourage maximum independence. The daily classroom schedule includes large blocks of time in which children, with support from teachers, make their own choices about how to use their time. We also have specialized outdoor spaces for extended learning experiences.

Experiences are organized to provoke, enhance, and extend children's learning about the selected topic, and early childhood core curriculum goals that have been individualized to the developmental strengths and needs of each child. An important component of this approach is that children are actively involved in the learning process, and teachers and parents/guardians are involved in documenting and reflecting on children's learning and development.

The teachers will share classroom experiences and emergent study topics with parents/guardians through their curriculum plans and documentation — pictures and words — that will allow parents/guardians to follow the classroom events as well as the learning process of both individual children and the group as a whole. A daily schedule, curriculum plans, and on-going documentation of the children's experiences are displayed in each classroom as well as our common areas. Parents/Guardians are strongly encouraged to frequently review the change displays as they provide a glimpse into the inner life of the classroom community. Newsletters and email updates are distributed regularly with information concerning classroom events and reminders for parents/guardians.

Anti-Bias Curriculum (NAEYC Standards 2.A.08, 3.B.04, 7.A.07, 10.B.08)

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 structure, 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 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, and 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 including. 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.

Lesson Planning

You, as a teacher, facilitate learning by providing children with open-ended materials, experiences that are meaningful to them, and support through active involvement. Daily routines are provided to enable children to learn how to structure their time in productive ways. Children are allowed to express, explore, and reflect upon their own ideas, which provides them with valuable learning experiences. Small group time encourages children to explore and experiment with new or familiar materials that adults have selected based on their daily observations of children's interests, the developmental milestones, 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, as well as gross and fine motor activities that support physical development.

Equipment, Materials, and Facility Care. (NAEYC Standard 10.D.01)

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 supervising teacher about specific guidelines for each classroom.
- Ask questions if you aren't sure about where something belongs or how something is used.
- If things are damaged or missing, or if supplies are low, let your supervising teacher know.

All equipment stays on-site.

Daily Activities (NAEYC Standards 2.A.07, 2.A.11, 2.A.12, 3.D.01, 5.A.06, 10.B.12, 10.B.14-15)

You will plan a consistent daily schedule to offer a balance of learning activities. Learning is both formal and informal. When planning, play is included every day for at least 45-90 minutes in the morning and the 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 student 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

Teacher-child ratios found on page 45 must be maintained throughout all learning experience and transitions throughout the day.

Lesson plans for each week should be available in the classroom showing how these activities are incorporated into the daily schedule. Supervising teachers will need to send out lesson plans weekly through email to both parents and university students participating in their classroom. Personal or group notes to families are placed in child boxes or posted in lockers. Family information boards provide a good source for visitors to see classroom information. These boards will be updated regularly to include new and important information.

Whole Group Activities. Circle time refers to a time that the whole group of children is together for an activity. Circle time is a time that supports the curriculum goals and children's development through supporting the development of listening skills, promoting oral communication, teaching new concepts and skills, and creating a sense of community. Circle times include attention grabbing and sustainable engagement activities that are scheduled for 10-20 minutes depending on age and level of children's development.

We feel circle time is a valued part of our curriculum approach in the classrooms. We encourage children to participate through engaging activities that meet the needs and interests of the group, individual teacher prompting and encouragement, and varied types of activities (e.g. movement, relaxation, songs, and stories). When a child is unwilling or unable to participate, alternative activities need to be provided. These children will be given a choice of 2-3 quiet individual activities that the child

can engage in without teacher support. If children are disruptive, see Guidance and Discipline Policy and Trust Relationship sections for appropriate practices on pages 28 and 31.

Daily Classroom Transitions. The program provides opportunities for individual, small group, and large group activities and experiences throughout the day. Moving from one activity and experience to the next is called a classroom transition time.

The daily schedule is planned and children become familiar with the general daily schedule including classroom transition times. A child appropriate schedule should be posted in each classroom. The daily schedule is consistent but flexible to the individual and group needs.

You will help children prepare for changes in the daily schedule by giving children the five minute cleanup time warning and also gather the group together using various games, songs, and exercises to make classroom transition times both fun and organized. If designed poorly waiting times can occur, and they can be a source of difficulty for some children.

All teachers are aware of individual differences and provide support and encouragement as needed. Children also serve as mentors and are encouraged to help one another.

Group Transitions. The program limits group transitions to no more than 2 classroom transitions in a half day and 3 in a full day.

Teaching Staff Transitions. Program teaching staff transitions do not exceed a 50% change within a group. Meaning no staff transitions into teaching a group of children that has a greater change than 50%.

Yearly Classroom Transitions. Children are transitioned into a new classroom at least yearly. This transition takes place in August after the summer break, and is dependent on age. This allows individual children to have a consistent teacher for at least 9 months. Unless, families enroll their child into the program later in the school year.

Snacks, Food, & Nutrition (NAEYC Standards 3.D.07, 3.D.12, 5.A.02, 5.A.14, 5.B.01, 5.B.03, 5.B.16, 5.D.12, 10.D.01)

Attitudes about food develop early in life. The food children eat affects 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, 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. 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 including 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, etc.

Rest/Quiet Time (NAEYC Standards 3.C.02-04, 10.D.01)

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

Staff use these strategies at rest time:

- Provide supervision of all children primarily by sight.
- When supervising by sound, check frequently on children.
- Each child's individual needs during rest are considered.
- Help children settle down to rest.
- 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.
- When supporting children who are awake, position yourself so that you can see all the children for whom you are responsible.
- Provide for children's various styles of settling down and waking up.

As part of the MSL Children's School staff, you will insure that each nap cot is properly sanitized weekly or as needed. You should also arrange the cots three feet apart, in such a way that allows movement between and around them for health and safety reasons.

You need to make appropriate efforts to provide engaging (e.g. quiet activities while on their cot) opportunities that allow children to comfortably participate in rest/quiet time.

Field Trips (NAEYC Standards 2.D.04, 7.A.06-07, 10.B.12)

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. You should inform parents/guardians of each field trip through newsletters, e-mails, and posted signs at least three days in advance. Encourage adult family members interested in participating in a field trip to talk to you about how they can be involved.

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 when parents sign their child in each day. Parents/guardians should sign and return this permission form at the time of enrollment.

The following practices will be followed for walking field trips:

- MSL Children's School supervising teachers must always be present during walking field trips and carry a cell phone.
- A MSL Children's School paid staff member must 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 traffic and then stopping it at designated crosswalk 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 must be performed numerous times during walks: upon departure from classroom, at cross-walks, upon arrival at destination, every 15 minutes while at destination, upon departure from destination, and upon arrival at the classroom.
- Field trip ratios are consistent with teacher-child ratios found on page 40.

Other field trips. On occasion, children may take field trips off campus which require transportation. Typically, these field trips are planned by individual classrooms. You need to notify parents/guardians well in advance and an additional permission form is required for children to participate in these field trips. A notice posting the dates, time of departure, time of return, and the destination location must be given at least 72 hours before the field trip.

Arrival & Departure (NAEYC Standard 10.D.06)

Staff should have an accurate count of the number of children in their classroom at all times. Arrival and departure times should be used for updating the count of children in the classroom, greeting both parent and child, informing parents of how their child is doing, and give any pertinent information regarding the child, class, and activities.

Release of Children (NAEYC Standard 10.D.06)

To protect the safety of the children in our care, it is critical that children only be released to authorized individuals listed on the child's information card (located by the phone in every classroom).

Additional persons may be allowed to pick-up children if prior written authorization is noted on the Emergency Cards.

If you do not recognize the person picking up (even if they are on the child's information or emergency card), ask for photo identification such as a driver's license to verify they are the person authorized to pick up the child. If the person is not on the list, do not release the child. Ask the person to go to the front desk and speak with the director. In the event of an emergency, the parent may call to grant unlisted individuals permission to pick up the child. In such cases, the parent must also provide written permission (written can be faxed or emailed).

Celebrations (NAEYC Standard 5.B.14)

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 of celebrations are valuable part of children's experiences. We acknowledge that celebrations are important and valuable to children as they acquaint them with their family's history, cultural background, and a reflection of our community. As part of our program, we have unique planned celebrations that include family picnic, family art show, 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 may bring in a treat for snack time to celebrate a child's birthday or a special family event. It is often fun for children to think about what special treat they would like to bring!

In accordance with licensing regulations and NAEYC Accreditation standards, please remind parents to use the following guidelines when they are 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

Volunteers/Visitors (NAEYC Standards 6.A.04, 7.A.07)

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 of our: health, safety, and emergency procedures; acceptable guidance and classroom management techniques; child abuse and neglect reporting procedures; and regulatory requirements.

Assessment Policy

Child Assessment (NAEYC Standards 1.B.01, 2.A.05-06, 4.A.01-03, 4.B.01-04, 4.C.01, 4.D.02, 4.D.04, 4.E.02, 4.E.04-06, 7.B.03)

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 p. 26) 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, inclusive of families, and culturally and linguistically responsive. A brief description of the assessment instruments used is provided on p. 27. 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 to (3) improve program services. We are committed to following best practices for the assessment of young children in early childhood programs as outlined by the NAEYC/NAECS (2003 <https://www.naeyc.org/files/naeyc/file/positions/StandCurrAss.pdf>).

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 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), 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 as well as observing children in the classroom and home environment 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 trainings and 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.07). 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 (NAEYC Standards 4.A.01, 4.B.03, 4.C.01)

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 (2005: <http://www.naeyc.org/files/naeyc/file/positions/PSETH05.pdf>) 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	<i>Ages and Stages Questionnaire III Developmental Screening</i>	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.
	<i>Weber School District School Readiness Assessment</i>	Teachers	3 times a year	Assess progress towards key school readiness indicators for Pre K children (3 -5 years)	Inform planning of children's individualized goals and curriculum. Inform program evaluation.
	<i>Standardized Child Outcome Measures (language, cognitive, social-emotional)</i>	Trained Assessors	Twice a year (2016)	Program evaluation & research	Evaluate program services and outcomes. Provide child outcome measures for academic research projects.
Informal	<i>Teacher Observations</i> 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 team 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.
	<i>Child Work Samples:</i> diagrams, sketches, writing, drawings, photos of work, dictation from child's descriptions of thinking processes and work.				
	<i>Family Observations & Child Work samples from home.</i>	Parents			
	<i>Developmental profile.</i> 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

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 how to 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.

The ASQ-3 is administered two to three times a school year or as needed. These ASQ-3 scores are shared with parents/guardians at parent teacher conferences or immediately if there is a concern. Parents will be provided with referrals if there are concerns. The program will follow up with the parents/guardians to ensure that the child's needs are met and the parents/guardians receive needed supports.

Weber School District School Readiness Assessment. This assessment was developed by early childhood professionals in the Weber School District Special Education program. It is a criterion referenced assessment. Psychometric properties of the assessment are being evaluated. We are using the assessment in collaboration with the developers as part of measure development.

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 twice a year 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, 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 that can be easily and clearly specified in a logical order, can be used in the presence of the child or recorded later, and 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.02, 10.E.12, 10.F.01-03, 10.F.05)

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, and MSL Executive Committee. The program uses this information to plan professional development and program quality-improvement activities as well as to improve operations and policies.

Guidance and Discipline Policy

Philosophy (NAEYC Standards 1.B.09-10, 1.F.01-02, 3.B.02-03, 3.B.05)

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 trust 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.C.05)

- 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.
- Kindergarten children who are in safe environments will perform tasks without teacher supervision for short periods of time (e.g. taking attendance reports to the office.)

Teacher’s Role in Supporting the Child (NAEYC Standards 1.B.01-15, 1.C.02-06, 3.C.05)

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 trust relationships.
- Always be aware of the importance of creating responsive trust 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 understanding 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 32 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.
- Check on kindergarten children who are allowed to perform unsupervised tasks if they do not return to the group promptly.

Parent's Role in Supporting the Child (NAEYC Standards 1.A.01-05)

- 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 issues or events that may affect children's behavior. Examples may include:
 - Physical and mental health: allergies, medications, diagnosed physical or mental issues.
 - 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 interest 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.01-02, 3.B.12)

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 you observe challenging behaviors, you need to 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 parent/guardian.
- 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 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, and 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 out of control and needs private time to regain composure.

Prohibited Techniques (NAEYC Standards 1.B.09, 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 referral for outside services or exclusion from the program.

Building Trust Relationships

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	
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 children 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)	<p>Facilitate and encourage the development of independent problem-solving. Achieves mutually agreeable solutions to problems.</p> <p><i>Passive Intervention-</i> 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.</p> <p><i>Physical Intervention-</i> Physically stop children when they are hurting each other. Then focus on actively resolving the conflict at hand.</p> <p><i>Active Intervention: Steps in Teaching Conflict Resolution</i></p> <ol style="list-style-type: none"> 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.

Family Engagement

(NAEYC Standards 7.A.02, 7.A.05-06) 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.
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 parent's/guardian's 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.

Role of the Program (NAEYC Standards 1.A.03, 2.D.01, 4.A.02, 4.E.02, 7.A.01, 7.C.01, 10.F.02): The program honors the role of parents/guardians as decision makers in 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 (depending on availability of translators in the community). 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 a 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 decision about their child.
- Providing parents/guardians with the opportunity to complete an evaluation about 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 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 program.
- Encourage and support parents/guardians to make the primary decisions about services that their children need, and to advocate to obtain needed services.

Role of the Teacher/Student Teacher (NAEYC Standards 1.A.02, 4.A.02, 4.E.02, 7.B.04): Teachers respect and honor the expertise of family members by fostering strong trust relationships and continuous two-way communication with parents. Teachers will collaborate with families to plan, support, and assess their children’s development and learning. Teachers will respect and incorporate information about families into the curriculum. Families will be provided information in a language they are most comfortable with, and the school will work towards supporting the home language of the children. 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 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 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 program.

Role of Families (NAEYC Standards 4.A.02, 4.E.01-02, 4.F.02, 7.C.02): 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 children's teacher.
- Collaborating with teachers to develop a plan to support and assess their child's development and learning.
- 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 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.03, 3.F.03, 4.E.01 7.A.01-02)

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 and what they love with the children. It is important that we develop skills and knowledge to work effectively with our diverse families. You will use a variety of formal and informal strategies (including conversation) to become acquainted with and learn from families about their family. When professional values and practices differ from family values and practices, teacher and families work together to help the children participate successfully in MSL Children's School.

Communication with families (NAEYC Standards 1.A.01, 1.A.03, 1.A.05, 4.E.01, 7.A.06, 7.A.08-09, 7.B.01-02, 7.A.05)

Communication between teachers, staff, and family members is critical. The MSL 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). You 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.

Parent/guardian orientation. Parent/guardian orientation is conducted each August before the start of the school year. Use this to 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 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-teacher conference is highly confidential and is limited to personnel directly working with the child and family and will not be released without parent's/guardian's written consent.

Participating in the Classroom (NAEYC Standard 1.A.01)

Family participation is eagerly welcomed in the program. Involvement can take many forms, and we hope that all parents/guardians will find meaningful ways to participate in their child's experiences in the classroom. Parents/Guardians should talk with the supervising teacher or student teacher about how to share their talents and interests. Some ways to participate include, but are not limited to:

- Field trip supervision.
- Assistant teaching (occasionally or on a routine basis).

- Leading or assisting in special projects (carpentry, sewing, music, cooking, science experiments, cultural experiences, etc.).
- Construction or collection of materials for classroom use such as paint aprons, raw materials for art projects, dress-up clothes, dramatic play props, carpentry materials, etc.
- Attending or planning parent workshops.
- Eating morning snack, lunch, or afternoon snack with your child.

Home and School Visits (NAEYC Standard 7.B.01)

Home visits. Children enrolled in the program at the MSL Children’s School should be visited at least once in the academic year by you and/or a student teacher (if applicable). Visits will occur at the beginning of academic year in the fall semester or immediately after enrollment and during the school year as needed. This is an opportunity for you to get to know the parents, child, and family. It will also help you begin to create a partnership between home and school in order to best meet the child’s needs. It allows the child to become familiar and comfortable with you. This is a great time for a family to share what makes them unique, how they prefer to communicate with you, ask questions, and share their knowledge about their child’s interests, approaches to learning, and developmental needs. They can help you understand what their goals are for their child and whether they have any concerns they would like addressed. Parents/guardians are encouraged to share these preferences, concerns, and questions at any time with either you or the 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. You and/or a student teacher (if applicable) will be present and will discuss care procedures, goals and philosophy of the instructional program with the parent/guardian while the child is introduced to and allowed to play with classroom materials. Goals and objectives will be defined for the child for the academic year.

Open Door Policy (NAEYC Standards 1.A.01, 7.A.11)

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 University 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. Persons other than parents/guardians must complete a required background check to have access to children in the classrooms.

Grievance Policy (NAEYC Standard 10.E.01)

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, supervising teacher, teaching assistant, WSU student, faculty, parent, kitchen coordinator, 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 supervising teacher to course instructor to MSL Children's School Director to Chair of Department of Child and Family Studies (CHF) to Dean of the Jerry and Vickie S. Moyes College of Education.
- Parent to supervising teacher to Children's School Director to CHF Chair to Dean.
- Supervising teachers to Children's School Director to CHF Chair to Dean.
- Teaching assistant to supervising 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 <http://www.weber.edu/cgap>

Health and Safety Policies and Procedures

General Health & Safety Guidelines for Teachers (NAEYC Standards 3.C.01, 3.C.04-05, 5.A.01, 5.B.05, 5.A.09, 9.C.08, 9.C.13, 10.B.08-09, 10.D.01, 10.D.05)

All staff must be alert to the safety of the environment, the health of each child, known allergies, or special medical conditions.

- All health records are kept in the main office (Room # 107). These records include current screening tests and immunizations (If records are not current on immunizations or screenings for health or religious reasons, records are kept. If records are not current for other reasons parents/guardians provide evidence of appointments before child enters the program, and if screenings indicate abnormal results parents/guardians are expected to ensure these results are addressed and reported to MSL Children's School.), allergies, chronic illness, health insurance, names of individuals authorized by family to have access to health information, and child emergency contact information. These records are kept up to date according to age appropriate immunization schedules, and as changes occur in children's health needs.
- Under the supervision of the supervising teacher, all staff must be alert to the whereabouts of all children. Providing supervision primarily by sight, allowing supervision by sound only for short periods of time. Systems are in place for accounting for children at regular intervals, especially during periods of transition.
- All staff follow proper procedures for hand washing, using disinfectant, and following universal precautions to prevent infections.
- All staff use gloves, other barriers and techniques when needed to minimize contact of mucous membranes or of openings in the skin with potentially infectious body fluids.
- All staff are familiar with evacuation routes and procedures.
- At least one staff member who has a certificate of satisfactory completion of pediatric first-aid training, including managing a blocked airway and providing rescue breathing for infants and children, is always present with each group of children.
- All staff protect children and adults from hazards, including electrical shock, burns or scalding, slipping, tripping, or falling (e.g. floor covering are secured).

- All staff insure all areas that have been recently painted, carpeted, tiled, or otherwise renovated are ventilated before they are used by children.

Illness Policy & Exclusion of Sick Children (NAEYC Standards 5.A.04, 10.D.01, 10.D.08)

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. Remind parents, **if the child exhibits these symptoms at home they should 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, 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 must be sent home once a fever is detected. Notify parents/guardians 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 on medication for 24 hours or 24 hours symptom free.

Upon arrival at school, observe each child for signs of illness or injury that could affect the child's ability to participate comfortably in the daily activities. Children will be excluded when a child is not able to participate comfortably; if the illness requires more care than you are able to provide without compromising the needs of the other children in the group; or if keeping the child at school poses an increased risk to the child, to other children, or adults with whom the child will come in contact.

When a child develops signs of an illness during their day at the program, parents, legal guardians, or other persons authorized by the parent/guardian must be notified immediately to pick up the child. In the meantime, we will provide the child a place to rest until the parent, legal guardian, or designated person arrives under the supervision of someone familiar with the child.

Reporting Communicable Diseases (NAEYC Standards 5.A.03, 5.A.05)

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 must be reported to the local health department. As soon as a communicable illness or parasite is discovered in the school, the parents/guardians must be informed. Individual notification must be placed in the mailbox of each child who has been exposed. The name of the infected child or staff person must remain confidential.

Injuries (NAEYC Standard 10.D.09)

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 must be noted on an accident report located in each classroom and initialed by teachers and parent.

Potentially serious illnesses and injuries requiring immediate care by a physician should be handled according to current American Red Cross practice

http://hr.fullerton.edu/documents/professionaldevelopment/FACPRAED_PM_EB_FINAL_090612.pdf

Medication Policies and Procedures (NAEYC Standards 5.A.11, 10.B.08, 10.D.01, 10.D.09, 10.D.10)

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 also 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 parent or legal 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.

Any administrator or teaching staff who administers medication has (a) specific training and (b) a written performance evaluation updated annually by a health professional on the practice of the five right practices of medication administration: (1) verifying that the right child receives the (2) right medication (3) in the right dose (4) at the right time (5) by the right method with documentation of each right each time the medication is given. The person giving the medication signs documentation of items (1) through (5) above. Teaching staff who are required to administer special medical procedures have demonstrated to a health professional that they are competent in the procedures and are guided in writing about how to perform the procedure by the prescribing health care provider.

Food & Nutrition (NAEYC Standards 5.A.14, 5.B.03-04, 5.B.14, 5.B.15, 5.B.16, 5.C.04)

- Toddlers /twos do not carry bottles, sippy cups, or regular cups with them while crawling or walking. Nor do they have bottles or sippy cups while on the cots.
- Toddlers/twos do not eat from propped bottles at any time.
- Teaching staff offer children fluids from a cup as soon as the families and teachers decide together that a child is developmentally ready to use a cup.
- 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 toddler, according to each child's swallowing and chewing capability.
- The programs 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 visitor 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 9.C.01, 10.B.11-12)

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. For mixed age groups including toddler/preschool children with four or more toddler children, ratio and group size for the youngest age range applies. If fewer than four toddler children are in a mixed age group than follow the ratio and group size for the predominate age range present. All other mixed age combinations should follow the ratio and size for the youngest age range present.

Age Category	Age Range	Group Size									
		6	8	10	12	14	16	18	20	22	24
Toddler/ Two	12-28 months	1:3	1:4								
	21-36 months		1:4	1:5	1:6						
Preschool	30-48 months (2½-4 years)				1:6	1:7	1:8	1:9			
	48-60 months (4-5 years)						1:8	1:9	1:10		
	60 months (5 years) to Kindergarten enrollment						1:8	1:9	1:10		

We do the following to ensure we meet these required ratios:

Two to three year old classrooms: Maximum group size 12 children with a minimum of 2 adults (1 paid supervising teacher and at least one student teacher or paid teacher assistant). Rest/nap time is supervised by at least two paid teaching assistants. Additional practicum students may be in the classroom throughout the day.

Three through five-year-old classrooms: Maximum group size 20 children with a minimum of 2 adults (1 paid supervising teacher and at least one student teacher or paid teacher assistant). Rest/nap time is supervised by at least two teaching assistants. Additional practicum students may be in the classroom throughout the day.

Kindergarten extended care and community preschool classroom: Maximum group size 20 children with a minimum of 2 adults (1 paid supervising teacher and at least one student teacher or paid teacher assistant). Rest/nap time is supervised by at least two teaching assistants. Additional practicum students may be in the classroom throughout the day.

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

For advance notice absences supervising teachers arrange for a substitute from a preapproved 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 supervising teacher absences.

In case of student teacher or supervising 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. Occasionally lab students (guidance or planning classes) may be counted towards meeting ratio requirement for very short periods of time and depending on the student's experience and capability as assessed by the program director.

Outside Play: Health & Safety Precautions (NAEYC Standards 2.A.07, 3.D.01, 5.A.06-07, 9.D.03, 10.D.02)

We have daily opportunities for outdoor play and learning as the weather, air quality, and environmental safety conditions permit.

<http://www.ok.gov/health2/documents/weatherwatchforchildren2.pdf>

In cases when we cannot go outside (due to weather/air conditions), children should be given the opportunity to use indoor equipment for similar activities inside and are supervised at the same level as outdoor equipment.

A detailed safety check of all equipment is completed on a quarterly 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 or sun block 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, only repellents containing DEET are used, and these are applied only on children older than two months. Staff apply insect repellent no more than once a day and only with written parental permission.
- 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.06)

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

Classroom Limits (NAEYC Standard 2.K.04)

We know that when children are safe in an environment the quality of learning is improved. Children are taught safety limits indoors and outdoors in order to improve the quality of learning and growth. The overall goal of guidance and limits in our school is to help children become self-governed individuals who can make appropriate decisions about their own behavior. Discipline within a classroom is more a way of living than a list of rules. However, it often helps to have a general framework from which to work, as well as a few specifics from which to build. The general limits set the boundaries of acceptable behavior in our classroom. The specific limits should give the teacher, participant or parent an idea of some of our expectations and goals. Please feel free to use your judgment when a specific rule is not available. This lab is designed to provide a learning environment for all--children and adults. However, please remember, teachers are models for children. Limits also apply to them.

Children learn and grow in a safe and orderly environment:

- I. General
 - A. No child will be allowed to hurt another child or adult.
 - B. No child will be allowed to hurt himself or place himself in unsafe circumstances.
 - C. No child will be allowed to destroy property.
 - D. No child may infringe upon the rights of others - this includes but is not limited to bullying.
- II. Specific
 - a. Block Area
 - 1. Blocks are for building, not for throwing or dropping
 - 2. Children should build only as high as their heads.
 - 3. After checking to see that no one is in the way, a child can knock down his own structure, but not a structure built by others.
 - 4. A child can stand on two or sit on three blocks.
 - 5. Shoes and stockings should stay on, particularly in hazardous areas (block area, outside, etc.), unless directed by the teacher.
 - b. Large Motor
 - 1. The child must do his/her own large motor activity.
 - 2. Children should follow prescribed traffic patterns.
 - 3. Teachers will supervise the number of children allowed on large motor equipment.
 - c. Art Area
 - 1. Children will wear smocks for messy work.
 - 2. One paint brush per color paint, when painting.
 - d. Housekeeping Area
 - 1. No real water, play dough, silly putty or other mediums in the housekeeping area, unless directed by the teacher as part of a planned activity.
 - 2. Hang up clothes and keep area neat.
 - e. Manipulative Area
 - 1. Return puzzles and other manipulative toys to shelves after completing work.
 - 2. Puzzles and other manipulative toys should stay in the manipulative area, unless otherwise directed by the teacher.
 - f. Water Table
 - 1. Contents of the table should stay inside the table.
 - 2. No splashing or throwing content.
 - g. Circle
 - 1. Children will listen quietly at circle
 - 2. Children will choose a place to sit at the circle.
 - 3. Children will not be allowed to infringe on the right of other children to enjoy circle by speaking out of turn, touching their neighbors or being disruptive in other ways.
 - h. Clean-up Time, Snack and Hygiene
 - 1. Everyone helps with clean-up.

2. Children and adults should wash their hands upon arrival, after using toilet or blowing nose, before using sand and water table, prior to snack and lunch, etc.
 3. Snacks and lunch must be consumed at the table, not eaten elsewhere in the room.
 4. A child should not sit on tables or stand on chairs.
 5. Each child must flush the toilet after using it.
- i. Outdoor Limits
1. Teachers should supervise the distribution of toys from and to the shed. Children are not allowed inside the shed.
 2. Children must help put outside toys away, by returning them to the shed.
 3. Tricycles stay on the sidewalk in the upper playground area. No riding down the hills.
 4. Flowers and fruit should be picked only with the teacher's supervision. Children are not allowed to climb trees.
 5. Children may go outdoors or come inside only when accompanied by a teacher.
 6. Sand remains in the sand area. The sand area at the bottom of the metal slide is not to be considered an area for digging. The sole purpose of this sand is to provide a safe landing area for the slide.
 7. Children should be encouraged to swing by themselves. If a child cannot pump him/herself, help him/her learn, rather than continuing to push.
 8. Children must be properly dressed for the weather when going outside. In cold weather, coats must be fastened, hats and mittens on.
 9. The use of strollers and lawnmowers will be limited to sidewalks and grassy areas.
 10. Specified slides on the Big Toy can be used for climbing up. Other slides are for sliding down. Up slides should be marked with arrows.
 11. Children must follow specified traffic patterns for tubing. Tubing will be limited to long hill west of the climber.

Physical Activity (NAEYC Standards 2.A.10, 2.C.04)

It is important that all children receive time throughout the day to participate in moderate to vigorous physical activities (e.g. running, jumping, climbing, dancing, and skipping). These activities stimulate a variety of skills and the development of controlled movement. We follow Caring for Our Children Standard 3.1.3.1 to provide children with opportunities for healthy physical development.

- a. Total time allotted for moderate to vigorous activities:
1. Toddlers should be allowed sixty to ninety minutes per eight-hour day for moderate to vigorous physical activity, including running;
 2. Preschoolers should be allowed ninety to one hundred and twenty minutes per eight-hour day.

Cleaning / Sanitizing (NAEYC Standards 5.C.01-03, 9.C.06)

The facility will be maintained in a clean and sanitary condition. When a spill occurs, the area will be made inaccessible to children, and the area will be cleaned immediately. You will use ventilation and sanitation rather than sprays, air freshening chemicals, or deodorizers to control odors in inhabited areas of the facility.

Toys that have been placed in a child's mouth or that are otherwise contaminated by bodily secretion or excretion will be removed immediately and disinfected after they are cleaned with soap and water. This also applies to other surfaces in the classroom. Toys will be cleaned with soap and water then air dried. Surfaces will be disinfected using a non-toxic solution of one tablespoon of household bleach to one quart of tap water made fresh daily. To disinfect, the surfaces will be sprayed until glossy. The bleach solution will be left on for at least two minutes before it is wiped off with a clean paper towel, or it may be allowed to air dry. Machine washable cloth toys that have been placed in a child's mouth or that are otherwise contaminated by body secretion or excretion must be laundered before another child's use. Toys that cannot be cleaned and sanitized will not be used. All contaminated materials that cannot be cleaned are to be disposed of in a plastic bag with a secure tie and placed in a closed container.

You will be trained in cleaning techniques, proper use of protective barriers such as gloves, proper handling and disposal of contaminated materials, and information required by the US Occupational Safety and Health Administration about the use of any chemical agents.

Routine cleaning will be supervised by the entire team (director, supervising teachers, student teachers, kitchen staff, and WSU students) and will follow the NAEYC Cleaning and Sanitation Frequency Table found on the NAEYC website (www.naeyc.org/torch). A checklist will be completed as indicated in the table.

MSL Children's School Facility Management (NAEYC Standard 9.D.08)

Our facility manages and maintains a healthy environment for the children. All staff observe, identify, and report concerns about the quality of the environment. These concerns include: harmful vegetation, quality of equipment, indicators of pests, needs for specialized cleaning and sanitation. Administration and WSU Facilities Management address the staffs concerns in order to maintain safe and healthy conditions throughout the facility.

- Empty trash containers frequently
- Keeping trash containers clean both inside and out
- Disposing of trash daily
- Cleaning food particles and grease from kitchen appliances
- Storing food products in according to CACFP practices
- Vacuuming and sweeping floors regularly especially around eating areas
- Looking for indicators of pest problems

Visiting Animals and Pets: Health & Safety Guidelines (NAEYC Standard 5.C.05)

If a legal parent/guardian would like to bring their family pet to share with their child's classroom, they are welcome. The sharing of any pets must be prearranged with you, the teacher. You must ensure that

the animal does not create an unsafe or unsanitary condition. The animal would 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. You should 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. You must supervise all interactions between children and animals and instruct 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 supervising teacher is responsible for checking that requirements have been met.

Hand Washing (NAEYC Standards 5.A.09, 9.C.05)

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 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;
- when moving from one group to another (e.g. visiting) that involves contact with infants and toddlers/twos
- 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;

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).

Except when handling blood or body fluids that might contain blood (when wearing gloves is required), wearing gloves is an optional supplement, but not a substitute, for hand washing in any required handwashing situation listed above:

- staff wear gloves when contamination with blood may occur.
- staff do not use hand-washing sinks for bathing children or for removing smeared fecal material.
- in situations where sinks are used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.
- hand hygiene with an alcohol-based sanitizer with 60% to 95% alcohol is an alternative to tradition hand-washing (for children over 24 months and adults) with soap and water when visible soiling is not present.

Sensory Table & Water Play (NAEYC Standard 5.A.10)

Precautions are taken to ensure that communal water play does not spread infectious disease. No child drinks the water. Children with sores on their hands are not permitted to participate in communal water play. Fresh drinkable water is used, and the water is changed before a new group of children comes to participate in the water play activity (a new group: whole group change, such as morning class to afternoon class.) When the activity period is completed with each group of children, the water is drained. Alternatively, fresh potable water flows freely through the water play table and out through a drain in the table.

Toilet Learning & Diapering (NAEYC Standards 5.A.08, 5.A.09)

Toilet learning is an important time in a child's development. For children who are unable to use the toilet consistently in toddler classrooms, the following procedures are in place:

- Diapering will be done in the designated diaper area (i.e., the changing room with a changing table or the bathroom stall). Food handling will not be permitted in these diapering areas.
- Staff will follow all diapering guidelines set forth in the NAEYC Standard 5.A.08. Having changing procedures posted in the changing area.
- Administrators evaluates teaching staff on their appropriate use of changing procedures.

- Clothing items that are soiled by urine or feces are immediately placed in a resealable bag (without rinsing or avoidable handling) and sent home that day for laundering.
- Staff check children for signs that diapers or pull-ups are wet or contain feces at least every 2 hours. Diapers are changed when wet or soiled.
- Gloves are required when changing diapers or assisting in toileting clean-up.
- Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly using a hands-free device (e.g., a step can). Containers are kept closed and are inaccessible to children. The container will be clearly labeled to show its intended use.
- At all times, caregivers have a hand on the child if being changed on an elevated surface.
- Surfaces used for changing and on which changing materials are placed, are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding.

Tooth Brushing (NAEYC Standard 5.A.16)

All children are provided a time in their daily schedule for tooth brushing and gum cleaning.

First Aid Kit (NAEYC Standard 9.C.10)

It is inaccessible to children, but readily available for adult use. It is fully equipped according to guidance from NAEYC and Department of Human Services. 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.01, 10.B.08, 10.D.08, 10.D.09)

The MSL Children's School has in place a *Crisis Management 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
- List of CPR/First Aid experienced persons in each building

This plan will be posted by the telephone and will be included in the first aid kits. You must review the emergency procedures booklet at the beginning of each school year and when changes are made to it. In the event that a child receives a minor, non-life threatening injury during their time at the program, you 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 "Injury and Illness" form, and a copy will be given to the parent within 24 hours of the incident.

You 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 phone with an outside line. 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 (NAEYC Standards 5.A.06, 9.D.03)

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 the WSU campus will be closed, so all classrooms in the MSL Children's School will close as well. Parents/guardians will be notified of program closure via phone call and email.

MSL Children's School references the weather guidelines chart when making decisions related to children's safety. <http://www.ok.gov/health2/documents/weatherwatchforchildren2.pdf>

Medical Emergencies (NAEYC Standards 5.A.01, 10.B.08, 10.D.08, 10.D.09)

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

1. Have qualified person administer first-aid.
2. Do not leave the child unattended. Summon assistance.
3. Have another teacher move other children to safe area away from view of the problem.
4. Call 9-911 and report child's condition and give information requested (pull child's emergency card).
5. Identify location (WSU Education Building on 1351 Edvalson Street, across from the Catholic Newman Center and just up from the LDS Institute).
6. Identify the child by name and age.
7. After call is finished (never hang up until they tell you to), telephone parents/guardians or emergency alternative. If neither is available, contact family's physician and give a realistic assessment of the child's condition. Remember, parents/guardians have given permission to have emergency treatment on the emergency card. If the parents/guardians have no preference for hospitals, the child will be transported to McKay-Dee because it is closest.
8. Provide paramedics with the child's name, age, parents/guardians' name, and phone provided by parents/guardians on the child's emergency card.
9. A 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.
10. Another staff member should be assigned the responsibility of contacting the parent if that contact has not already been made.

Building Emergency Plan (NAEYC Standard 9.C.09)

Emergency exit of building. In the case that the building must be evacuated, each group will exit the building following their primary evacuation route. Secondary evacuation routes will be used when primary routes are blocked or otherwise determined to be unsafe.

Evacuation routes are listed below and also posted in each classroom. In the event that it becomes necessary to evacuate our building, we will always take our emergency bags and water with us. They contain emergency cards for each child that has medical releases and contact information for each child. The bags also contain some food, radios, flashlights, emergency blankets, first aid kits, etc.

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

1. Get sign-in/out sheets from wall to determine which children are present.
2. Get emergency bag from classroom. Count children using emergency lists to be sure all are accounted for. Post evacuation signs on classroom doors. Secretary will post evacuation sign on outside doors.
3. Evacuate immediately using primary evacuation route. Stay close to the walls when exiting in hallways where other university members will be. If primary route is blocked, use secondary route. A count of the number of children should be taken as they evacuate. Move to predetermined meeting spot:
 - a. Room 105 inside north entrance to Elizabeth Hall — Move to first hallway to the east (left) and sit along south wall of that hallway.
 - b. Room 106 B inside north entrance to Elizabeth Hall — Move to first hallway to the east (left) and sit along north wall of that hallway.
 - c. Room 108 B inside north entrance to Elizabeth Hall — Move to first area to the west (right) under the stairs
 - d. Rooms 109 inside first east entrance to Wattis Building and sit along North Wall
 - e. Room 110 inside first east entrance to Wattis Building and sit along South wall.
4. If nearby buildings are unsafe as in an earthquake, take children to the west lawn and sidewalk outside of the Elizabeth Hall, and wait for instructions.
5. If it is determined that (1) Elizabeth Hall (use fire destination points except for toddlers. They will enter Elizabeth Hall by north basement door and stay in that area), (2) the Gallery (food area) in the Union Building and/or (3) Lampros Hall (inside main entrance) are safe, proceed there and begin calling parents/guardians.

A prepared notice of this location in the emergency bags in each classroom is to be placed on the classroom door. Two additional copies are located by the emergency cards by the main desk. The secretary is responsible to place them on the two exits on the first floor of the education building.

Staff will count and confirm all children are present using the sign-in sheet before leaving the building, while walking to the relocation sites, and upon arrival at the relocation site.

Use primary exits to proceed to Elizabeth Hall and the Wattis Building or just Elizabeth Hall if Wattis is unsafe. If that is not possible, we will go to the Gallery of the Union Building or next the main entrance of Lampros Hall as our third alternative.

Power Failure. In the case of a power failure, take children to the most well-lit part of the center. Use emergency lanterns as needed.

- Director or staff members will make contact with campus facilities and/or administration to determine estimated length of the failure.
- Director will make a decision as to whether or not to close after consultation with staff member. If power will not be restored in time for food preparation, closure is recommended.
- Designate teachers to care for children or make calls to parents/guardians.
- Begin calling parents/guardians or emergency contacts from emergency cards.
- Implement activities that will keep children calm until power is restored or parents/guardians come.
- Staff will stay until all children are gone.

Water Failure. In case of water failure, fill as many containers as possible from sinks and restrooms in education building and other buildings as deemed prudent.

- Make contact with campus facilities and/or administration to determine estimated length of the failure (Director or most senior supervising teacher).
- Director will make a decision as to whether or not to close after consultation with staff members.

If water will not be restored in time for food preparation, or before the water gathered to flush toilets would run out, closure is recommended.

- Designate teachers to care for children or to make calls to parents/guardians.
- Begin calling parents/guardians or emergency contacts from emergency cards.
- Implement activities that will keep children busy until water is restored or parents/guardians come.
- Staff will stay until all children are gone.

Emergency Evacuation (NAEYC Standards 2.K.04, 9.C.11)

Fire Drills. Fire evacuation should be practiced monthly in all classes.

1. Get sign-in/out sheets from the wall to help determine which children are present.
2. Evacuate immediately using primary evacuation route. Stay close to the walls when exiting in hallways where other university members will be. If primary route is blocked, use secondary route. A count of the number of children should be taken as they evacuate. Move to predetermined meeting spot:
 - a. Room 105 inside north entrance to Elizabeth Hall — Move to first hallway to the east (left) and sit along south wall of that hallway.
 - b. Room 106 B inside north entrance to Elizabeth Hall — Move to first hallway to the east (left) and sit along north wall of that hallway.
 - c. Room 108 B inside north entrance to Elizabeth Hall — Move to first area to the west (right) under the stairs
 - d. Rooms 109 inside first east entrance to Wattis Building and sit along North Wall
 - e. Room 110 inside first east entrance to Wattis Building and sit along South wall.
3. One teacher should be the last person out of the classroom. He/she should 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 sheet should be used to ensure that all of the children are accounted for.
5. Once it is determined that the building cannot be reentered, determine whether we should stay at these locations, all assemble in Elizabeth Hall, or proceed to the gallery of the student union building. In the case that the gallery is not available, we will then move to Lampros Hall.

Earthquake Drills. Each month all rooms will practice earthquake drills. (NAEYC Standard 2.K.04, 10.D.02)

1. When teachers feel an earthquake, they and the children should immediately get under tables together. Teachers should get at least their head and shoulders under the table and, if possible, their whole bodies. The children and teachers should hold on to the legs of the table. Children should 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 hits, immediately take the children to a lawn area where there will not be falling debris (bottom half of playground) or get under playground equipment that could provide some protection. When there is a break in the quake, count children to make sure all are present.
3. If the quake is severe enough to have concern about the building's safety, evacuate the building then wait for further instructions:
 - a. Get sign-in/out sheets from the wall to help determine which children are present.
 - b. Get emergency bag from classroom. Count children to be sure all are there and verify that each child signed in is with you.
 - c. Use primary or secondary escape routes as designated for fires and take the children in an orderly manner to an area where there will not be falling debris — first choice the lawn area west of Elizabeth Hall. If there is still a lot of movement on campus and the children are in danger of being trampled, go to fenced playground area.
 - d. Check again to be sure all children who are present are accounted for using sign-in/out sheets.
 - e. Remain where you are waiting for instructions. If instructions do not come in a reasonable amount of time or if the weather is bad, have a teacher or other adult check out our evacuation destinations (Elizabeth Hall, The Gallery of the Union Building and Lampros Hall and determine the best place to go to.) In the event none are possible, we will evaluate the situation and go from there (See building evacuation plans).

Since aftershocks are likely, you must use the time between tremors to assess and plan next steps to be taken.

Emergency Shut Off of Gas, Electricity, and Water

Facilities personnel will be responsible to do this for the University.

Flooding/Plumbing Failure. If flooding occurs:

- Cease using all electrical equipment
- Notify Campus police 626-6460

If necessary, evacuate the building using evacuation procedures.

Building Lock Down. In the case that the building is locked down due to a threat from the outside:

- Toddler classes will all move to room 109 — away from outside windows.
- 3-5 extended day will move to kitchen area where there are no windows.
- 4-6 extended day will move to storage area away from the window.
- Take emergency kits and listen to the radio for information. Use battery-powered lanterns as needed.
- Keep children calm by providing them with activities.
- Contact campus police 626-6460 for further instructions.

Child Protection Policy

(NAEYC Standards 10.D.03, 10.D.04)

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, he/she shall immediately notify the nearest law enforcement agency, or office of the Utah State Division of Child and Family Services (DCFS) (<http://www.hsdcsf.utah.gov>).

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 himself/herself. 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 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

Investigation of staff accused of child abuse or neglect. Any staff member or student working in the school who is accused of abusing a child will be excluded from work with children immediately. Steps will be taken to assure that the accuser understands Utah State Law for reporting abuse. If necessary, staff of the Children's School will work openly with child protective services. The case will be reviewed by the Children's School Director, the Department Chair and the Dean of the college and other appropriate Weber State personnel as needed. When needed, Weber State University: Policies and Procedures Manual will be referenced as part of the case review. The person will not resume work with children until cleared of the charges.

Release of child information. The Federal Family Educational Rights and Privacy Act (FERPA) prohibits disclosures from student records without prior written consent of the child's parent(s)/guardian(s). However, FERPA allows for release of student information without parental consent to appropriate officials in cases of health and safety emergencies. This is particularly true in the case of "directory information." The school may release directory information without the prior written consent of parents/guardians as long as the District has satisfied the required FERPA notification requirements (Handed out to every student in the registration packet).