

**ASSOCIATED STUDENTS CHILD
DEVELOPMENT LABORATORY
CALIFORNIA STATE UNIVERSITY, CHICO**

**STUDENT STAFF
HANDBOOK**

MISSION STATEMENT

TO PROVIDE ACCESS TO HIGHER EDUCATION FOR STUDENT-PARENTS AND TO SERVE AS THE TEACHING/LEARNING LABORATORY FOR THE UNIVERSITY BY OPERATING A HIGH QUALITY EARLY CARE AND EDUCATION PROGRAM. IT IS COMMITTED TO RESPECTING AND ADVANCING THE ADOPTED ORGANIZATIONAL TENETS OF THE AS, THE CHILD DEVELOPMENT PROGRAM AND UNIVERSITY.

Fall 2013

In accordance with Federal law, this institution does not discriminate on the basis of race, color, national origin, age, sex or disability.

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Dear Staff Members,

Welcome to the Associated Students Child Development Lab (ASCDL). We appreciate the important role you play in the lives of young children and their families. In addition, we support your growth and development as a teacher.

Communication in a full-day program staffed by career teaching staff, paid students and CHLD 392 students can be challenging! This handbook details policies and procedures important for all staff to know in order for there to be consistency within and across classrooms. The handbook outlines basic licensing requirements, campus regulations and quality program indicators. It presents an overview of your role as a professional working with young children. The handbook, along with other items contained in your orientation packet, has been developed to provide the necessary tools to support you in your growth as an early childhood educator.

The following, along with time and practice, will also support you on your journey:

- ❖ Take the attitude of being an on-going learner and researcher
- ❖ Observe and be curious
- ❖ Seek to understand
- ❖ Ask for information and help
- ❖ Be willing to take risks and make mistakes...and learn from them
- ❖ Self-reflection and self awareness are essential

With wishes for success,

Nili Yudice

Director

*For purposes of this manual the words student staff will refer to all students (paid and unpaid who work with children). Policies specific to paid student staff or to CHLD 392 students have been labeled as such.

Welcome

Welcome to the Associated Students Child Development Laboratory (ASCDL), California State University, Chico. The ASCDL is a state licensed children's program that functions as an instructional facility for California State University, Chico students and faculty. While serving as a teaching learning laboratory, the program provides high quality child care and early education services to the children of student families. Faculty, staff, and finally, the community may be served on a space-available basis.

Funding for the program is provided by the Associated Students, the University, California Department of Education, U.S. Department of Education, fundraising, and family fees. Our meal program is provided by the Child and Adult Care Food Program through the California Department of Education, Nutrition Services Division.

The program maintains an academic affiliation with the Child Development Program and serves as a lab site wherein students from related classes may observe children as well as gain direct experience related to their course work.

The Associated Students Child Development Lab is designed to meet the developmental and educational needs of children between the ages of eight weeks and five years of age. After school care is not currently provided. We are licensed to provide care for 16 children between the ages of 8 weeks and 2 years. The licensed capacity for children between the ages of 2 and 5 is 85.

Our primary goal is to provide safe, high quality child care and development services in an environment that meets the individual needs of children socially, cognitively, emotionally and physically. The Lab is open Monday 7:30 a.m. until 5:15 p.m. and Tuesday through Friday 7:30 a.m. until 5:30 p.m. during the academic year. The hours of operation are subject to change depending upon funding and family need. Our certificated staff includes a full-time director, Site Supervisor, four head teachers and four teachers. The teaching staff also includes paid student assistants as well as Child Development Program practicum and volunteer students. The program is further enriched through the participation of families. The goal of this manual is to familiarize students with the philosophies, rules and policies of the Associated Students Child Development Laboratory. PLEASE take time to read it thoroughly.

VISION STATEMENT

Children are valued for their individuality, curiosity and imagination. We honor and respect the need for children to experience their environments, feel connected to others and the world around them. We hope each day lasting memories are created and laughter is heard.

Families are valued as children's first advocates. We honor and respect the uniqueness of each family's culture and traditions. In order to build a partnership of caregiving that supports children's growth and development, we embrace family involvement.

Staff is valued for their heart, vision and delight in children. We honor and respect individual skills, experiences, commitment to knowledge and lifelong learning.

Together we create a community where voices are heard.

Together we realize we are always learning.

Together we are committed to our hopes and dreams.

Together we play!

PROGRAM PHILOSOPHY

The Associated Students Child Development Laboratory (formerly known as the Associated Students Children's Center) began operation in the early 1970's under the administration of the Associated Students. The Program was originally designed as a parent cooperative. The primary purpose of the Lab is to serve as a teaching learning laboratory that provides high quality early care and education services to the children of CSU, Chico students; thus providing student families access to higher education. As a teaching learning laboratory, the ASCDL serves as an academic practicum, observation and research site for Child Development majors as well as other students of CSU, Chico.

The Associated Students Child Development Lab philosophy is based on a respect for the uniqueness of each individual child, their family and culture. Children come to the program from varying backgrounds and bring with them their own family values, cultures and language. They also come with unique personalities and temperaments and are at varying levels of development and maturation. In partnership, staff, students, faculty and families create a safe, nurturing environment. This supports the California Desired Results, that states children will be personally and socially competent; effective learners; demonstrate physical and motor competence; and be safe & healthy.

The ASCDL believes in forming relationships and learning how your child discovers the world. This learning informs how staff and students plan, organize and teach your child. Children's learning is a complex process that results from the interaction of a child's own thinking and their experiences in the external world. Children "learn by doing". Infants and Toddlers learn primarily through their senses such as tasting, physical exploration and grasping. Preschoolers learn by interacting with materials and people. As children develop, they acquire new skills that facilitate the learning process. Children construct their knowledge through their interactions with the social, as well as physical world. The teacher's role is to intentionally create, organize, and sustain classroom environments and opportunities that support children's learning.

The ASCDL uses the evidence-based Creative Curriculum® model that supports children's inquiries, experiences and opportunities to learn. This learning occurs through a variety of modalities (visual, auditory, sensory, etc.). The Lab offers children teacher-planned and child-initiated opportunities to learn. Using the Creative Curriculum®, the environment is divided into interest areas. Each area is designed to support a learning focus. Planning for children's learning is based upon teacher's observations and reflections on the interests, individual needs and developing skills of the children. Children's learning and development are assessed using the California Department of Education, Child Development Division, Desired Results Developmental Profiles. The curriculum supports the state of California's Learning Foundations which include: social/emotional development; language & literacy; math; science; visual and performing arts; physical development and health; social studies; and English language development.

In order to foster and develop, resilient, capable, and competent children, the ASCDL has specific Ultimate Goals for the children in our program. These Goals include:

Independence, Self-Confidence, Social Skills and Cognitive skills

A focus of Creative Curriculum® is the importance of relationship with families. The ASCDL is committed to creating partnerships with families and engaging them in the process of their children's learning. This supports California Desired Results for families in their children's learning and development and in achieving their goals.

The Associated Students Child Development Lab is operated on a nondiscriminatory basis, according equal treatment and access to services without regard to race, color, gender, religion, national origin, or ancestry. Child Development services provided by the Associated Students Child Development Lab do not include religious instruction or worship.

DAYS OF OPERATION

The Associated Students Child Development Laboratory is open during the academic year every weekday when CSU, Chico classes are scheduled and during finals week.

STAFFING

The Associated Students Child Development Lab career teaching staff includes twelve full-time employees: Director, Site Supervisor, Head Teachers, Teachers, Cook and Clerical Assistant. All teaching staff members possess California Child Development Permits that require both education and experience in Early Childhood Education.

Each semester we employ approximately thirty paid student assistants who work part-time at the lab while completing their education at CSU, Chico. The ASCDL maintains child-adult ratios that support Title V Regulations: Willow (Infant) Room 1:3; Maple (Blue) Room 1:4 and Preschool Rooms 1:8. These ratios will be maintained indoors and outdoors.

The CHLD 392 Practicum students also are assigned to work in the classrooms for eight hours a week during the 15 week semester.

All teaching staff (career and student) participate in weekly curriculum planning and professional development as part of the program's expectation of providing high quality early childhood education and care. Volunteers from the Child Development Program and related majors as well as, parents meeting their family participation commitment also work directly with children.

STUDENT RESPONSIBILITIES

The Associated Students Child Development Laboratory is a very busy place, alive with the energies and activities of young children. Teaching staff should be prepared to work in this demanding, high-energy environment.

Health and Safety--Paid Student Staff

Each paid student staff member must complete an employment packet prior to working with children. Forms that must be completed include a fingerprint clearance, I-9 form, W-4, Personnel Action Form, Statement Acknowledging the Responsibility to Report Child Abuse, Criminal Record Statement, Employee Rights Statement, Child Abuse Statement, Photo Release and Absence Policy Statement.

Each paid student staff member must submit verification of a TB clearance within two weeks of employment. TB tests are available at no charge at the Student Health Center.

Each paid student staff member must also submit verification of a physical within two weeks of employment. Physicals also can be obtained at no charge to student staff at the Student Health Center.

If you are sick... please contact the AS Child Development Laboratory immediately so that a suitable substitute can be found. It is expected that you will notify us a minimum of two hours before your shift begins, excepting early morning shifts (See Exclusion Guidelines excerpted from HEALTHY YOUNG CHILDREN).

Because children need continuity and consistent caregivers, absences for reasons other than illness are strongly discouraged and require the approval of your supervisor (see Paid Student Staff Absence Policy).

To ensure the safety of children there will be at least one staff member who has a certificate for Pediatric First Aid and CPR. All classrooms will always have a certified staff member for each group of children both indoor and outdoor.

Hand washing is the number one means of stopping the spread of communicable disease. Staff members are required to wash hands upon entering the classroom and before preparing food, eating, or feeding a child. Hands should be washed after toileting self or a child, handling body secretions, or handling pets (See Hand washing procedure excerpted from HEALTHY YOUNG CHILDREN).

Health and Safety--CHLD 392 Practicum Students

Each CHLD 392 practicum student will submit a completed application packet prior to enrollment in the course. As part of this packet, students will submit Criminal Record and Fingerprint Clearance forms. Additionally within this packet, students will complete a physical health certification statement, Statement Acknowledging the Responsibility to Report Child Abuse, Criminal Record Statement, Employee Rights Statement, Child Abuse Statement,

Photo Release and Absence Policy Statement. Also with the application packet, students must submit verification of a TB clearance form. TB test clearance must have been issued within one year of the start of the semester that the student will be enrolled in CHLD 392. TB tests are available at no charge to students at the Student Health Center.

If you are sick... you should contact the ASCDL (see Exclusion Guidelines for illness and symptoms that require exclusion). The procedures for contacting the program are detailed within the section of this handbook entitled CHLD 392 Student Staff Absence Policy.

Because children need continuity and consistent caregivers, absences for reasons other than illness are strongly discouraged and require the approval of your CHLD 392 Instructor (see CHLD 392 Student Anticipatory Absence Policy).

Hand washing is the number one means of stopping the spread of communicable disease. Staff members are required to wash hands upon entering the classroom and before preparing food, eating, or feeding a child. Hands should be washed after toileting self or a child, handling body secretions, or handling pets (See Hand Washing procedure excerpted from HEALTHY YOUNG CHILDREN).

Professional Expectations

Be on Time

It is required that you be on time for work. This means that you are on-floor and ready to work with children at your scheduled time. Put your belongings away and **THEN** clock in or sign in for work.

Curriculum Planning and Professional Development

In order to facilitate consistency in guiding, planning and communicating with children we have weekly curriculum discussions on Monday evenings from 5:30-6:30. This is a part of the program's overall professional development plan and attendance is required of all teaching staff that work regularly scheduled hours.

We have intensive staff orientation and training sessions at the beginning of each semester. These two sessions will last a minimum of six hours. The orientation session will be held on the Thursday prior to the start of each semester and is required for all new hires and incoming CHLD 392 students. Training session will be held the Friday prior to the start of each semester and are required of returning student staff and incoming CHLD 392 students. Other training sessions may be scheduled periodically throughout the semester.

Hours of Work

Teaching staff work regularly scheduled time blocks throughout the semester. Students are an integral part of our program and we depend on each student working his/her scheduled hours in order to provide the continuity of care necessary for the operation of a quality children's program.

Paid student staff members are expected to document time worked by clocking in and out each work session. It is the paid student staff member's responsibility to insure that they document any problems on the "Missed Punches" sheet in each classroom's communication book. Failure to clock-in and out and to document problems may result in mistakes on your paycheck.

CHLD 392 student staff members are expected to document time worked using their individual sign in and out sheets found in the respective classrooms. It is the CHLD 392

student's responsibility to sign in and out for each scheduled on-floor session using actual time of arrival and departure (use clocks in classrooms) rather than scheduled time. CHLD 392 students should sign in when they start their individual shift and sign out when they leave. CHLD 392 students SHOULD NOT sign out until their individual shift is completed and they are ready to leave for the day. If a CHLD 392 student misses an assigned session, the missed hours must be made up. Falsification of the documentation of hours may result in consequences to course grade as well as a referral to the office of Student Judicial Affairs. (See CHLD 392 Syllabus for additional information).

Students working a four-hour shift will have a fifteen minute break. Paid students working a shift longer than four hours should refer to the AS Student Employee Handbook. Breaks will be coordinated by classroom career staff and may vary depending upon the classroom needs. Students should report back promptly and let the career staff know when they are return.

Cell Phone Policy

The ASCDL is a cell phone free zone. Phones should be left in your backpacks and turned off or put on silent. It is very distracting to office staff when phones are left on in lockers or student lounge. They should not be brought into the classroom.

Adherence to Associated Students Child Development Lab Policies

Each teaching staff member is required to be familiar with and abide by the AS Child Development Lab Policy on Confidentiality, the Guides to Speech and Action, the NAEYC Code of Ethical Conduct as well as, other AS Child Development Lab policies. Discipline is based on a positive philosophy emphasizing acceptable behavior. Corporal punishment is strictly forbidden.

PAID STUDENT STAFF ABSENCE POLICY

Purpose

It is necessary for the program to meet licensing standards and Title V Staffing Requirements at all times. In order to do this both efficiently and effectively, the following absence guidelines apply.

Policy

Each paid student staff has the professional responsibility to be present during scheduled work hours except when an absence is unavoidable (for example, personal illness or death in family). When such an unanticipated emergency will cause an absence, the student staff member is responsible for promptly notifying the AS Child Development Lab. Absences for any other reason are discouraged and must have the prior approval of either the Director or appropriate Head Teacher. A request for absence will be denied when in the opinion of the supervising staff such an absence will negatively impact the program and/or threaten the health and safety of the children.

Procedures

1. Student staff must call the Lab at the earliest possible time if s/he is unable to work because of illness in order to allow sufficient time for contacting a substitute.
2. When requesting time off for reasons other than illness or a death in the family, the student staff member will complete an Absence Request (AR) form.
3. If initial approval is given for the absence, the student staff member is responsible for finding a substitute or substitutes to cover his/her shift.
4. The Absence Request form should then be resubmitted to the appropriate supervisor with substitutes noted for final approval.
5. Please note: the request is authorized only **after** this final approval has been obtained.

CHLD 392 STUDENT STAFF ABSENCE POLICY

Purpose

In order to successfully master learning outcomes required in this course and demonstrate the competencies of professionalism, it is imperative that CHLD 392 students attend their 8 hours of weekly lab time. In order to do this both efficiently and effectively, the following absence guidelines apply.

Policy

Each CHLD 392 student has the responsibility to be present during scheduled lab hours except when an absence is unavoidable (for example, personal illness or death in family). When such an unanticipated emergency will cause an absence, the CHLD 392 student is responsible for promptly notifying the Lab and their instructor. Absences for any other reason are discouraged; however, anticipatory planned absences may be approved at the discretion of the CHLD 392 Instructor.

Procedures for Unavoidable Absences

1. If CHLD 392 students are ill or unable to make their assigned shift, you must call your assigned classroom as soon as you can with a minimum of 2 hours notice. The exception to the 2 hour notification requirement would be only for those students who have the early morning shifts (7:30 or 8:00 a.m.). The classroom numbers to call are: Willow (Infant) 898-4549; Maple (Blue) 898-5197; Lilac (Purple) 898-4174; and Magnolia (Modoc) 898-6439. In the event you are unable to reach someone in a classroom, call the ASCDL office at 898-5865 and leave a message with a person or on voicemail.
2. You should notify your CHLD 392 Instructor via Course email within 24 hours of your absence indicated day and time missed.
3. Arrangements for make-up of missed lab time will be made by the CHLD 392 student at the end of the Monday night session following an absence. Arrangements will be made directly with the career teaching staff. Make-ups **SHOULD** not be arranged at time other than Monday night session. Make-ups should occur as soon as possible; time for make-up should be convenient to classroom needs and student schedules.
4. Once make-up time has been arranged, students are expected to fulfill this commitment unless they are ill. If they are ill, they should follow required procedures regarding classroom notification and rescheduling of time for make-up.

Procedures for Anticipatory Absences

1. Anticipatory absence requests should first be submitted in writing or via Class email to the CHLD 392 Instructor at least 2 weeks ahead of time.
2. If the anticipatory absence request is approved by the CHLD 392 Instructor, he/she will inform the ASCDL Director and Classroom Career staff via email of the decision.
3. The student will arrange make up time using the procedure outlined above.

Procedures for Late Arrival

1. It is expected that students arrive on time for each and every shift. Therefore, it is not anticipated that CHLD 392 students will be late except in rare circumstances.
2. If a student should be more than 5 minutes late, he/she should call the classroom letting them know when they should be arriving.
3. Students arriving late may not 'make up' the time by staying longer on that specific day but arrange for make-up time using the procedure outlined previously. This make up time can be added to a regularly scheduled shift.
4. CHLD 392 students should inform the class Instructor that they were late (via Class email).

A.S. Child Development Laboratory EXCLUSION GUIDELINES

Appropriate reasons to exclude mildly ill children are:

- Children's diseases are highly communicable and previously unexposed, susceptible children might be exposed.
- The sick child often does not feel well enough to participate in general activities.
- The staff is often not able to adequately meet the needs of a sick child.
- A child maybe temporarily excluded in case of an outbreak of a disease for which that child has not been immunized. Staff will be informed who those children are and ensure the family is notified of the temporary exclusion policy.

Decisions must be made on a case by case basis. The basic question is, "Can the child participate with reasonable comfort and receive adequate, appropriate care without interfering with the care of other children?"*

The final decision as to whether or not a child is well enough to stay at school rests with Associated Students Child Development Laboratory staff. The following is a list of common childhood illnesses and exclusion guidelines.

*Excerpted from Healthy Young Children, A Manual for Programs

Illness	Exclusion Guidelines
Any illness that prevents the child from participating comfortably in program activities.	Exclude until able to tolerate general activities.
Fever	Exclude with an axially temperature of 100°. Must be fever-free for 24 hours without the use of medication or fever reducers before returning to school.
Diarrhea & Fever	Isolate & Exclude until treated and fever and diarrhea are gone.
Mild Diarrhea	Exclude until symptoms resolve. May return (two or more incidents of diarrhea) after diarrhea is gone.
Pin Worms	Exclude until treated.
Chicken Pox	Exclude until 6 days after onset of rash & until all sores have dried and crusted.
Strep Throat	Exclude until 24 hours after treatment initiated and cessation of fever.
Ringworm	No need to exclude once treatment has started.
Impetigo	Children and staff do not need to be sent home in the middle of the day if a suspected impetigo is noticed. Wash a child's rash area with soap and water and cover it loosely with gauze, bandage or clothing. Notify the parent upon pick up and tell them to check with health care provider. Exclude until 24 hours after treatment initiated.

Illness	Exclusion Guidelines
Conjunctivitis (pink eye), Bacterial (white/yellow discharge)	Isolate and exclude until 24 hours after effective therapy.
Conjunctivitis, Viral	Exclude until symptoms resolve.
Scabies	Isolate and exclude until 24 hours after treatment.
Head Lice	Isolate and exclude until 24 hours after treatment. Children may then return if they are nit-free and parents provide proof of treatment either by bringing in the bottle or box from medication.
Herpes Simplex (cold sores)	Isolate and exclude children with open, oozing sores that cannot be covered. Exclude until blisters are completely crusted over.
Otitis Media	Earaches are non-contagious. There is no need to isolate child. They may return to school as soon as they are able to participate in the daily activities.
Fifth's Disease	Exclude until able to participate in daily activities.
Hand Foot And Mouth	Exclude until able to participate in daily activities.
Giardia	Exclude until diarrhea is gone and clearance from health professional.
Influenza	Exclude until symptomatically able to tolerate general activity.
Rash with Fever or Behavior	Exclude until a health-care provider determines that the condition is non-infectious.
Respiratory Infections, (upper respiratory infections, participate in general activities colds, bronchitis)	Exclude only if child has fever or is unable to participate in the daily activities.
Scarlet Fever	Exclude until child has been on medication 24 hours and is symptom free.
Mouth Sores with Drooling	Exclude until a health care provider determines that the condition is non-infectious.

UNIVERSAL PRECAUTIONS IN THE CHILD CARE SETTING

Faced with Federal and State requirements to reduce the spread of serious infections, hospitals and health centers are using a successful technique that is also required for child care settings. Rather than waiting to find out who is contagious, they treat everyone as a potentially infected person. The name of this infection control method is “universal Precautions,” and it gives a set of guidelines for when you come into contact with body fluids and wastes that carry germs.

Germs are spread through contact with respiratory droplets, body wastes and blood. In the child care setting the Universal Precautions method would be carried out as follows:

- 1) Staff should wash their hands after handling any body fluids (urine, feces, vomit, blood, saliva, nasal discharge, eye discharge, and discharges from injuries or draining sores), regardless of whether latex gloves were used in the handling.
- 2) Staff should wear utility gloves or disposable latex gloves to immediately clean up spills of body fluids (urine, feces, vomit, blood, saliva, nasal discharge, eye discharge, and discharges from injuries or draining sores). The gloves should be used only one time, for one incident, by one person, and should be immediately discarded.
- 3) If a staff member has any known sores, cuts, punctures, breaks in the skin, or open sores on her/his hands, the staff should take particular care to wear latex gloves when handling blood or body fluids containing blood, or discharges from any injuries or draining sores.
- 4) For spills of vomit, urine, and feces, staff should clean and disinfect the area including the walls, floors, bathrooms, table tops, and diaper-changing tables as soon as possible after the spill.
- 5) For spills of blood or body fluids that contain blood, and for any other discharges from injuries or draining sores, staff should always use latex gloves to clean and disinfect the area, and should do so as soon as possible after the spill.
- 6) Staff should routinely clean and disinfect the entire program and play area thoroughly, on a daily basis, regardless of whether body fluids are known to have been spilled on any surfaces. All surfaces should be cleaned and disinfected, including floors, walls, bathrooms, table tops, food preparation surfaces, and diaper-changing tables. Latex gloves are only necessary to clean surfaces that have blood or body fluids that contain blood on them.
- 7) Mops and cleaning towels should be cleaned, rinsed in disinfectant solution, and then wrung as dry as possible and hung to dry.
- 8) Blood-contaminated material and diapers should be disposed of in a plastic bag with a secure tie and disposed of in the biohazard container.
- 9) Whenever possible, staff should clean with paper towels, rather than cloth towels.
- 10) Staff who may have potential exposure to blood or actual exposure should be informed about Hepatitis B protection.

YOUR ROLE AS A STUDENT STAFF MEMBER

The role of a student staff member at the AS Child Development Lab is that of an early childhood educator. As an early childhood educator you will:

- Support children's emotional security and sense of belonging
- Respond to group as well as individual needs of children
- Establish and maintain nurturing and respectful relationships with children
- Engage children in developmentally appropriate learning experiences
- Support individual children's needs as well as classroom routines and schedule
- Set limits and guide learning in ways that reflect realistic expectations for children's behavior
- Observe and document children's learning and development (See Anecdotal Notes below)
- Assist in creating partnerships with families to support children's development and learning

You will be expected to participate in a variety of assignments during your scheduled work hours. Much of your experience will depend upon the time of day you are working and the age of the children you are working with.

During the morning hours children are arriving, activities are being set up and the pace of the ASCDL is one of high energy. If your time is scheduled during the morning, you may be asked to supervise an area, help set up and/or engage children in an activity, supervise an area, or read stories.

At approximately 11:30 am children and adults prepare for lunch (infants determine their own feeding schedule). At this time you may be asked to do one of the following: help children with hand washing, sit at a table with a small group of children, supervise the bathroom, clean-up, or set up cots for nap/rest.

During rest time you may be asked to read stories to children, rub backs, prepare curriculum materials, clean up or help to set up for the afternoon. Although, afternoons are similar to the mornings, they have a slower pace since some children may be sleeping and enrollment may be lower.

During afternoons you may supervise an area, help set up and/or engage children in an activity, read stories, or help with general end-of-the-day clean-up. It is important to make sure that children leave with an adult that is signed in as a person that has permission to pick up that child.

Your participation at the Associated Students Child Development Lab should be a valuable learning experience. The career staff is always available to answer your questions and concerns.

"The two greatest gifts we can give children are roots and wings"
-Source: Hodding Carter (modified)

ANECDOTAL NOTES

Everyone in our program is asked to take notes in the classroom. During our Monday night meeting you will receive guidance on what to take notes on for the week and tips for note taking. If you have any question about note taking please talk with the teacher in your classroom.

1. Please have a pencil or other writing implement and a pad or labels with you at all times.
2. Complete all notes in the format outlined below.
3. Write legibly. If note was taken in a hurry, please rewrite it when time permits
4. Always write the child's last initial in cases of duplicate names.
5. Be aware of what are factual notes, value interpretations and judgments. On anecdotal notes, we are only interested in the facts.

Area	Date
Child's Name	Time
Measure	
	Teacher's Name

RULES FOR MAKING OBSERVATION NOTES

1. Always date your observation note.
2. Include your own name or initials
3. When possible write what action came before and what happened afterward.
4. Use the child's exact quotes, when possible. Sometimes it's a long "speech" and you can only write what the child said in general.
5. Describe the child's facial expressions and body language.
6. Avoid generalities such as, "He always goes..." or "she is very active..." or "he is whiny..."
7. Avoid all judgmental words like "mean", "nice", "sweet", "good boy", "cute"...they do not describe what the child actually is.
8. Try to use vivid and descriptive words. Tell HOW the child ran, danced, climbed the ladder, approached the water table, and so on.
9. Usually, a good observation note has a beginning, a middle, or an action or words and an ending.
10. A good note CAN have only or two lines and describe how a child does one important behavior, like skips, or cuts with scissors, or counts to 15.
11. Always be objective and describe what the child did. Avoid putting in what you think should have happened or your own opinion.

GUIDES TO SPEECH AND ACTION: Summarized from Katherine Read Baker

This is a guide and tool to utilize while on floor with children.

1. State suggestions or directions in a positive rather than a negative form.
A positive suggestion is one which tells a child what to do instead of pointing out what he is not to do. A positive direction is less likely to rouse resistance. It makes help seem constructive rather than limiting. When we make suggestions in a positive way, we are giving the child a good social tool to use. To put directions positively represents a step in developing a more positive attitude toward children's behavior inside ourselves.
2. Give the child a choice only when you intend to leave the situation up to the child.
Choices are legitimate. With increasing maturity one makes an increasing number of choices. But there are decisions which a child is not ready to make because of his limited capacities and experience. We must avoid offering the child a choice when we are not really willing to let him decide the questions. It is confusing to the child to be asked a question when what is wanted is not information but only confirmation. Be sure your questions are legitimate ones.
3. Your voice is a teaching tool. Use words and tone of voice which will help the child to feel confident and reassured.
A quiet, firm manner of speaking conveys confidence. It may be necessary to speak firmly, but it is never necessary to raise one's voice. The most effective speech is simple, direct, and slow. It is always better to move nearer the person to whom you are speaking, rather than to call or shout across any play area. Your words will get a better reception if they are spoken quietly, face to face.
4. Avoid trying to change behavior by methods which may lead to loss of self-respect such as shaming a child or labeling behavior "naughty," "selfish".
Neither children nor adults are likely to develop desirable behavior patterns as the result of fear, shame, or guilt. In learning constructive ways of guiding behavior, our first step is to eliminate destructive patterns: Gestures, expressions, and tones of voice words which pass judgment. A child will be helped if we accept her as she is and try to make it possible for her to find some success, rather than if we reprove her because she does not meet our standards.
5. Avoid motivating a child by making comparisons between one child and another or by encouraging competition.
Children who are encouraged to be competitive are very likely to quarrel more with one another. In competition someone always loses and is likely to feel hurt and resentful. Competition does not build friendly and social feelings. It also creates problems within the child. Neither constant success nor too many failures prepare a child for what he will meet later in a competitive world. Avoid competitive kinds of motivation until children have developed ego strength and can balance failures with success.
6. Redirect the child by suggesting an activity that is related to her own purposes or interests whenever possible.
We will be more successful in changing the child's behavior if we attempt to turn the child's attention to an act which has equal value for her. Suggestions for acting differently will take into account the different meanings in behaviors - For example: Throwing (balls instead of sand), vigorous play (raking leaves instead of running wildly). Redirection should help the child face her problem by showing how it can be met, not by diverting her.

7. The effectiveness of a suggestion or a direction may depend largely in its timing.
The timing of a suggestion may be as important as the suggestion itself. Advice given too soon deprives the child of a chance to try to work things out for himself. A suggestion made too late may have lost any chance of being successful. Through experience one can increase one's skill in giving a suggestion at the moment when it will do the most good.
8. Avoid making models in any art medium for the children to copy.
Art is valuable because it is a means of self-expression. The young child needs avenues of expression. Her speech is limited. Her feelings are strong. If she has models for her, she will be less likely to be creative and more likely to be limited in trying to copy. Art then becomes only another area where she strives to imitate the adult who can do things much better.
9. Give the child the minimum of help in order that he may have the maximum chance to grow in independence, but give help when the child needs it.
Children's self-confidence is increased by independent solving of problems. There are all kinds of ways to help a child help himself rather than stepping in and doing it for him. In leaving the child free to satisfy his strong growth impulse to be independent, we support his feeling of confidence in himself: "I can do this all by myself." To let the child do things for himself does not mean denying his requests for help. When a child asks for help, we listen to his request and answer it in a way that will make him less helpless and dependent. Confidence in self is based on a foundation of trust in others.
10. Make your directions effective by reinforcing them when necessary.
A verbal suggestion, even though given positively, may not be enough in itself. A glance at the right moment, moving nearer a child, a verbal suggestion, actual physical help are all techniques. One common fault of parents and teachers is using too many words. Have confidence in the child's ability to hear and respond. But add different techniques together until successful rather than depend solely on words.
11. Forestalling is the most effective way of handling problems. Learn to foresee and prevent rather than mop-up after a difficulty.
Learning to prevent problems is important because, in many cases, children do not profit from making mistakes, or the consequences would be too serious, or the child may interpret consequences incorrectly. Effective guidance depends on knowing how to forestall and prevent trouble as much as on knowing what to do when trouble occurs.
12. When limits are necessary, they should be clearly defined and consistently maintained.
In a well-planned environment there will not be many "no's" but these "no's" will be clearly defined, and the child will understand them. The adult must be the one who is responsible for limiting children so that they do not come to harm or do not harm others or destroy property. Children will feel more secure with adults who can take this responsibility.
13. Be alert to the total situation. Use the most strategic positions for supervising.
Observation of the total situation is essential to effective guidance: For children's safety, for helping children, and for enrichment of experience. Trouble is seldom avoided by a suggestion given at a distance.

14. The health and safety of the children are a primary concern at all times.
The skillful teacher never relaxes watchfulness for things which affect the health and safety of the children.
15. Observe and take notes: increase your own awareness of what goes on.
Underlying all these guides is the assumption that teaching is based on the ability to observe behavior objectively and to evaluate its meaning. Skill in observing and recording is essential in building understanding.

GENERAL INFORMATION

Photos/Documentation

The Associated Students Child Development Lab work environment is an active teaching/learning laboratory and as such, individuals can expect to be observed and their actions documented through written, video, digital photographs, or other multi-media formats. As a part of participation in a teaching and learning lab this information regarding children, families, students and staff may be shared for educational purposes.

However, the use of digital recording devices for anything other than an approved educational purpose is strictly prohibited. Should you have questions or concerns, please bring those to either the Director or Site Supervisor.

Toys

It is Lab policy **not** to allow children to bring toys from home. This prevents loss, breakage, and unnecessary competition. There are many activities available at school. However, we do encourage families to send any special objects to school with their child (i.e., binkey, blanket, stuffed animal, or “lovie”) that will help their child to feel comfortable in a new situation. Families are asked to let staff know if their child has such an object.

Meals

The Associated Students Child Development Laboratory provides breakfast, lunch, and afternoon snack. These meals contain whole grains and no added sugar, preservatives or salt. Menus are designed to meet 75% of a child’s daily nutritional needs. For that reason, the ASCDL prohibits children bringing in **individual** food items for consumption in the classroom (unless they have declined participation in the food program). However, families are encouraged to work with their child’s classroom teachers to provide food items that can be used in tastings and cultural food experiences for the entire classroom.

Meals are served family style and meet with the ASCDL policy on Healthy Lifestyles. Family style meals require that children must be seated while eating. A portion of each food on the menu will be on the child’s plate. Children are encouraged, but not required, to eat or taste everything on their plate.

Staff who supervise breakfast, lunch, or snack play an important role in modeling healthy eating habits for the children. Therefore, they will eat with the children, creating and contributing to the climate of a ‘family’ mealtime. You should consider this time an important part of the curriculum and learn what children experience at the ASCDL. Take this opportunity to talk with children about their day, the food that is being served, families, friends, etc.

Special dietary needs are accommodated. Infant needs are provided for according to their individual plan. Any special eating or dietary plans will be developed in consultation with the Director or Site Supervisor. This includes any foods brought from home. These plans will be documented and included in the individual child's Plan for Child.

Families may decline to participate in the Food Program by completing a Decline to Participate form. Families choosing this option are declining **all** meals. They must agree to provide meals for their child that meet ASCDL Healthy Lifestyle policy and federal nutritional guidelines while at school. Food must be dated and labeled with the child's name.

Weekly menus are posted in each classroom. In addition, families of infants receive a copy of the infant menu in their parent cubby each week.

Because modeling plays a strong role in children's food choices chewing gum, soda, candy bars and other personal food items are not permitted in the children's classrooms. Feel free to enjoy your snacks or lunch in the staff lounge or Rainbow Room between classes or during your break.

Staff who have a special dietary needs that require adjustments or modifications, should discuss this with either the Director or CHLD 392 Instructor (whoever is appropriate). An example of special dietary needs might include food allergies or intolerances. If you have questions about what this might encompass, please see either the Director or CHLD 392 Instructor.

Toilet Learning

Toilet learning is viewed as an integral part of our curriculum. Families are asked to dress children in "child friendly" clothes so that children can manage their own toileting needs with a minimum of adult intervention.

The program encourages correct labeling of all body parts including genitalia. The staff accepts the natural curiosity of children and will answer children's questions regarding body parts and functions as sensitively and honestly as possible. Children's bathrooms are unisex.

Preschool children are expected to take care of their own toileting needs including wiping themselves after a BM. Be sure to direct any questions you may have about a child's toileting habits to classroom teachers.

Because of licensing regulations, and for their own protection, individuals who do not have a fingerprint clearance on file do not help with diapering or toileting children.

Holiday Celebrations

This year we are creating a new Holiday policy that will allow our program to honor and respect individual differences and family celebrations. We will be working as a group to create some school wide celebrations that we can all participate in. If you are interested in being a part of this discussion or the planning process please contact the Director.

Family/Staff Lounge

The Family/Staff Lounge, located within the Associated Students Child Development Lab office space (120 AJH), is available to staff and families as a resource room as well as a space for respite. There is a comfortable couch and chairs, small refrigerator and microwave. There are resource books on child development available to staff and families to check out.

EMERGENCY DRILLS

- Practice emergency drills will be initiated by a two-way radio announcement.
- The Site Supervisor or Director will use walkie-talkie to communicate emergency drills.
- On-Floor Teacher will supervise staff and children in evacuation and take the Daily Attendance tracking sheet, emergency cards and first aid kit.
- On-Floor Teacher will assign someone to check to insure entire classroom is clear. For the Lilac (Purple) Room, this includes office. For the Magnolia (Modoc) Room, this includes Rainbow room and office.
- All other staff will remain calm and reassure children while helping them to exit the facility.
- Gathering Point (Where to line up during an emergency drill):
 - Willow (Infant) Room on the sidewalk area outside of the Willow Room entry and adjacent to Magnolia (Modoc) fence.
 - Maple (Blue) Room children line up along the short fence.
 - Lilac (Purple) Room children sit on the board along sandbox.
 - Magnolia (Modoc) Room children line up along the fence line farthest from building.
- The person “on-floor” will take a head count and/or do a roll call. In the event of an actual evacuation a head count would first be done and then a “roll call.”
- Listen for a radio announcement stating facility or classroom is clear before returning to building.

Emergency procedures and individual responsibilities will be reviewed at a staff training.

EMERGENCY EVACUATION PLAN

In the event of an emergency requiring evacuation, the following procedures shall be followed:

1. Evacuation Signal
 - Child Development Lab Alarm System (Two-Way Radio); Building Central Alarm System; if needed, in an actual emergency, a staff member use the walkie-talkie to signal an emergency.
2. Staff Responsibilities
 - Person "On-Floor" will supervise staff and children exiting the facility and pick up daily attendance check sheet, emergency cards and first aid kit.
 - Person “On-Floor” will assign someone to confirm that the classroom is clear.
 - All other staff will remain calm and reassure children while leading them from the facility.
3. Emergency Exit Routes
 - Emergency exit routes are posted in each of the classrooms.
4. Emergency Supplies

- Emergency supplies are located in the Maple (Blue) Room, wheeled trash can by the Lilac (Purple) Room back gate and outside the door to the Willow (Infant) Room yard.
 - Each classroom has a tummy pack and back pack with emergency supplies
5. Gathering Points Emergency Supplies.
 - Willow (Infant) Room on the sidewalk area outside of the Willow (Infant) Room entry and adjacent to Magnolia (Modoc) fence.
 - Maple (Blue) Room children line up along the short fence.
 - Lilac (Purple) Room children sit on the board along sandbox.
 - Magnolia (Modoc) Room children line up along the fence line farthest from building.
 6. Rally Points
 - The primary rally point for the Maple (Blue) and Lilac (Purple) Rooms is the amphitheater next to the Gateway Science Museum.
 - The primary rally point for Magnolia (Modoc) and the Willow (Infant) Rooms is behind the Bidwell Mansion in the grassy area.
 - Secondary rally point will be determined by the CSU emergency personnel.
 7. Relocation Centers will be determined by the CSU emergency personnel.
 - In the event of an evacuation, if possible, a sign will be left directing parents to the relocation site. If this is not possible, parents may check with the University Police.

CONFIDENTIALITY

As a general policy, **all information** concerning children, families and staff participating in the AS Child Development Laboratory program is regarded as personal and confidential.

Information regarding a child's enrollment status shall not be released over the telephone or, to any person other than the child's parent or guardian as identified on the application. No child shall be released to the custody of an adult other than the parent or guardian without written permission and proper identification. Adults other than parents, guardians, and staff authorized to take the child from the Associated Child Development Lab must be listed on the child's emergency card.

Strict professionalism and ethical behavior concerning the discussion of confidential information is required from all staff members and volunteers. Discussion of information regarding individual children and their families between career staff members and students will occur only when such discussion is conducive to meeting the needs of the child.

ABUSE POLICIES & PROCEDURES DESIGNED TO PROTECT CHILDREN AND STAFF

General Procedures

- No adult shall be left alone in a classroom or at any time with children.
- There will be a minimum of two staff present at opening and closing times.
- Walks- A paid staff person and at least one other adult will accompany children on walks around campus.

Toileting Procedures

The development of appropriate self-help skills will be encouraged. Children who are not in diapers or in the process of toilet learning will wipe themselves. Those children who have difficulty doing this will be provided with Wet Ones to help cleanse

themselves. Staff supervising the bathroom will always be within eyesight of another staff person. Student volunteers who do not have a criminal background clearance will not assist with toileting.

Hiring Procedures

- A reference check will be conducted on each new paid staff member. This reference check will be documented and maintained in the staff members file.
- A Criminal Record Statement will be completed and signed by all staff.
- A Fingerprint Clearance will be required of all non-certificated staff.
- A Child Abuse Index Form will be required of all non-certificated staff.

Training Procedures

Child Abuse Training will be provided for all students and employees. Training will include:

- Child Abuse-Signs & Symptoms/Reporting Procedures
- Abuse-Policies and Procedures Designed to Protect Children and Staff
- At Risk Information/Right to Refuse
- Mandated Reporting Information

Communication with Families

- Information on Sexual Abuse and Sexual Abuse Prevention will be maintained in the program's Parent/Teacher Education files.
- Families will be informed that program staff is mandated to report suspected child abuse.
- Families will be provided with a copy of the ASCDL Policy on Confidentiality.
- Families shall have full access to the program at any time.
- Families shall document that they have received a Parental Rights and Individual Rights Statement upon enrolling their child(ren) in the AS Child Development Lab.

Laws & Regulations

The ASCDL will comply with all laws and regulations governing the operation of a child care facility.

Staff will be familiar with Title 22 and stay abreast of changing laws and regulations pertaining to working with children and families.

Documentation

Staff will carefully document any unusual incidents or behaviors. Documentation will include the staff member's name, the date and time of the incident, adults and child(ren) involved and a written description of the incident. This documentation will be submitted to the Director to be maintained in a confidential file. If warranted a report will be filed with Child Protective Services and/or a Report of Unusual Incident will be filed with Community Care Licensing.

PHYSICAL OR SEXUAL ABUSE ALLEGATION

Policies & Procedures

There will be zero tolerance for physical or sexual abuse.

1. In the event of an allegation of physical or sexual abuse against an individual associated with the AS Child Development Lab, staff will file the appropriate report with Children's Services and with Community Care Licensing, unless the individual is already under investigation.

2. The individual whom the allegation concerns shall be removed from all duties with children as required by Title 22 and shall be placed on leave until the investigation is completed.
3. The program Director shall notify the appropriate Associated Students and CSU Chico personnel of the allegation.
4. The AS Child Development Lab Policy on Confidentiality shall be strictly enforced; board members and staff shall take all steps necessary to preserve the integrity of the investigation. Information regarding the alleged abuse will be shared strictly on a need-to-know basis.
5. The Director will document activities and conversations pertaining to the investigation during the period of the investigation.
6. Should the investigation prove the allegation unfounded, the individual will be allowed to return to their position and duties.

CHILD ABUSE REPORTING (MANDATED REPORTING)

Policy

All AS Child Development Lab staff will abide by Section 11166 of the Penal Code which requires any child care custodian, medical practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse, to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident.

Procedures

1. All staff will be informed of their responsibility to report known or suspected child abuse and sign a Statement Acknowledging Requirement to Report Suspected Child Abuse. This form will be maintained in the individual's file at the ASCDL.
2. Staff training will be provided regarding the signs and symptoms of child abuse and the appropriate method of reporting.
3. Any staff member knowing or suspecting child abuse will consult with the Director, or appropriate Head Teacher. The Director (or Site Supervisor in the Director's absence) will assist the staff member to immediately report by telephone to Child Protective Services and/or the University Police. The numbers for these agencies will be maintained in the AS Child Development Laboratory rolodex as well as in the Child Abuse Report Forms File. Upon making contact with the agency the staff member will give a description of the known or suspected abuse and will furnish all requested information as required by law. The reporting staff member will then prepare and send a written report on Form 11166 within 36 hours of receiving the information concerning the incident. A copy of this report will also be sent to Community Care Licensing.
4. A copy of the completed Form 11166 will be maintained in a confidential Child Abuse Reports-Completed file maintained in the Directors Office.
5. Upon hearing the reported information, the agency may inform the staff member that they do not believe the call warrants a report. In this case, the staff member will document the date, time, name of caseworker, subject matter and information pertaining to the call and place this documentation in the Child Abuse Reports-Completed file.

6. Any follow-up calls, consultations or correspondence regarding the child abuse report will be documented and include the names of individuals involved in the discussions, date, time and subject matter. This documentation will be attached to the original child abuse report and placed in the appropriate file.
7. All child abuse reports shall remain confidential. Any information concerning a child abuse report will be shared strictly on a need-to-know basis.
8. Because of the need to maintain the integrity of any subsequent investigations families will not be informed that a child abuse report has been filed unless it is deemed appropriate by the caseworker.
9. Families will be informed of and receive a copy of the ASCDL Child Abuse Reporting Policy during the Intake Interview.
10. On occasion staff may observe marks on a child that might be indicative of child abuse. Even if parent and child give plausible, reasonable and believable explanations staff will document the nature of the marks and explanation and place this documentation and any other anecdotal notes relating to the situation in the Child Abuse Reports-Completed file.

UTILIZATION BY UNIVERSITY PROGRAMS

The Associated Students Child Development Lab serves the students and instructors of several departments of CSU, Chico as a setting for learning about children. Children and staff may be a part of some study during his/her attendance at the Lab. As such, staff members are expected to facilitate the research mission of the AS Child Development Lab through active participation in approved research projects.

THANK YOU

Please remember that we value you and the contributions you make to the program through your participation. Should you have any questions or concerns please be sure to share them with us.

- * Once you have completed reading this Student Handbook, go to the main office (AJH Room 120) and ask Shiva for a special treat!

DAILY SCHEDULE/PRESCHOOL CLASSROOMS (Lilac & Magnolia)

7:30 a.m.	LAB OPENS
7:30-8:30	ARRIVALS Greetings, Health Check and Getting Ready for the Day
8:30-11:30	A.M. STATE PRESCHOOL PROGRAM (No Arrivals or Departures)
8:30	Clean Up and Breakfast Set-Up
8:45	Breakfast
9:00	Large Group Time: Classroom Community Building and Plan for the Day
9:15-11:10	Choice Time*: Small Group and Outdoors
11:10-11:20	Clean Up and Lunch Set-Up
11:20-11:30	Large Group Time: Language & Literacy
11:30-12:00	LUNCH & DEPARTURES
12:00-1:30	NAP/QUIET TIME (No Arrivals or Departures)
1:30-2:00	ARRIVALS & DEPARTURES Wake Up and get Ready for the Afternoon Greetings and Health Check; Goodbyes
2:00-3:30	PM PROGRAM (No Arrivals or Departures)
2:00	Choice Time*: Small Group, Snack and Outdoors
3:15	Large Group Time: Music & Movement
3:30-5:30	DEPARTURES/ACTIVITIES
3:30-4:30	Choice Time*: Small Group & Outdoors
4:30-5:30	End of Day Table Activities and Clean Up
5:30	LAB CLOSES (5:15 on Mondays)

*Choice time includes teacher-planned and child-initiated play experiences both inside and outside. The curriculum includes interest areas that support physical activity, health, art, science, math, social studies, nutrition, language and literacy. Using the Creative Curriculum©, this approach supports both individual and group learning that emphasizes the development of resilient, capable and competent children.

The arrival and departure times are designed to meet the needs of preschool-aged children and to provide them with uninterrupted periods of time for exploration and learning. It is the Head Teacher's responsibility to greet children when they arrive and to make sure children leave with an authorized person. Any on-going request for exceptions to the arrival and departure times must be in writing and be approved by the Director.

DAILY SCHEDULE/MAPLE (BLUE) ROOM

7:30 a.m.	LAB OPENS
7:30-8:30	ARRIVALS Greetings & Family Goodbyes, Health Check, Settling In Activities Please no arrivals after 8:30 without prior approval.
8:30-8:45	Breakfast Set Up and Hand Washing
8:45	BREAKFAST
9:00-11:15	Indoor and Outdoor Play Experiences* Diapering and Toilet Reminders (ongoing)
11:15	Lunch Transition Activities
11:30-1:30	LUNCH/NAP/QUIET TIME Lunch, Diapering, Toileting & Nap/Quiet Activities
1:30-2:00	ARRIVALS & DEPARTURES Wake Up and Getting Ready for the Afternoon Greetings and Health Check; Goodbyes
2:00-3:30	Indoor and Outdoor Play Experiences* (No Arrivals or Departures) Snack Diapering & Toileting as needed
3:30	DEPARTURES BEGIN (Indoor & Outdoor Play Experiences continue)
4:00	CIRCLE TIME/MOVEMENT ACTIVITIES
4:15-5:30	Indoor and Outdoor Play Experiences*
5:30	LAB CLOSES (5:15 on Mondays)

The daily routines and schedule supports the children's sense of predictability and aids in the development of children's self-control. Toddlers are an interesting age group. Not quite infants and not quite preschoolers, these children need to have opportunities to practice their increasing independence and language skills through daily explorations. The Creative Curriculum© approach supports relationships that emphasizes learning that leads to the development of resilient, capable and competent children.

*Indoor and outdoor play experiences include teacher-planned and child-initiated opportunities. The play experiences support children's development socially, emotionally, physically and cognitively. These curriculum experiences emphasize the child's discoveries about the world of people and things.

Note: Children with contracted hours after 4:00 p.m. may move to the Lilac (Purple) Room with a teacher's assistant from this classroom.

The arrival and departure times are somewhat more relaxed in the 2-Young 3 classroom because of their developmental needs and the needs of their families. Families desiring an exception to the arrival and departure times should submit a written request to the Director. It is the Head Teacher's responsibility to greet children when they arrive and to make sure children leave with an authorized person. Any on-going request for exceptions to the arrival and departure times must be in writing and be approved by the Director.

DAILY SCHEDULE YOUNG INFANTS/WILLOW (INFANT) ROOM

Note: While the following learning opportunities are presented as a part of a daily schedule, a young infant's day should be individualized. It cannot and should not be scheduled.

7:30 Classroom Opens-5:30 Classroom Closes (5:15 on Mondays)

Children's hours of enrollment are flexible based upon family needs and the needs of individual children.

Arrivals

Play (solo, watching others)

Lap times (talking, singing, cuddling, looking at a book, etc.)

Diapering

Meals

Snacks

Bottles

Transition to rest/sleep

Wake-up Times

Outdoor Time

DAILY SCHEDULE OLDER INFANTS & YOUNG TODDLERS/ WILLOW ROOM

Note the following is a guide. The timing of events will reflect the needs of individual children.

7:30-9:00

Classroom Opens (7:30)

Arrival-Greeting

Breakfast (8:45)

Indoor Experiences

Rest as Needed

9:00-11:00

Indoor-Outdoor Experiences

Music

Books/Stories

Blocks

Physical Activities

Art

Sensory Explorations

Feeding, Diapering, Toileting

11:00-11:30

Transition to Lunch

Hand washing

Lunch

11:30-1:30

Diapering, Toileting

Naptime/Quiet Activities

1:30-5:30 (5:15 on Mondays)

Indoor-Outdoor Experiences

Music

Books/Stories

Blocks

Physical Activities

Art

Sensory Explorations

Snack

Feeding, Diapering, Toileting

The adult interaction and daily routines provide opportunities for children to develop relationships with significant caregivers, to gain a sense of the predictability of their environment, and to develop a sense of trust. The Creative Curriculum® approach supports relationships that emphasizes learning that leads to the development of resilient, capable and competent children.

HANDWASHING PROCEDURE

Adults

- Wash hands upon arrival.
- Wash hands **before** preparing food, eating, or feed a child.
- Wash hands **after**
 - Toileting self or a child
 - Handling body secretions (e.g., changing diapers, cleaning up a child who has vomited or spit up, wiping a child's nose, handling soiled clothing or other contaminated items).
- Post signs to remind staff and children to wash their hands in the toilet room, the kitchen, and the area where diapers are changed.
- Be sure that the hot water supplied to fixtures accessible to children does not exceed a maximum temperature of 120 degree Fahrenheit.

How to wash hands

- Check to be sure a paper towel is available. Turn on water to a comfortable temperature.
- Moisten hands with water and apply heavy lather of *liquid soap*.
- Pay particular attention to areas between fingers, around nail beds, under fingernails and back of hands.
- Rinse well under running water until free of soap and dirt. Hold hands so that water flows from wrist to fingertips.

- Dry hands with paper towel.
- Use paper towel to turn off faucet; then discard towel.
- Use hand lotion, if desired.

Infants/Toddlers

Use soap and water at a sink if you can. If a baby is too heavy to hold for hand washing at the sink, use disposable wipes or follow this procedure:

- Wipe the child's hands with a damp paper towel moistened with a drip of liquid soap.
- Wipe the child's hands with a paper towel wet with clear water.
- Dry the child's hands with a paper towel.

Older Children

- Squirt a drip of liquid soap on children's hands.
- Wash and rinse their hands in running water, directing flow from wrist to fingertips.
- Dry hands with paper towel.
- Turn off faucet with paper towel and discard.
- Teach older children to carry out the procedure themselves. Supervise younger children in carrying out this hand washing procedure.



ASSOCIATED STUDENTS CHILD DEVELOPMENT LAB PHONE NUMBERS

Main Office Phone: (530) 898-5865

FAX: (530) 898-5639

AJH Teacher's Office: (530) 898-5257

Magnolia (Modoc) Teacher's Office: (530) 898-6712

Willow (Infant) Room: (530) 898-4549

Maple (Blue) Room: (530) 898-5197

Lilac (Purple) Room: (530) 898-4174

Magnolia (Modoc) Room: (530) 898-6439

NOTES
