



CALIFORNIA STATE UNIVERSITY, STANISLAUS



Child Development Center Handbook

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Introduction

Welcome to the California State University, Stanislaus, Child Development Center! We look forward to spending this year with you and hope that the information provided in this handbook will answer your questions and help you to become better acquainted with the CDC program.

Statement of Purpose

CSU Stanislaus implemented a Child Development Center in 1977 in order to provide a laboratory experience with preschool-aged children for college students studying human growth and development. The CSU Stanislaus laboratory preschool is the only one of its kind within the California State University System; CDC staff members are University undergraduate and graduate students receiving practicum experiences in child development with supervision by University faculty. In 1993, the Center expanded its programs to include the study of infants and toddlers.

The CDC facilitates instruction for a variety of disciplines within the behavioral sciences, the arts, education, and liberal studies. Students from Modesto Junior College and from local high schools also participate within the Center's instructional facilities.

Providing on-campus child care for students and providing a campus-community service are other important missions of the Child Development Center. To these ends, infant/toddler and preschool programs are offered at the CDC, serving many children and their families during each week.

Children are admitted to the CDC from a waiting list on a first-come first-served basis with enrollment priority given to continuing children in order to maintain the continuity necessary for instruction and research. Priority for enrollment vacancies is given to CSU Stanislaus students, faculty and staff. The blending of goals for developmental instruction for children and college students with those for quality child care for campus and community parents makes the Child Development Center an exciting and unique learning opportunity. The university setting in which the Center is located, offers an atmosphere where education is of utmost importance; here children and adults can experience together the newest ideas and technologies.

Licensure

The California State University Stanislaus Child Development Center is licensed by the California Department of Social Services, Community Child Care Division. The CDC operates infant/toddler programs for children who are 2 months to 3 years of age and preschool programs for children who are 3 to 5 years of age. The CDC facility, staff, and programs meet the State guidelines as determined by Title 22 and operate under License #'s 500321740 and 500317738.

Philosophy

The philosophy of the Child Development Center programs is derived from the following principles of child development:

1. Children build self-confidence and self-esteem by realizing that they are worthy of being loved and are capable of personal achievements.
2. Children learn cognitive, social, emotional, and physical-motor skills through play with others within a well-structured, safe, and nurturing environment.

3. Children progress through a variety of naturally occurring developmental stages of cognitive, social, emotional, and physical-motor skills. Teaching young children involves facilitating children's growth by challenging them with experiences that are developmentally appropriate -- rooted in familiarity while presenting elements of novelty. In this way children are challenged continuously with small comfortable steps.
4. Children develop personal identities by being celebrated as individuals with unique personalities, abilities, interests, and heritages.
5. Children build open-minded and anti-biased perspectives in environments that are inclusive and that deal with our differences and similarities honestly and openly.

In order to realize these principles, staff members apply the theories of development to each and every child -- by assessing developmental levels, by preparing a developmentally appropriate environment, and by guiding children through play tasks in a manner that promotes confidence and competence.

Guidance

Guidance is the form of discipline that is used at the CDC (based on the text, Guiding Young Children, Hildebrand and Hearron, 1994). The term, guidance, describes the array of behaviors that adults use continuously to influence children toward self-direction and self-esteem. Thus, the goals of guidance include helping children to become fully functioning individuals who are capable of making sound decisions, directing their own behavior, and striving toward personal potential. Guidance techniques focus on preparing environments that provide security and nurturance for young children; children become caring individuals who can both nurture others and receive nurturance graciously because they have experienced such relationships with caring adults.

Two types of guidance techniques are used at the CDC:

1. Direct Guidance techniques are the verbal and physical methods that adults use in direct contact or proximity with children to influence children toward positive behaviors. These techniques include, but are not limited to: making eye contact before speaking, modeling desired behaviors, using verbal statements that are developmentally appropriate, and giving children choices. Direct guidance techniques encourage concise communication. Relationships between adults and children are enhanced and appropriate behavior is encouraged so that punishment is not necessary.
2. Indirect Guidance influences children's behaviors through management of space, equipment, materials, and people in the environment. Indirect guidance does not deal directly or specifically with children. It is the behind-the-scenes work and planning that pays off by helping children to become self-directed.

Indirect guidance techniques include, but are not limited to, providing developmentally-appropriate staff/child ratios, arranging the space within the classroom so that there are clues about appropriate behavior for that space, and arranging materials and equipment so that children can use them safely and with a minimum of help. Time and thought given to this preventive indirect guidance reduces the likelihood of unacceptable behavior and makes punishment unnecessary.

Contrary to other views on discipline, guidance is a continuous process that encourages children to behave in appropriate ways. Parents and students can learn more about guidance philosophy by participating in parent/family workshops at the CDC, by reading the materials that are available from the CDC parent library, and by enrolling in child development courses.

CDC Challenging or Aggressive Behaviors Policy

While theoretically derived guidance techniques utilized at the Child Development Center prevent many challenging and aggressive behaviors it is sometimes necessary to work more intentionally with a child who displays challenging or aggressive behaviors (e.g., grabbing for toys, pushing, kicking or hitting, biting) harmful to themselves, other children, or adults.

Utilizing guidance techniques aids adults in helping children make safe, autonomous, and socially appropriate choices. Guidance techniques will vary depending on the developmental level and individual needs of children. Each individual case of challenging or aggressive behaviors will be treated with a course of action unique to that child and their family. The most important feature of this policy is that the Center staff will take a developmental approach in addressing challenging and aggressive behaviors while working with the child's family to determine what the appropriate course of action should be. The course of action will be a collaborative effort.

Very young children often behave undesirably or with aggression without understanding the consequences of such behaviors. In some instances young children may have limited communication skills. Depending on developmental levels children may struggle to get their messages across and may engage in challenging or aggressive behaviors in an attempt to get their needs met. The Center recognizes that there are varying levels of challenging and aggressive behaviors.

Severities of challenging and aggressive behaviors

- Mild - e.g., taking toys, saying no to teachers
- Moderate - e.g., hitting or kicking peers
- Severe - e.g., hitting or kicking teachers, biting

Adults should guide children through conflicts and appropriate conflict resolution. When mild, moderate, or severe behaviors like those described above are observed at the Center, staff will take the following actions to prevent continuation of the undesirable behaviors, negate the behavior, and recondition positive, desirable behaviors.

Progressive actions to take with challenging and aggressive behaviors

1. Use age appropriate language to *explain the desired behavior to the child* and also help the child to see how their aggressive behavior made the other person feel (e.g., "please keep your hands to yourself. Hitting hurts, see how his face looks sad and he is crying?").
2. *Redirect the child* to a similar age appropriate toy, material or activity (e.g., child A has the fire truck and child B wants the fire truck, they begin struggling over it. Redirect child B to the fire truck in the sensory table).
3. *Remove the child from the immediate situation*. Take the child to an alternative area of the classroom and use age appropriate language to discuss with the child desired behaviors, clearly outlining expectations (e.g., a group of children are playing in the ball bin when

child A begins hitting. If the child continues to hit after verbally guiding the child “hitting hurts keep your hands to yourself” and physically guiding the child by moving the child’s hands away from the other children, then respectfully remove the child from the ball bin and talk in the library, for example, about how to be safe).

4. *Remove the child from the classroom.* Taking ratio and supervision into account a classroom teacher can take the child to an adjacent classroom or have the demonstration teacher or director remove the child from the classroom (please note that a child will never be without adequate supervision). A discussion of desired behaviors may be accompanied by a book or song (e.g., “biting hurts”). After one-on-one cool down time with an adult in a less stimulating environment the child may be ready to return to class.
5. *Implement a behavioral plan* to prevent undesirable challenging or aggressive behaviors. CDC staff (director, demonstration teacher, classroom teachers) will work together with the child’s family to develop a behavior plan, which should be discussed and documented. The behavior plan (e.g., shadowing the child to prevent incidences) shall meet the child’s individual and developmental needs and the unique needs of the child’s family and should be implemented both at the Center and in the child’s home to reinforce desired behaviors. Depending on the severity of the behavior the Center may choose to provide additional resources to the family.
6. *Remove the child from the Center.* Based on the severity of the behavior the child may be sent home for one or more days. Immediately after the challenging or aggressive behavior (especially if at the severe level) Center staff should notify the family of the incident and request that they come pick the child up to be taken home right away.

Contingencies for withdrawal based on challenging and aggressive behaviors

If it is documented that a child has been removed from the Center for a challenging or aggressive behavior, then a second challenging or aggressive behavior will result in the child being sent home and withdrawn from the Center. At this time the Center no longer can serve the child in the interest of keeping that child, other children, and adults at the Center safe. The conversation between Center administration and the child’s family should be documented and appropriate forms completed.

Developmental Assessment and Appropriateness

Programs at the Child Development Center are based upon fundamental explanations about how children grow and learn. Most child developmentalists believe that all healthy children, regardless of background, develop through a predictable sequence of changes. This pattern is thought to be constant, perhaps even universal, for children of different races, cultures, ethnicities and families. Developmentalists also recognize that each child progresses through this pattern of change on a timetable that is unique to that child and consistent with hereditary, experiential, and cultural factors.

Because growth is lawful, developmentalists can anticipate children's progress and behavior by understanding the universal sequences of development and by determining with assessment the point in the sequences where a child is working at any point in time. Since children move continuously through these predictable phases or stages of development, high quality programs challenge children to move forward from where they are -- capitalizing upon their particular strengths and styles for optimal growth opportunities. Developmentally Appropriate Programs (DAP) employ goals for children for the

immediate future, and change these goals based upon children's progress. In this way, they meet the dynamic development of each child regardless of ability; children are challenged in the same ways, regardless of whether they are functioning above or below age norms.

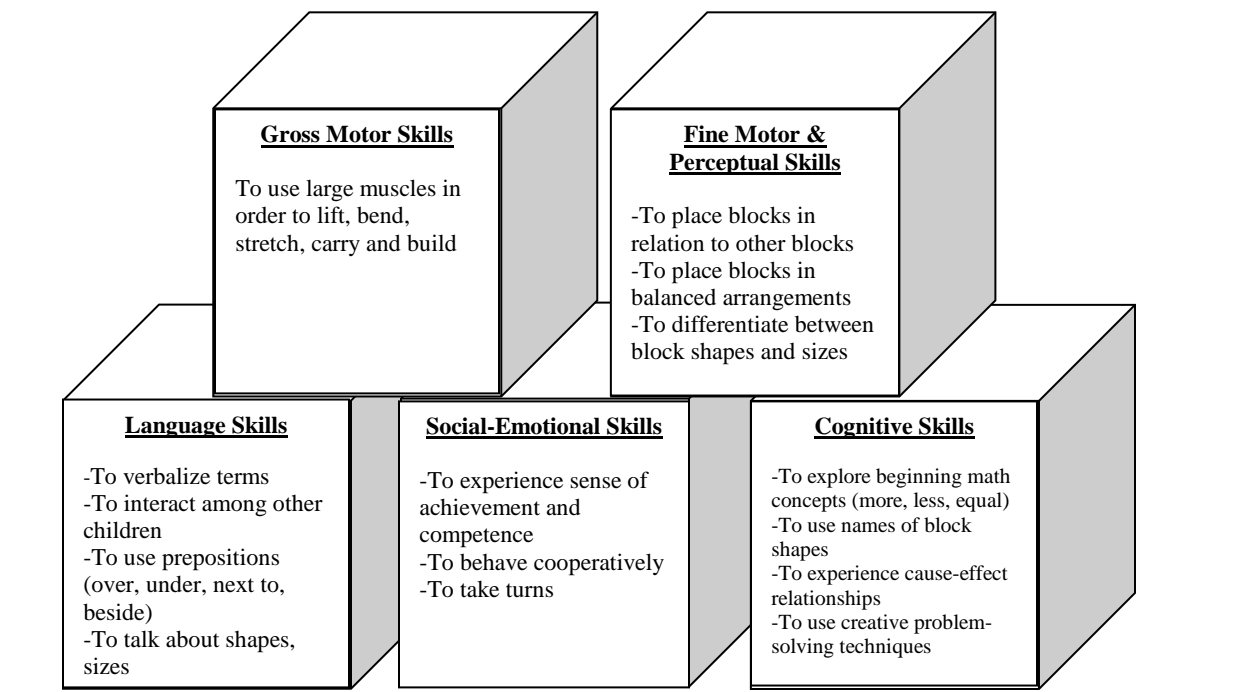
Understanding the pattern of growth is fundamental to all aspects of developmental programming -- curricular decisions, interaction patterns, etc. Teachers who understand children's development can: employ guidance that is most likely to be successful, enlist children's enthusiasm, and support parents who wish to know whether or not their child is performing "normally." Developmentally appropriate programs are critical for children's success and esteem.

At California State University Stanislaus Child Development Center, we employ a variety of techniques to understand each child's development -- abilities, interests, and styles. Structured and unstructured observations, parent information forms, case-study analyses, and developmental checklists are used by students as a basis for programming.

Play

Learning is a continuous process. It occurs through children's active involvement with the environment as well as through children's passive observation of the environment. Children acquire knowledge and wisdom through activities that appear to be "just play;" but play is children's work (Garvey, 1978). Learning through play offers children the opportunity and motivation to expand social skills and imagination, to practice new skills without fear of failure, to try on various roles, and to experiment with problem-solving and decision-making skills. Staff at the Child Development Center teaches concepts through a variety of play activities that comprise each weekly lesson plan. Following is a sampling of the facets of learning that occurs in a single play experience, "Playing With Blocks."

When playing with blocks, children learn (Kamptner, 1980):



Curriculum and Planning

The Planning Process

The CDC classroom teachers are college students responsible for preparing daily lesson plans, which includes: choosing integrative themes, dividing research tasks, planning and evaluating activities, and preparing materials. Research material used in creating lesson plans are gathered from many sources such as: children and adult informational books, the internet, encyclopedias, magazines, textbooks, children's story books, curriculum activity books, talks with resource people. These resources are utilized to assist teachers in outlining relevant concepts and ideas and to aid the teachers in planning activities that will guide the children to an understanding of particular concepts.

Developing appropriate activities that make the concepts meaningful to the children involves combining research into the subject with an understanding of the developmental sequence of children's learning, the children's individual interests, their styles, and a knowledge of their present abilities. Developmental curriculum planning also means that staff is looking toward the skills that children will be acquiring next.

While programs for infants/toddlers and preschoolers differ in the amount of emphasis placed upon content, planned activities within all programs are open-ended, offering children opportunities for participation at their own developmental levels, styles, and pace. Teachers entice children with activities that provide the comfort of familiarity and the challenge of novelty. At the Child Development Center, the most important part of the learning experience is the process of exploration and creativity rather than a resulting project or product.

Lesson Plans:

Lesson plans give parents and students detailed accounts of the day; plans are posted each week on the lesson plan boards in the children's classrooms. Definitions and explanations of key terms that are used in planning lessons are included below:

- ✓ Group Times are the time when children are gathered together in small or large groups to listen to stories, sing, play games, discuss issues and ideas, etc. These times provide unique opportunities for social involvement; young children learn to share ideas, to communicate in a group, and to wait for turns. Because these are difficult skills for young children to master, group times comprise a small percentage of the preschool day.
- ✓ Teacher Directed Activities are a time when children are gathered into small groups to participate in activities that include direct instruction as well as supervision by the teacher. For reasons of safety, or instruction, the teacher guides the children through the process of the activity. Cooking, tumbling or using an art medium for the first time are experiences that require teacher direction.
- ✓ Independent Choice Activities are those activities that children select and pursue from available learning centers. These activities are supervised but are not directed by adults. Being able to make appropriate play choices and find or create activities are important learning tasks for young children. As much as 75% of the preschooler's day is involved in independently-chosen activities that occur both indoors and outdoors.
- ✓ Concepts are the ideas selected from the staff's research that the staff will incorporate into the learning activities. Concepts include attitudes, values, or vocabulary that the teachers will use with the children and that they expect the children to learn as a result of participation in the activities.

Weekly Evaluations:

Lessons are evaluated weekly during the week following implementation. Subsequent plans are created accordingly, considering children's successes and interests. In this way, teachers are able to attend to the changing needs and development of the children.

Anti-Bias Curricula

CDC staff espouses the guidelines of the National Association for the Education of Young Children (NAEYC) regarding anti-biased curricula (Derman-Sparks, 1991). Anti-bias curricula approaches education from a "non-tourist" perspective, recognizing that traditional approaches to curriculum, though well-intended, are sometimes stereotypic or misleading. Anti-bias curriculum recognizes that all individuals hold personal biases that filter their perspectives; teachers must take extra measures to welcome the familial, cultural, ethnic, gender, and other diversities that make unique contributions to their classrooms and to society. Additionally, the CDC staff recognizes that a true anti-biased perspective can only be achieved by talking openly and honestly about individual differences. In this way, children are taught to recognize and respect differences, rather than to deny that they exist. Accordingly, the CDC invites families to share their ideas, values, traditions and celebrations while recognizing that individuals have the right to their own values. As a public University program, the CDC does not participate in any religious celebrations.

Staff

Staff Positions

The Center's staff consists of student interns, work study students, fieldwork students and volunteers as follows:

- ✓ Internships. The Center offers more than fifteen internships to CSU Stanislaus students each semester in administrative, head-teaching, and instructional-aide positions. In addition to paid time with the children during scheduled program hours, interns earn 2 units per semester of graded upper-division academic credit by collecting research, writing lesson plans, and by preparing for, and attending, weekly classes, parent and staff workshops, and other CDC special events.
- ✓ Work-Study. The Center accommodates several work-study student assistants who: help with day-to-day office responsibilities; support the classroom teachers with daily program and supervise the Center's snack program. These students are placed with us by the financial aid office. They participate in staff training sessions, parent workshops, and other CDC special events.
- ✓ Fieldwork. Fieldwork students are those students enrolled in an upper-division child development course designed to give supervised work experience for University credit rather than salary. Students are required to log a specified number of hours to be distributed evenly across the semester and are required to attend staff training programs, parent workshops, and other CDC special events. The requirements of this class are established by arrangement; fieldwork students may work directly with the children, attend staff meetings, and assist with researching topics and writing lesson plans.
- ✓ Volunteers. Volunteers are screened, interviewed, and registered with Public Safety using the same procedures that are followed for staff members. Volunteer appointments must be approved by the Academic Vice President of the University and live-scan-fingerprinted with the Department of Social Services. As with staff members, volunteers complete training before working with children in the classroom.

Hiring Process

During spring semesters, job descriptions and applications are posted in appropriate areas on campus and mailed to University students. The first round of interviews is scheduled just before spring semester ends. Interviews continue until final selections have been made; finalists are screened and references are checked thoroughly. The California State University, Stanislaus Department of Public Safety assists us with this process by Live-Scan fingerprinting all individuals who will be trained to work at the Center. Once prospective employees are chosen, their hiring must be approved by the University and by the California Department of Social Services' Community Child-Care Division, including physical exams, criminal record clearances and child abuse indices.

Training

Before the beginning of each school year, all CDC staff members attend an intensive one-week orientation program. Each day is filled with presentations and workshops directed by professionals from the CSU campus and the surrounding communities. Subjects include child health, sanitation, and first aid; curriculum; guidance; nutrition; preventing and detecting abuse; fire-safety and emergency procedures. Additional staff workshops are presented throughout the academic year. In addition, intern students attend class on a weekly basis throughout the course of their internship.

The Student Component

Participation by University Students

The Child Development Center is a laboratory preschool. As such, approximately 150 students each semester, from a variety of courses, attend laboratory classes in the CDC where they work with the children and do observational, research or assessment projects. All student activities are supervised closely by University faculty. For this reason, the Center has strict policies that protect the rights of the students, children, and parents. Students who do not follow these policies will be dismissed from lab immediately. Further action may be taken by this University as necessary.

Student Responsibilities

Professionalism

Students and staff are expected to make every effort to conduct themselves professionally throughout their laboratory experiences. Refer to the guidelines and requirements stated in the CSU Stanislaus Catalog, CSU Stanislaus Student Handbook, this CDC Handbook, the National Association for the Education Code of Ethical Conduct (NAEYC, 1997) and other readings regarding professional issues such as appropriate classroom conduct, confidentiality, appropriate interaction techniques, etc. Failure to comply with these policies could result in a failing grade in a course, expulsion from the laboratory, and or disciplinary actions as seen fit by the Child Development Center, and the University's administration.

Confidentiality

Confidentiality is a primary responsibility of all laboratory students. At no time shall students discuss individual children by name outside the laboratory or lecture classroom. Furthermore, students may have access only to selected materials from children's files and only with permission and supervision of Center administrators. Students who breach the children's confidentiality will be dismissed immediately from the laboratory.

CDC/Public Safety/Licensing/ Registration

At the beginning of each semester, every student who participates at the Child Development Center must register in the CDC office for Public Safety and The Department of Social Services. Upon CDC registration, students must show official government identification -- a California driver's license or State of California ID card, a U.S. Military ID card, or a Passport. Students then complete paperwork as per California child-care licensing requirements. An official CDC Lab ID pass is then issued. By California law, students who participate at the Child Development Center for more than one class during a single semester must complete the registration process for each class, documenting the purposes of each of their laboratory experiences. In addition, according to recent changes in California laws, some individuals with access to children in a licensed facility are also required to present fingerprint clearances. All individuals wishing to participate at the CDC should follow the guidelines below to determine whether or not fingerprint clearance is required.

Fingerprint Clearances

As per California laws SB933 and AB1659, many individuals participating in licensed child-care centers are required to present to the Department of Social Services Community Child Care Division, evidence of criminal record fingerprint clearances by the California Department of Justice and the FBI. **As per AB 1659, University students enrolled in an academic program whose participation is a guided portion of their academic training are exempt from fingerprint clearance if they participate no more than 16 hours per week, are never alone with children and are under the continuous visual supervision of a fingerprinted and cleared staff member.** All staff members, students participating more than 16 hours per week, volunteers and other adults must obtain fingerprint clearances by coming to the Child Development Center and completing a "Request for Live-Scan Service" form. They must then attend a Live-Scan service center for electronic fingerprinting; clearance information will be obtained and maintained at the California Department of Social Services Community Child Care Division. By law, the Child Development Center is permitted, at its initiative to require a background check on any individual, even though the statute exempts them.

Students who apply for Child Development Permits or California teaching credentials or who participate in academic programs that require participation in public school classrooms, or other field sites may find additional fingerprint clearance requirements for these experiences. Students should follow the University procedures for obtaining clearances for these purposes.

Identification Tags

Students are required to wear official ID tags at all times while in the lab. ID tags are color coded to enable easy identification for staff and students. The color code follows:

CDEV 3000	Professional Issues in Child Development	White
CDEV 3020/22	Child Guidance and Management	Light Blue
CDEV 3140	Human Development	Yellow
CDEV 3170	Early Cognitive Development	Lavender
CDEV 3180	Early Social and Emotional Development	Tan
CDEV 3181/82	Early Childhood Development	Orange
CDEV 3320/22	Infant Development and Group Care	Gray
CDEV3440	Developmental Assessment	Dark Green
CDEV 4000	Developmental Research Methods	Red
CDEV 4180/90	Developmental Programs	Pink
CDEV 4280/82	Development of Social Cognition	Neon Green
CDEV 4940	Fieldwork at the CDC	Light Green

COMM 4800	First and Second Language Acquisition	Blue
LIBS 3000	Community and Diversity Visitors, Special Topics and other courses	Red

TB Tests

Students are required by State law to provide proof that they have been tested for tuberculosis and have received TB clearance. Clearance certificates may be obtained from private physicians, the CSU Stanislaus Student Health Service or the County Department of Health. TB certificates are good from one year of date of issuance. Students who have positive reactions to (PPD) TB tests must bring written doctor's verification that they have been examined and are eligible to participate. Such documents must be renewed annually.

Assignments

Assignments for each of the many laboratory classes vary greatly. Students should consult with their course instructors for specific course assignments. Follow the specific guidance of course instructors regarding maintaining the children's anonymity on all written documents. Specific CDC requirements for each laboratory course are detailed in the CDC handouts that are distributed in lab at the beginning of each course but are summarized briefly as follows:

1. Upon arrival at the CDC, sign into the appropriate attendance log with your name and the time (see course outline for specifics). Attendance logs for weekly participation courses are kept on file so that students may document their laboratory hours at a later date.
2. Place your personal belongings in the student cabinet located in the observation room. Please do not bring valuables into the lab.
3. Put on your identification tag and a lab smock before you begin your assignment and wear it for the duration of your lab.
4. Read the bulletin board in the student area before beginning each lab. Students who participate in the classroom should also read the lesson plan boards in the classrooms. Notices about lab responsibilities, schedules, and children and miscellaneous notices about jobs, scholarships and professional meetings are posted daily.
5. For an unobtrusive observation, watch from the observation room and keep the lights off so that you will not be observed by the children. You may listen to the children and staff by turning on the sound system and inserting a CDC headset to the infant/toddler center, the preschool or the research room sound system. Follow the instructions in the handouts for details regarding use of the sound system.
6. For assignments that involve observation or interaction within the classroom, greet your classroom teachers; discuss your lab assignment with them at the beginning of each lab. Together, you can work out the best time to complete your lab assignment.
7. Before leaving the laboratory, sign your name and the time you left in the appropriate attendance log (see course outline for specifics).

Maintaining Children's Privacy

To protect the rights to privacy of the children that you observe, you should follow the guidelines presented in class as well as those presented in this Handbook and accompanying readings. Because

requirements and strategies for maintaining privacy vary for different purposes, it is particularly important that you follow these guidelines as you record data and complete written assignments.

- ✓ Follow CDC procedures for using information about children. This information is presented to students at the time of CDC student orientations for each class.
- ✓ Use only fictitious names or first initials for children in all written work. Never use children's first names or surnames when referring to them in print. Be cautious not to present information in sufficient detail for children to be recognizable to readers.
- ✓ Maintain original protocols with identifying information; return notes, protocols, or drafts to the CDC for disposal or as otherwise directed by course instructors.
- ✓ Discussions about course assignments that describe children's development may occur only in the CDC in the privacy of the office, in the college classroom in the presence of the instructor, or in the instructor's office. Be sure to respect children's privacy by never discussing their behaviors outside of these contexts.
- ✓ Students may not take photographs of children for course projects or for personal use without parental consent. Follow guidelines given in class for video or photographic release.

Interaction Guidelines

Before interacting with the children at the lab, students should familiarize themselves with the guidance theory and techniques described earlier in this Handbook and detailed in Guiding Young Children (Hildebrand, 1994). Some suggestions to ease student participation follow:

1. Model professionalism. Lab students become very significant in the lives of children; their words and actions are imitated. Model respect, enthusiasm and other attributes expected of children.
2. Make personal contact with children before speaking to them by moving near and sitting, kneeling, squatting and making eye contact. Adults may look very intimidating from a child's perspective; these types of actions set the stage for mutual interactions.
3. Attend to each child frequently; provide attention before it is needed by commenting about a child's activity, offering assistance, initiating interesting conversation.
4. Observe children at play for signs of restlessness, boredom, fatigue. Deter unproductive activity or conflict by redirecting children to appropriate and supervised activities.
5. Expect children to be successful but provide assistance when necessary. Encourage them to be independent.
6. Speak quietly, calmly, rhythmically, slowly and with a pleasant, even tone of voice. High-pitched, loud, rapid, and erratic voices encourage hyperactive reactions from children. Use your voice and facial expressions dramatically to get attention, create mystery and display enthusiasm. Try getting children's attention by quieting your voice or by using only gestures with no sound.

7. Be respectful of children's needs for alone time, solitary play, etc. Watch children's play for invitations to join. Playing alongside children often encourages them to invite adults to enter the play activity.
8. Use statements rather than questions; questioning children may be intimidating or may imply that a specific answer is expected. Describing children's behavior or stating an observation allows children to reflect upon the statement and usually encourages a response. Say, "*I Notice how the red and yellow have mixed to make orange.*" rather than, "*What colors are you using in your painting?*"
9. Set limits for children by stating what you want children to do; telling preschoolers what you don't want them to do is not useful information. Say, "*Walk please*" rather than "*Don't Run.*"
10. Narrow limits for the children and reduce the chances of conflict or misdirection by offering choices wherever possible and appropriate. Avoid rhetorical questions; use statements followed by two appropriate choices. Say, "*It's time to clean up now. Would you like to pick up the trucks first or the blocks first?*" Or Say, "*It's time to clean up now. Would you like to do it yourself or would you like me to help you?*"
11. Reinforce appropriate behaviors frequently by smiling, gesturing or using words that express your appreciation of the behavior. Avoid phrases that make judgments about children or their abilities. Say, "*Good cleaning!*" rather than "*Good girl!*"
12. Tell children how you feel about their behavior. Say, "*I am very proud of the way you asked Sally for the toy before you took it.*"
13. When conflicts arise, help children to work through to solutions with your assistance:
 - a. Stand between the children and draw them close.
 - b. Have each child explain his/her/perspective of what happened.
 - c. Help each child to express his/her feelings with words.
 - d. Help each child to think through a solution to the problem.
 - e. Help the children to think of and describe ways to prevent or to deal with similar situations in the future.
 - f. On occasion, young children need help to control physical outbursts of emotion. In such cases, you must stop or prevent any child from harming you, him/herself, others, or property. Use physical restraint, only when necessary, by wrapping your arms around the child and clasping your arms to one another, talking calmly and reminding the child that you will let him/her go immediately when he/she is calm and not in danger.

It is expected that all lab students are learning these guidance skills and will become more comfortable with them with practice. When in doubt, ask for help from the classroom teachers, the administrative inter, demonstration teacher, or Center director. Positive interactions with children will become comfortable and more spontaneous as you earn the children's trust with your nurturance and support.

No student will be allowed to remain in the laboratory who breeches the children's trust by yelling, threatening, using physical force, or intimidation. Any deliberate act of harming or humiliating a child is grounds for immediate dismissal from the laboratory, failure of the laboratory course, and further legal actions as deemed appropriate by this University's administration.

The Research Component

The creation, elaboration, and integration of knowledge and technologies through research are important functions of the CDC. In order to serve the research needs of the University while maintaining the integrity of instructional programs for children and college students, basic procedures are outlined as follows.

Investigators wishing to use the CDC for research purposes must adhere to the Guidelines of Ethical Standards of the Society for Research in Child Development as well as to the policies and procedures of the CSU Stanislaus Institutional Review Board. Prior to implementation, all research projects are also reviewed for content and procedures by the CDC director. No project is deemed appropriate if it is judged harmful to children. The review process assesses the potential benefits and risks of the study, the protection of participants' rights and privacy as well as the integration of the project into the children's daily program.

Parents are always notified of upcoming research projects and are given an opportunity to speak to the investigator(s) prior to data collection. In accord with the Human Participants' code of ethics, parents must give written consent before a project begins, and of course have the right to withdraw their consent or participation at any time. In addition, projects also include assent procedures; children must consent to the activity and may discontinue participation at any time. Most research projects with children at the CDC simulate games and children generally enjoy these experiences.

Requests for data collection by University faculty must be accompanied by IRB approval, a parental consent letter, and a written synopsis of the investigation to be done. This prospectus must include a description of the:

1. Design and purpose of research
2. Number and nature of participants
3. Time requirement per participant
4. Research methodologies
5. Potential adverse effects to participants
6. Safeguards for the rights of participants

Faculty members wishing to arrange for students to participate in data collection at the Center as part of a University course must contact the CDC director at least one month prior to the requested participation. A request to utilize the Center must include the assignment given to the students, the number of students involved, any special accommodations required for the project. Students who arrive at the Center without having made prior arrangements will not be accommodated.

Emergency Procedures

The following emergency information is posted on the parent and staff bulletin boards, near the office telephone, and in the classrooms near the exit doors. Please familiarize yourself with these procedures, with first-aid and safety equipment kept on the premises, and with evacuation routes. Review this information throughout the semester. In the event of an emergency, university students must remain at the laboratory until given an "all clear" from a CDC administrator.

Safety Programs

In the event of an emergency, it would be necessary for the staff, students, and/or parents to guide children to safety. Since young children understand little about emergencies, the cues presented by adults influence children's abilities to handle these situations. For this reason, the CDC staff does emergency preparedness programs with the children, students, and staff throughout the school year.

A written disaster plan is on file with the Department of Public Safety and the Department of Social Services. Disaster evacuation is practiced twice per year. Early in each fall semester, the CDC participates in an announced campus-wide disaster evacuation drill. At this time, the CDC staff coordinates with the Department of Public Safety, the Fire Department and other emergency professionals to test all equipment and practice evacuation procedures. Subsequently, fire evacuation drills occur monthly for each class. An unannounced disaster evacuation for the CDC is scheduled during spring semester.

State of Alert

A “State of Alert” plan has been devised by the CDC staff, the Department of Public Safety and the University’s administration. At the discretion of the CDC, in consultation with the University’s administration, this plan, or parts of it, can be put into action at any time. It includes:

1. Preventing unauthorized access to the CDC.
 - a. The CDC front entryways are locked; all individuals must show appropriate ID upon entry to the building.
 - b. Classroom doors are locked; administrators wear keys and all individuals must be escorted into the classrooms.
2. Preventing unauthorized rear entrance or exit to or from the CDC at all times.
 - a. Rear doors are alarmed and entry to staff is permitted by key only.
3. Communication on premises.
 - a. CDC administrators can communicate with classroom teachers at all times by the use of an intercom or radio system.
4. Communication for emergency use off-premises.
 - a. Teachers can communicate with CDC staff or the Department of Public Safety when off CDC premises using two-way radio communication.

Two-way Radios

Two-way radio communication is used between the teachers and administrators when classes are off premises of the CDC. In the case of emergency, teachers can contact the CDC administration who will simultaneously contact Public Safety. Teachers can also use the “Blue Phones” on campus to notify Public Safety of emergencies, and then radio the CDC and inform administrators of the emergency.

CDC FIRE Emergency Procedures

In the event of smoke or fire, pull fire alarm and evacuate the building as far from fire as follows:

Preschool Sessions

1. **Lead Teacher** - take waist pack (with emergency information cards) and attendance sheets (on clip board) and lead children via the posted escape route to the designated “meeting place” on the grassy area south of the CDC, 100 yards from all buildings. Seat children and take attendance. Make sure that all children are present. Help children stay calm and occupied; sing songs, tell stories, finger-plays, etc... until told by a CDC or University administrator that you may return to the building.
2. **Teacher** - check all rooms for hiding children, making sure that everyone has been evacuated. Turn off lights and close doors as you proceed. Once outside join the children.
3. **University Students** - assist instructional aide with the evacuation procedure. Help children stay calm and occupied. You must remain with the children and teachers until told you can leave by a CDC or University administrator.
4. **Demonstration Teacher** - inform the Building Marshal of the CDC’s status. That the CDC is all clear, there is a child/adult missing, etc. The Building Marshal will use their issued portable radio to notify Public Safety of the evacuation status. Follow the Building Marshals directions.

Public Safety will inform the Building Marshal (identifiable by an orange vest) when the building is safe for return.

5. **Director**- serves as the Building Marshal and Monitor (see Public Safety for responsibilities).

End of Morning Preschool Session (12:00 -12:30)

1. **Morning Lead Teacher** - Same as above. Don't forget to make sure parents sign their child out on the attendance sheet if they pick-up their child during the fire emergency. Do not allow afternoon parents to sign their children in during the fire emergency.
2. **Morning Teacher** - Same as above.
3. **Lunch Bunch Teacher** - assist morning staff with the evacuation procedure. Help children stay calm and occupied.
4. **University Students** - Same as above.
5. **Demonstration Teacher** - Same as above.
6. **Afternoon Lead Teacher** - take pm waist pack from the Morning Lead Teacher (with pm emergency information cards). If safe, stand to the *north* of the playground, instructing arriving afternoon families not to enter the building. Direct them to the designated "meeting place" on the grassy area south of the CDC, 100 yards from all buildings. Let parents know they must remain with their child until the staff and children have been told by a Public Safety designated Building Marshal that it is safe to return to the building.
7. **Afternoon Teacher** - If safe, stand to the *south* of the playground, instructing arriving afternoon families not to enter the building. Direct them to the designated "meeting place" on the grassy area south of the CDC, 100 yards from all buildings. Let parents know they must remain with their child until the staff and children have been told by a Public Safety designated Building Marshal that it is safe to return to the building.

Infant/Toddler Sessions

1. **Teachers** - place infants in portable cribs and wheel cribs out of the building via the posted escape route to the designated "meeting place" on the grassy area south of the CDC, 100 yards from all buildings. Help children stay calm and occupied; sing songs, tell stories, finger-plays, etc...until the staff and children have been told by a Public Safety designated Building Marshal that it is safe to return to the building.
2. **Lead Teacher** - take waist pack (with emergency information cards) and attendance sheets (on clip board) and assist the Teachers in moving the children via the posted escape route to the designated "meeting place" on the grassy area *south* of the CDC, 100 yards from all buildings. Take attendance, making sure all children are present. Help children stay calm and occupied. Don't forget to make sure parents sign their child out on the attendance sheet if they pick-up their child during a fire emergency.
3. **University Students** - assist staff with the evacuation procedure. Help children stay calm and occupied. You must remain with the children and teachers until told you can leave by a CDC or University administrator.

CDC Earthquake Emergencies Procedures

All Programs

Indoors

1. **All Staff members** - gather children and adults under tables nearest to them in classrooms, making sure that all children are accounted. Do not try to leave the building until shaking has stopped and Public Safety has called for an evacuation.
2. **Lead Teachers** - if Public Safety notifies us to evacuate, lead children outdoors out of the building via the posted escape route to the to the designated "meeting place" on the grassy area south of the CDC, 100 yards from all buildings. **Infant/Toddler Lead Teacher** - take attendance sheets (on clip board), and waist pack (with Emergency Information Cards). **Pre-School Teachers**- takes attendance sheets (on clip board), and waist pack (with Emergency Information

Cards). Take attendance, making sure all children are present. Help children stay calm and occupied; sing songs, tell stories, finger-plays, etc....until the staff and children have been told by a Public Safety designated Building Marshal that it is safe to return to the building. Follow instructions from the Building Marshal before re-entering the CDC or before proceeding to evacuation site at campus gymnasium.

3. **All Teachers** - assist with evacuation procedures as necessary. Help keep children calm and occupied.
4. **University Students** - assist staff with the evacuation procedures as necessary. Help children to stay calm and occupied. You must remain with the children and teachers until told you can leave by a CDC or University administrator.
5. **Demonstration Teacher** - check all rooms for hiding children. Join classes and staff at the designated "meeting place" on the grassy area south of the CDC, 100 yards from all buildings.
6. **Director**- serves as the Building Marshal and Monitor (see Public Safety for responsibilities).

In the event of major damage or destruction, the Department of Public Safety will announce and implement University-wide evacuation procedures.

Outside

1. **All Staff Members** - Gather children and adults on playground, away from trees and windows; make sure all children are accounted for.
2. **Lead Teachers** - After shaking has stopped, lead children out of the playground via the posted escape route to the meeting place, 100 yards south of CDC. Stay clear of buildings and trees. **Infant/Toddler Lead Teacher** - take attendance sheets (on clip board), and waist pack (with Emergency Information Cards). **Pre-School Teachers** - take attendance sheets (on clip board), and waist pack (with Emergency Information Cards). Take attendance, making sure all children are present. Help children stay calm and occupied; sing songs, tell stories, finger-plays, etc....until the staff and children have been told by a Public Safety designated Building Marshal that it is safe to return to the building. Follow instructions from the Building Marshal before re-entering the CDC or before proceeding to evacuation site at campus gymnasium.
3. **All Teachers** - assist with evacuation procedures as necessary. Help keep children calm and occupied.
4. **University Students** - assist staff with the evacuation procedures as necessary. Help children stay calm and occupied. You must remain with the children and teachers until told you can leave by a CDC or University administrator.
5. **Demonstration Teacher** - check area for hiding children. Join classes and staff at the designated "meeting place" on the grassy area south of the CDC, 100 yards from all buildings.
6. **Director** - Serves as the Building Marshal and Monitor (see Public Safety for responsibilities).

In the event of major damage or destruction, the Department of Public Safety will announce and implement University-wide emergency and evacuation procedures.

CDC Tornado Emergency Procedures

All Programs

1. **Lead Teachers** - Gather children into the south end of the infant/toddler room, away from windows. **Infant/Toddler Lead Teacher** - take attendance sheets (on clip board), and waist pack (with Emergency Information Cards). **Pre-School Teachers**- takes attendance sheets (on clip board), and waist pack (with Emergency Information Cards). Take attendance, making sure all children are present. As necessary, cover children with blankets and mats. Help children stay calm and occupied; sing songs, tell stories, finger-plays, etc....until told by a Public Safety designated Building Marshal that it is safe.

2. **University Students** - assist staff with the above procedures. Help children stay calm and occupied. You must remain with the children and teachers until told you can leave by a CDC or University administrator.
3. **Demonstration Teacher** - check all rooms for hiding children.
4. **Director**- Serves as Building Marshal and Monitor (see Public Safety for responsibilities).

In the event of major damage or destruction, the Department of Public Safety will announce and implement University-wide emergency and evacuation procedures.

CDC Accidental Injury Emergency Procedures

The following emergency information is posted on the bulletin board next to the office telephone at all times.

Emergency Injuries

1. Provide emergency care for the child or adult.
2. Send another adult to notify an administrator (director, demonstration teacher, administrative staff...) and call 911.
3. Public Safety/University Police will provide emergency assistance. They may be contacted from any University phone by dialing 911 or by using a campus "Blue Light" phone.
 - a. Give your name
 - b. Location
 - c. Telephone number
 - d. As much information about the injury and injured person as possible
4. A CDC staff member must notify the parents immediately, when 911 is called.
5. All other staff and University students should make every effort to keep the rest of the children away from the emergency, calm, and occupied.
6. An Accident Report form must be completed as soon as possible, promptly placed in the child's box and a copy given to the CDC director to review and place in the child's file. The director will file an Unusual Incident Report with Licensing within 24hours.

Minor Injuries

1. The area around minor injuries such as cuts, scrapes, bumps, and splinters, should be washed well with soap and water.
2. Apply a Band-Aid or ice as necessary.
3. Comfort the child and help them return to the classroom as soon as they are ready.
4. An Accident Report form must be completed as soon as possible, promptly placed in the child's box and given to the CDC director to review and place in the child's file.

Accident Reports

Parents MUST be notified of any injuries, big or small, visible or invisible (bruising often doesn't appear until children are at home), that their child receives while at the CDC.

After providing necessary care for any injuries, a teacher must promptly fill out an Accident Report form with assistance from any individuals who witnessed the accident. The report should give a brief description of the incident and the treatment that was given. This information must be communicated verbally to the Lead Teacher who then signs the accident report and immediately places the original (white) in the child's box for the parent to see while giving a copy (yellow) to the CDC director for review and placement in the child's file.

In addition to completing an accident report form, the Classroom Teachers must talk with the family member who picks the child up on the day of the accident. DO NOT rely on the Accident Report form to inform the parent of the incident.

Enrollment

Financial Obligations

Registration Fee

Registration must be secured with a non-refundable registration fee at the time of the parent interview. Enrollment follows when a registration application, financial-agreement form, policy-agreement form and registration fee have been collected from the parent and an enrollment packet has been issued by the CDC.

Tuition

Tuition is paid on a monthly or per-semester basis. Tuition is due by the 10th day of each month. August and January's fees are due on the first day of the respective semester when these semesters begin after the 10th day of the month. A Fee Schedule, included in the registration packet, lists tuition. These fees are based on the actual number of school days during each month according to the CSU Stanislaus calendar. All fees are subject to change given a written thirty-day notice. Before paying tuition, please consult the fee schedule and determine how much tuition is due. Checks may be dropped in the depository in the foyer of the CDC or they may be handed directly to the CDC director for immediate posting. Please do not hand checks to the classroom teachers. Cash may be paid only to the University Cashier's Office in the MRS building; receipts must be brought to the CDC for posting.

There is NO refund or credit given if a child is enrolled but is absent due to illness, vacation, or other cause. If tuition is not received within the month that it is due, the CDC may begin disenrollment procedures; parents are financially responsible for the unpaid balance and disenrollment costs incurred.

Additional Fees

An additional fee for early morning care (7:45 - 8:30 am) will be charged per month or per semester for preschool children who must arrive prior to the scheduled instructional program times. These fees are listed on the Preschool Fee Schedule form.

If tuition fees have not been paid by the 10th of the month, a late fee will be added to the account. Parents who are consistently delinquent with tuition payments may have their children disenrolled from the program.

Fines will be charged to parents for children who arrive earlier -- or are picked up later -- than the designated program hours. Parents will be charged the cost of maintaining the program and staffing beyond scheduled hours.

Continuous Enrollment

Enrollment and billing begin when a registration packet has been issued by the CDC administrator. Parents are responsible financially for each school day from the date of issuance of the packet until the completion of the school semester, or until official withdrawal has occurred. Children who are enrolled during the fall semester will be continued within the same session during spring semester. No child may be continued into spring semester without continuous enrollment

throughout the fall term. Continuous enrollment is necessary in order for a space to be held, since the CDC maintains an extensive waiting list.

Children may enroll in additional sessions when they are available, but may not drop current enrollment in order to make the change.

Withdrawal

A written notice, available at the CDC, is required for the withdrawal of a child from the CDC. Parents are responsible financially for tuition moneys for two weeks following the submission of this written notice. In the event that withdrawal from the program is necessary, the child may attend the program during the two-week withdrawal period. If a written notice of withdrawal is not tended, parents will be billed for the duration of the semester in which the child is enrolled.

CDC Schedule

The CSU Stanislaus Child Development Center offers programs for infants and toddlers ages 8 weeks to 3 years and preschool sessions for children ages 3 years to 5 years. Toddlers are integrated into the preschool program based upon age and maturation -- beginning at 2 years of age. A written request (available at the CDC) must be submitted prior to a child transitioning into the preschool room.

In order to accommodate the child-care needs of students and working parents, children may be enrolled in more than one session when space is available. An early-morning child-care service is offered for the preschool at an additional charge.

In order to make children's transition to school each day successful, as well as to insure that children and lab students are able to complete their weekly assignments together, it is important for children to arrive at school on time. Because arriving after the session has begun is usually disruptive and frightening to children, children who attend morning sessions must arrive by 9:00 am each morning. Children who arrive after 9:00 am may be denied entrance for that day. Please call the CDC in advance to make special arrangements in the unusual event that your child must arrive after the program has begun. The schedule for the programs follows:

Infant/Toddler Program (ages 8 weeks - 3 years):

Monday, Wednesday, Friday morning (MWF am).....	7:45 am until 12:30 pm
Tuesday, Thursday morning (TTH am).....	7:45 am until 12:30 pm
Monday, Wednesday, Friday all day (MWF am & pm).....	7:45 am until 4:30 pm
Tuesday, Thursday all day (TTH am & PM).....	7:45 am until 4:30 pm

Preschool Program (ages 3 years - 5 years):

Early Morning Child Care (MWF am and/or TTH am).....	7:45 am until 8:30 am
Monday, Wednesday, Friday morning (MWF am).....	9:00 am until 12:00 pm
Tuesday, Thursday morning (TTH am).....	9:00 am until 12:00 pm
Monday, Wednesday, Friday afternoon (MWF pm).....	1:00 pm until 4:00 pm
Tuesday, Thursday afternoon (TTH pm).....	1:00 pm until 4:00 pm

Arrival and Departure

Parking Provisions

There are spaces behind the CDC as well as two loading/unloading spaces at the end of the walk, south of the CDC that are designated for CDC parents. There is a 10-minute drop-off and pick-up time period set for these spaces. Parking is not permitted in the following areas: the service spaces at the end of the walk, south of the CDC and in the visitor spaces in parking lot #5. If you choose to park in lot #5 you can purchase a parking permit from the parking permit machines located at the University campus entrances. Please follow these parking directions carefully as the campus security patrols often. We request that parents please work together and be mindful of the limited available parking to make the situation as convenient for everyone as possible.

Vehicle Safety

We want children to be safe all day long. Please remember that young children must be restrained in appropriate child safety seats during their rides to and from school. Guidelines regarding the seat belt and safety restraint laws are available at the CDC. Additional information regarding choosing appropriate seats for purchase is also available in the CDC library.

In addition, adult passengers and drivers should be reminded to wear their safety belts when driving to and from campus and to be cautious when crossing the parking lot to the Child Development Center. Please use the sidewalk adjacent to lot #5 for safe access. Also, remember to watch for pedestrians when entering or leaving the parking lot in your vehicle and drive carefully.

It is imperative that parents do not leave infants or young children unattended in their vehicles while dropping off or picking up other children from school. Please call ahead if assistance is needed.

We want to guard against theft; please do not leave purses and other valuables in your vehicle and remember to always lock your car doors.

Arrival

While instructional programs for preschoolers begin at 9:00 am and 1:00 pm, if necessary, preschool children may arrive at school one-half hour earlier than the scheduled program (8:30 am for morning sessions; 12:30 pm for afternoon sessions). Because the classroom teachers need time to prepare the learning environment, we request that children be brought to the Center as close to the scheduled program time as possible. Classroom teachers can then be available to welcome children and parents at the door -- assisting children to make a secure transition to the school day.

Similarly, although all children in the infant/toddler programs may attend school as early as 7:45 am each day, all infants and toddlers should be present each day before 9:00 am. Timely attendance guarantees that children get the most out of the program and that university students have opportunities to work with the children on schedule.

It is very important that parents observe scheduled arrival times. It is difficult for children to adjust when walking into the classroom where activities are already underway. Similarly, it is difficult for children to leave a class when they are in the middle of an activity or when they are anticipating participation in up-coming activities. Therefore, we require that children attend the entire session in which they are enrolled unless an emergency or special circumstance arises. In such circumstances, it is helpful for classroom teachers to be advised ahead of time so that they can prepare children for the possibility of leaving school early.

Children need to be escorted into the Center by an adult. Upon entry, each child must be signed in on the attendance sheet located in the classroom. The attendance sheet is the means of verifying that children are present or absent in case of field trip, fire drill, or emergency. All sign in documents must be signed with full signatures and the time you are dropping off or picking up your child.

Parents should wait until a classroom teacher has greeted their child and made the required daily health check. Parents should inform others who may bring their child to the CDC about arrival procedures.

It is very important that parents say good-bye to their children before leaving for the day. In the case of separation problems, a staff member will assist with this process.

Separation Process

Often, children and parents have difficulty making a separation at the beginning of the school year. Because this problem is common, the staff has established specific procedures to help both parents and children through those initial days. These policies are described in a lengthy memo that is sent to each family prior to school opening. A few reminders follow:

- ✓ Be confident. Children rely upon the words of trusted adults as truth. When parents feel confident about sending children to school, children are more likely to be at ease.
- ✓ Always say good-bye and remind children that you will return. Children who do not yet understand time, rely upon the sequence of events for guidelines. They may ask often about when it is time for school or to go home. Speak to them in terms of events, such as, "after you eat breakfast," or "after you play outside."
- ✓ Leave promptly and confidently. Lingering makes the transition agonizing for young children. If you are worried or unsure, return to the observation room or call us from home. Staff members will be glad to make such arrangements.
- ✓ Acknowledge children's fears and help them to know what they can do to cope. Do not: reward children for coming to school happily, punish them for crying, or bribe them for good behavior. Children must come to school because it's fun. Bribes, treats, or threats put additional pressure upon children.
- ✓ Prepare children with tools to help them cope. "Care packages" with pictures of family, home phone numbers, or favorite stuffed toys work well. Be sure to ask staff members for other suggestions.
- ✓ Sometimes, bringing a favorite toy, blanket, or family photo to school assists a child who is making a difficult adjustment. In such cases, children always have access to their possessions but are asked to keep them in their cubbies when they are not needed. Sometimes, knowing that a familiar item is near is as comforting as playing with it. In most situations, children quickly become interested in school activities and no longer require the use of security objects.

Daily Health Check

Upon arrival at the CDC each day, children will be checked by a staff member for the State of California health clearance. Do not bring children to school if they:

1. Show any sign of illness
2. Have had a fever within 24 hours
3. Have a cold less than 3 days old

4. Have nasal discharge
5. Have a consistent cough
6. Show signs of fussiness, fatigue
7. Have vomited or had diarrhea within the past 12 hours
8. Have a skin rash or other symptoms of a communicable disease

Children arriving at school with any of the above conditions will not be allowed to stay at school in order to maintain the health of all children and staff, and because the CDC cannot provide adequate support for sick children.

If signs of illness occur during the school day, emergency forms will be consulted and parents will be contacted. Parents should keep us informed of any changes in emergency information. Also, parents should inform the Center staff immediately if their child contracts any communicable disease so that other CDC clientele can be notified promptly.

Children who are well enough to attend school must be well enough to participate in all activities, both indoors and outdoors. Please do not ask staff members to keep children indoors while others go outside, doing so is unfair to children and staff.

Child Abuse Prevention, Detection and Reporting

At the CDC, every effort is made to be certain that children are safe at all times. As educated professionals, the CDC staff recognizes the incredible responsibility it holds to protect children from potentially abusive situations and to report any reasonable suspicions of abuse to Child Protective Services and/or to the Police Department. Prior to each academic year, CDC interns are trained in the prevention and detection of child abuse and in their obligations as mandated reporters. In addition, child development majors take a required course, CDEV 3010, Child Abuse and Neglect, prior to beginning lab courses. Prior to enrolling children at the CDC, parents read and sign the "20 Facts About Child Abuse and Neglect" publication from the Department of Social Services that explains policies for prevention and reporting. To be sure that all children are safe from abuse adults at the CDC should:

1. Make sure children are well supervised at all times.
2. Interact with children in the presence of others and with visual supervision of CDC staff.
3. Report to the CDC office any individual who is not wearing CDC credentials or who seems unauthorized or suspicious for any reason.
4. Remember to follow the arrival and departure procedures exactly. Individuals who are unknown to staff will be asked for photo ID every time they enter the CDC.
5. Guide children verbally to independent actions for toileting tasks.
6. Use children's cues to guide physical interactions; ask children if they would like hugs, want to sit on laps or want their backs rubbed.
7. Encourage children to be outspoken about what frightens, worries or makes them feel uncomfortable.
8. Learn to recognize the signs of abuse.

Departure

Instructional programs for preschool end at 12 noon and 4:00 pm. Preschool children must be picked up between 12 noon and 12:30 pm or between 4:00 pm and 4:30 pm. Similarly, infant/toddler programs end at 12:00; infants/toddlers must be picked up by 12:30 pm. Because young children have a limited understanding of time and usually feel distraught when parents arrive late, parents are reminded of the importance of picking up their children promptly after school.

Before departure from the program, each child must be signed out. Children will be released only to those adults who have been authorized to pick them up from the Center, as noted on their official Emergency Form.

In the case that a staff member doesn't recognize the adult, or is unfamiliar with the adult, they will ask for a government-issued picture ID. Please remind drivers to carry their driver's license into the Center when picking up a child.

The Center and its staff reserve the right not to release a child to an authorized adult if they suspect that the driver is inebriated or otherwise incompetent. In such situations, another authorized individual will be called to pick up the child and Public Safety will be contacted.

Parents who pick up their children after 12:30 for the morning preschool program, after 4:30 for the afternoon preschool program, or after 12:30 for the infant/toddler program will be charged the costs of running the program after hours.

Closing the Gates

For the safety of the children, please remember to close the gates securely when arriving and departing.

Nutrition

The CDC provides a nutritionally-sound snack during each session. Each snack consists of food items from two of the four basic food groups: meat; breads and cereals; milk and dairy products; fruits and vegetables. Snacks are planned on a five-week rotating schedule. Although the schedule is usually observed, teachers may substitute other nutritionally-balanced snacks that are suited better to the curriculum being studied by the children. The snack menu with substitutions is posted in the CDC kitchen. Check with the classroom teachers for further information.

Snack is served family style at the CDC; children learn to serve and pass foods and to practice social customs and manners. Conversation at the snack table is encouraged so that snack time becomes an important social event.

It is hoped that each child will experience a variety of nutritious foods during the school year. Trying new foods is a learned behavior that is usually less frightening when other children are present. Because children are so impressionable, staff and students encourage good eating habits by modeling positive attitudes toward the snack provided. While trying new foods is encouraged, children's food preferences are always respected. Children are never forced to try new foods.

Dietary Restrictions

Parents should make sure that their child's "Dietary Restriction" card is up-to-date at all times. These cards are used to chart children's food allergies, intolerances or other restrictions. Staff members and students consult the Food Restriction chart on the kitchen bulletin board before preparation of snack each day; children who are restricted from having a particular snack will be given an alternate food product.

Parents of children in the infant/toddler program must also update their "Infant/Toddler Needs and Services Plan" at the beginning of each month, providing the staff with descriptions of dietary changes in formula and food. All parents are advised that children under one year of age may not be served honey or corn syrup.

Snack Preparation

Snack preparation is an important part of the instructional program, and the children are always invited to participate in this activity. Through assisting with food preparation, children learn about where various foods come from, how they are processed, and what nutrients they contain. Children also gain first-hand experience with measuring, pouring, mixing, and observing the processes of change as ingredients are combined, heated, or cooled.

Clothing

Dress at the CDC is informal for both children and adults. It is recommended that children wear comfortable, safe and washable clothing that they can manage easily. Parents should not send children to school in clothing that will prevent or hinder their participation in any activity. Children should also be able to run, jump, climb, and bend safely and comfortably. Be sure that all shoes are closed or have back straps. Please avoid slick-soled shoes, sandals and flip-flops, necklaces or other clothing that must be removed before climbing on play structures.

Toddlers and young preschoolers should be dressed in clothes that they can put on and take off themselves. This is particularly important while children are being toilet trained or when a child is first being introduced to the school process. Even children who can manage their clothing at home, often choose to play among peers until the very last moment and can have toileting accidents if hindered by difficult fasteners or too many layers of clothing. Please dress children in pants and underwear that are loose fitting with elastic waists.

Children should wear clothing that is appropriate to the day's weather. Please keep children's cubbies stocked with old sweaters, jackets, boots, hats, and gloves as needed. Children will play outdoors every day.

Please provide an entire change of clothing in case of spills, messy projects, or accidents. Be sure that clothing is labeled with the child's name and sealed in a plastic bag so that the staff will be able to identify misplaced items. Include old shoes, socks, underwear, pants, shirts, and a sweater or sweatshirt.

Parents are reminded to return a clean set of clothing to the child's cubby when the first set has been used. Please replace the clothes occasionally according to weather and size changes.

Bringing Items From Home

While it is often meaningful for children to bring special items from home to share with school friends, on occasion, breakage or loss of items does occur. The CDC cannot be responsible for items that are brought from home. Parents should, therefore, help children make decisions about whether or not to bring a favorite toy to school. Children who bring toys to school will be expected to let other children see or use them or to keep them in their cubbies.

Some sessions include a "show and share" when items from home are brought for class discussion. Check with the classroom teachers regarding this special sharing time and how parents can help their children to select items for this activity.

Home-School Communications

Parent Participation

Parents are encouraged to visit, observe, and participate in all CDC programs. Parents should give children several weeks to make their initial adjustment to the school environment before visiting or participating in the classroom but may watch from the Observation Room at any time. Speak with the classroom teachers about ways to participate in the program. Below are a few ideas:

- a) Bring a friend to a scheduled CDC parent program.
- b) Come to school and lead the children in a favorite activity.
- c) Share a favorite hobby with the children.
- d) Read a favorite book to a child or to a group of children.
- e) Assist the class with the activities already planned.
- f) Save and donate refuse materials that the CDC staff uses for art projects, etc.
- g) Sew costumes or use carpentry skills to assist with on-going CDC projects.
- h) Volunteer your time in the CDC office doing typing, filing etc.
- i) Share cultural and family customs with the children.

Celebrations

We welcome the opportunity to celebrate the children's birthdays or other special occasions at the CDC. Parents should contact the CDC Director one week in advance to make arrangements. The CDC will celebrate children's birthdays by focusing on the child's birthdate and the concept of that date being the day that the child was born. Parents are encouraged to participate by reading their child's favorite book, showing baby pictures, and sharing baby mementos such as a bib, blanket, rattle, etc. Throughout the year, we encourage family members to come and participate in their child's classroom to share cultural and family traditions.

CDC Family Spirit

Thursdays, Fridays and Special Events are noted as "CDC Family Spirit Days." We suggest that children and adults wear their CDC shirts on these days to show their school spirit. Apparel is available for purchase in the CDC lobby throughout the school year.

Parent Bulletin Board

The parent bulletin board (in the CDC lobby) is kept updated throughout the year with information about upcoming events at the CDC and in our surrounding community. Interesting articles pertaining to child development, legislation, and University events will also be posted on the bulletin board in the CDC lobby.

Monthly Newsletter

CDC newsletters are published throughout each semester to keep families informed about their child's education. Newsletters are distributed to families and staff early, mid, and late in the fall and spring semesters. Each newsletter boasts two columns written by designated interns. The first is intended to inform families of the curriculum, and activities going on at the CDC. At home activities which parents can do with their children, such as favorite finger plays, arts, crafts, and favorite recipes for snacks will also be included. The second will serve as a short article highlighting a hot topic in early childhood education and will focus on child development, growth and learning. News of upcoming CDC, community and campus events will also be included.

Parent and Family Program

A few evenings throughout the academic year are set aside for parent/family programs.

Working with the total family is an important function of the Child Development Center. Parent Programs are usually dedicated to parent/family learning about topics of interest to families with young children. These meetings provide enjoyable ways to learn more about child development, to share insights about personal parenting experiences, and to gain ideas from other families. These meetings are open to all family members and focus on a thematic unit such as literacy, science, music, etc. It is expected that each family will send at least one member to attend each *parent/family* program. So that we may make sure that parents receive important information from the workshops, please call the CDC if an emergency arises and a representative from your family will not be available.

Family Programs are devoted to events for the whole family. As a more celebratory event, we encourage all family members to come enjoy a potluck dinner and activities hosted by the CDC teaching staff. Centered on a thematic unit, the evening is full of learning and socializing.

Parent Library

The Parent Library (located in the preschool classroom) is an indexed file of articles on topics of interest to parents of young children -- including growth and development, language acquisition and discipline. Articles may be checked out of the CDC library to be taken home and kept for further reference or to share.

Parent-Teacher Conferences

Although arrival and departure times often provide an opportunity for parents to speak with teachers about their child's progress, sometimes there is a need for a more formal meeting. Parents may request a parent-teacher conference anytime during the school year to discuss or share concerns and/or a child's individual needs. Make arrangements with the CDC director or demonstration teacher for a parent-teacher conference during the school year.

Program wide parent-teacher conferences are scheduled each May, on a Wednesday evening at the CDC. Parents will be able to meet with the teacher who completed their child's assessments over the course of the year. Meeting with multiple teachers from a child's session(s) can be arranged depending on availability.

Special Programs and Projects

Occasionally, special programs and projects such as fund-raisers, advisory boards, family get-togethers, and parent workdays will be planned. Parent participation in these events is strongly encouraged. Such events strengthen the CDC programs and build strong feelings of community among parents, students and staff at the Center.

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