

# Staff Handbook



The Children's School  
A Program of the Associated Students  
Sonoma State University

1801 E. Cotati Ave. • Rohnert Park, CA 94928 • 707.664.2230  
[www.sonoma.edu/tcs](http://www.sonoma.edu/tcs)

# *Children's School Staff Handbook*

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#### **\*EMPLOYEE INFORMATION:**

Specific information about university employment including salary, benefits, grievance procedures, etc. is available through SSU Human Services at 664-2715

## **Part One: Welcome to the Children's School**

The goal of this manual is to familiarize staff with the philosophies, rules and regulations of the Children's School. Please take the time to refer to this manual throughout the year to refresh your memory about your role here. We encourage staff to discuss any questions and concerns regarding the school and our philosophy of working with young children.

### ***Children's School Mission Statement***

The Children's School is a program of Sonoma State University's Associated Students. We provide high quality early childhood education services to children of SSU student, staff and faculty families. Our NAEYC accredited program for ages one through five years is steeped in active sensory experiences and grounded in environmental ethics. We operate as the Child Development Laboratory on campus and welcome students from many different disciplines to observe and learn from and about children. Our model school is staffed with Master Teachers who train our large SSU student staff in theory and practice of early education.

We are open 7:30 am - 5:30 pm Monday, Tuesday, Wednesday, and Friday, we close at 3:45 pm on Thursdays for a staff meeting. Approximately 65 children are enrolled at the school. Funding for the Children's School is provided through the California Department of Education, the CSU Chancellor's Office, the Associated Students, Instructional Related Activities fees, and parent tuition. The Food Program (CACFP) allows us to serve breakfast, lunch and snacks to the children. Our program is operated on a non-discriminatory basis and gives equal treatment and access to services without regard to race, religion, sexual preference, and national origin or ancestry. The program refrains from religious practice or instruction. We welcome children of all abilities.

### ***Children's School Program Philosophy***

The philosophy of education at the Children's School is based on child development research, which finds that children form most of their attitudes about self and learning during the first five years of life. Our aim is to support the development of competence in all developmental areas. The school's goals and objectives focus on constructing learning environments for children that enable optimal development of their physical, psycho-social and cognitive abilities. These abilities interweave through several domains of expression: exploration, communication, mastery and resourcefulness. Daily adventures in a shared environment produce new scenarios and gained competence. Our curriculum

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evolves through the interests of the children and the teachers, and evolves with awareness of the dynamic living systems of which we are a part. It is steeped in active sensory experience, and grounded in environmental ethics as well as aesthetics. We encourage children to take care of the environments around them, and to honor the creatures and people therein. All encounters serve as ways to learn about responsibility and respect.

### ***Staffing and Administrative Structure***

Our teaching staff is composed of Master Teachers and Associate Teachers with Child Development Permits, and experience in a wide variety of early childhood settings. We employ, train and supervise student employees as well as students involved in internships and teaching practicums. Our Master Teachers, Associate Teachers, and Assistant Teachers with 6 or more ECE units (and enrolled in at least 2 ECE units), are responsible for the daily operation of the classroom programs as well as communication with parents, training of student staff, and assessments of children. All Student Assistant Teachers work in collaboration with the credentialed and "united" Teachers. Our Health & Nutrition Coordinator, also known as Captain Cook, is responsible for serving healthy, nutritious breakfasts, lunches, and snacks, as well as overseeing the Administration of the Child and Adult Care Food Program (CACFP). The Director oversees all operational aspects of the program including: contract reporting, budget, and facility management, and coordinates the business aspects of the program including scheduling of staff and families, payroll and attendance, and accounts payable and grant monitoring in collaboration with the AS and University Accountants.

**Director:** Lia Thompson-Clark

**Master Teachers:** Melissa Nelson, Lynne Lyle, Jesslyn Truttman, and Bethany Lybeck

**Health & Nutrition Coordinator:** Tarik Kanaana

### ***Staff Orientation***

At the beginning of the school year, new teaching staff will attend a classroom orientation that will cover the following;

- Program Philosophy and Children's School Mission Statement
- The Code of Ethical Conduct (attached)
- Health and Safety Procedures
- Individual Needs of Children and Families
- Techniques in the Classroom – as outlined in this handbook
- Daily Schedule and Routine
- Curriculum Framework and Description

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- Child Abuse Reporting Procedures
- Program Policies: Licensing, NAEYC, etc.

These topics will also be introduced to volunteers, substitutes, and other adults that will work with the children.

### ***Student Staff Evaluations:***

All new teaching staff is evaluated on an informal basis for the first six weeks of employment, with any issues or concerns documented as they arise. During this time, the Master Teachers and Director will make a professional judgment as to the new teacher's physical and psychological competence for working with children.

## **ASSISTANT TEACHER JOB DESCRIPTION**

In order to support the school's philosophy, a student assistant teacher will, under the supervision of the Master/ Associate Teacher/ Assistant Teacher with required ECE units, assist in the daily operation of the child development program. Duties include:

1. Monitor children and the environment for safety concerns.
2. Assist with the supervision of children for all indoor activities, including small and large group time. Assist with the supervision of children in outdoor classrooms, the community garden, and on walks around campus.
3. Set up curriculum areas to create thoughtful, provoking, age appropriate activities, indoor and outdoor, under the direction of the Master Teacher.
4. Assist in organizing the classrooms, ensuring that all materials are returned to their designated space. Assist with general housekeeping tasks such as wiping tables, cleaning toys and nap mats, and washing paintbrushes. Check in with the Master Teacher to see if there are any other ways to help.
5. Assist teachers in taking anecdotes for Desired Results Developmental Profiles.
6. Help serve breakfast, lunch, and snacks, and assist with clean up. Participate in mealtimes when seated with children, modeling family style eating and sound health and nutrition practices.
7. Help children relax at nap by reading books, sitting nearby, or rubbing backs.
8. Use positive guidance techniques that show respect and sensitivity to individual children and their families.
9. Assist with conflicts, using redirection problem solving techniques.
10. Maintain punctuality with scheduled hours of work and locate a substitute in case of illness.
11. Attend and participate in mandatory weekly meetings Thursdays at 3:45pm

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12. Maintain confidentiality for children and families.
13. Follows the school philosophy of education, which finds that children form most of their attitudes about self and learning during the first five years of life.
14. Supports curriculum that evolves through the interests of the children and the teachers, and evolves with awareness of the dynamic living systems of which we are a part.
15. Encourages children to take care of the environments around them, and to honor the creatures and people therein. All encounters serve as ways to learn about responsibility and respect.

### ***Health and Safety***

Master Teachers/ Associate Teachers and Student Assistants with 6 or more ECE units (and enrolled in 2 or more ECE units) administer all first aid. Should an injury occur that involves broken skin, bleeding or vomiting, one of these persons must assist the child. Master Teachers/ Associate Teachers/ Student Assistants who are "united" are the only teachers who administer first aid and deal with severe injuries that occur at Children's School. If a child requires first aid it is your job to comfort the child while a qualified teacher is notified of the injury or is collecting first aid supplies. Gloves are available if you need to comfort a child who is bleeding. If you are exposed to blood, please notify the teacher immediately.

- The primary duty of student assistants is to help ensure that all children are safe and healthy.
- All staff members should know the location of the first aid kits in the center. First aid kit "backpacks" are located on a hook near the exit doors in the three classrooms. These backpacks contain: gauze, bandages, tape, a flashlight, a thermometer and antibacterial wash. A list of all children in the school and their emergency contact information is in each classroom's emergency bag.  
All staff members may treat a slight injury with ice after the Master Teacher has been consulted and informed. Ice is stored in the freezer of the staff refrigerator in the staff room.
- Ice can reduce the pain and swelling of bumps, bites and stings. Children should be encouraged to have ice on their injuries, but it can sting and some children may not want this treatment. We respect their wishes if the injury is minor. Some children love to have ice, but it should be reserved for real injuries, not as a consolation prize – consult with the Master Teacher or Associate Teacher before offering it to a child.

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- Never move, lift or pick up a child who has fallen. Let the child lift him/herself from a fall or an accident, and then direct them to the Master Teacher/Teacher. If the child cannot get up, alert the Master Teacher/Teacher on the floor immediately. Moving someone who has fallen can cause more serious injuries.

### ***Basic Infection Control Guidelines***

#### *A. Hand-washing*

All staff members should wash their hands on arrival for the day, before and after preparing or eating foods, after using the toilet facilities or assisting young children after using the toilet facilities, wiping down surfaces, cleaning spills or any other housekeeping chores, after playing in water that is shared by two or more people, after handling any animals (visiting) or materials in contact with animals, when moving from one classroom to another, before and after feeding a child, and after being in contact with any body fluids (mucous) such as blowing noses. Hands should also be washed after applying sunscreen. Staff do not use hand-washing sinks for bathing children or for removing smeared fecal material. In situations where sinks are used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.

Staff use soap and warm running water. Lather hands up to the elbows; rub hands together for 20 seconds. Wash backs of hands, wrists, between fingers, under fingernails, and around jewelry. Rinse hands thoroughly. Dry hands off with a paper towel, and then turn off the running water with that towel, not with bare clean hands.

**\*\*\*Hand washing Guidelines\*\*\***

According to NAEYC

***Our program follows these practices regarding hand-washing:***

1. Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are periodically monitored.
2. All staff, volunteers, and children require hand washing when hand washing would reduce the risk of transmission of infectious diseases to themselves and to others.
3. Staff assists children with hand washing as needed to successfully complete the task. Children wash either independently or with staff assistance.

***Children and adults wash their hands:***

1. On arrival for the day



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2. After diapering or using the toilet (use of wet wipes is acceptable for infants)
3. After handling body fluids (e.g. blowing or wiping noses, coughing on a hand, or touching any mucus, blood, or vomit)
4. Before meals and snacks, before preparing or serving food, or after handling any raw food that requires cooking (e.g. meat, eggs, poultry)
5. After playing in water that is shared by two or more people
6. After handling pets and other animals or any materials such as sand, dirt, or surfaces that might be contaminated by contact with animals
7. When moving from one group to another (e.g. visiting) that involves contact with infants and toddlers/twos

### ***Adults also wash their hands:***

1. Before and after feeding a child
2. Before and after administering medication
3. After assisting a child with toileting
4. After handling garbage or cleaning

### ***Proper hand-washing procedure:***

1. Using liquid soap and running water
2. Rubbing hands vigorously for at least 20 seconds including back of hands, wrists, between fingers under and around any jewelry, and under fingernails; rinsing well; drying hands with a paper towel, a single-use towel, or a dryer; and avoiding touching the faucet with just-washed hands (e.g., by using a paper towel to turn off water)
3. Staff wears gloves when contamination with blood may occur
4. Staff does not use hand-washing sinks for bathing children or for removing smeared fecal material
5. In situations where sinks are used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food
6. Hand hygiene with an alcohol-based sanitizer with 60% to 95% alcohol is an alternative to traditional hand washing (for children over 24 months and adults) with soap and water when visible soiling is not present.

### ***B. Cleaning with a disinfectant (Basic G Solution)***

Basic-G solution is made as needed. Ratio is 1/8 tsp of concentrate per 16 ounces of water. Tables should be sprayed with Basic G solution; solution should remain on surfaces for a minimum of ten minutes-when possible then wiped with a damp rag before and after each meal. Children should be kept away from

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surfaces that are being disinfected. For other surfaces, Basic G can be sprayed and allowed to air dry. Spray and wipe doorknobs frequently. Basic- G is also safe on fabrics and should be used to disinfect any bodily fluids that come into contact with rugs or fabric toys. See individual classrooms for procedures on sanitizing toys- both Basic G and bleach are used.

### *C. Health and Safety Information Review*

All employees of the Children's School will review Health and Safety procedures early each semester, which includes information on the Children's School's Blood Borne Pathogen Exposure Plan.

### *D. Maintaining a healthy environment*

According to the NAEYC Cleaning and Sanitation Frequency Table (posted in all classrooms), the staff will work together to maintain a healthy environment including;

- Cleaning (either by hand or dishwasher using soap and water) all toys that a child has placed in his or her mouth or is contaminated by bodily secretion or excretion. These toys should be washed, rinsed, sanitized and dried before it is used by another child.
- Maintain areas used by staff or children who have allergies according to health regulations.
- When cleaning products are used, classrooms should be ventilated by opening doors/windows.

### *E. Water Play*

The following precautions must be taken to ensure that communal water play does not spread infectious disease.

1. No child drinks the water
2. Children with sores on their hands are not permitted to participate in communal water play.
3. Fresh potable water is used, and the water is changed before a new group of children comes to participate in the water play activity.
4. When the activity period is completed with the each group of children, the water is drained.

### *F. Other Safety Points*

Often people will look over the fence and watch the children. If you notice anyone doing this, notify the Master Teacher/Associate Teacher or Student Assistant with 6 or more ECE units. If you feel comfortable doing so, approach the person and ask them if you can help them. Explain to them that if they would like

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to observe in the classroom that they should set up a time to do so with the front office.

If there is ever a true emergency in the classroom, and you need to communicate this to the Master Teacher or the office staff without upsetting anyone, the code word for this is "Get out the coloring books." It means call 911. This would be used if someone has a weapon in the classroom, or is threatening with a weapon from over the fence, and you do not want this person to know that you have called 911. We have never had to use this, and don't anticipate doing so, but it's better to be prepared.

### ***NUTRITION***

The Children's School offers healthy breakfast, lunch, and snacks. All the food is prepared and cooked on a daily basis. The children receive healthy whole grains, fresh vegetables, fresh fruit, milk, and protein from legumes, fish and fowl. The meals we serve are at a no cost to the families and it is thanks in part to our participation in the California Nutrition Services program, which allows us to provide healthy, well-balanced meals to the children.

Healthy foods are beneficial to a child's development and growth. Eating a variety of healthy foods can prevent early medical problems and create lifelong good dietary habits. Children are not required to bring any food from home unless directed by a doctor.

### ***ALLERGIES***

It is the parent's responsibility to notify the school of any allergies that their child may have including reactions to food, bee stings, medications and animals. Documentation of treatment plans for medication to be kept at school requires a Doctor's signature. If a child's diet must be modified for health reasons, a physician must fill out our medical statement requesting accommodation. Due to an increase in peanut allergies of enrolled children, we do not use this food in school menus. We also refrain from using tree nuts in our meals.

### ***ILLNESS***

It is in the best interest of the children and staff that everyone helps to control and reduce the spread of illness in the Children's School. Many young children are susceptible to colds and contagious illnesses until they have developed a resistance to them. A child who appears to be coming down with something may be contagious and should stay home. An ill child does not enjoy being at school and may become worse due to the amount of activity at school. We do not have the staff or space required to care for ill children.

In order to limit the spread of many illnesses, we will observe each child upon arrival at school and discuss any medical problems with the parent. Parents will

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be asked to keep a child home, or pick up their child early under the following conditions:

1. The illness prevents the child from comfortably participating in daily activities.
2. The illness requires more care than the staff members are able to provide without compromising the health and safety of the other children.
3. Children taking antibiotics must be on the medication for at least 24 hours before they return to school.
4. Children will be sent home after loose bowel movements. If a child is sent home for diarrhea, fever, or vomiting, they must be kept home 24 hours before they return to school.
5. Fever, along with behavior change or other signs of illness such as sore throat, rash, vomiting, diarrhea, earache, etc.
6. Symptoms and signs of possible severe illness such as unusual tiredness, uncontrolled coughing or wheezing, continuous crying, or difficulty breathing.
7. Body rash with fever. Children with rashes including draining poison oak, impetigo, ringworm, and contagious cold sores, should be examined by a doctor.
8. Sore throat with fever and swollen glands or mouth sores with drooling.
9. Pinkeye or conjunctivitis with thick mucus or pus draining from the eye.
10. Head lice or nits. All nits (eggs) MUST be removed before a child returns to school.
11. Severe coughing where a child gets red or blue in the face, or makes high-pitched whooping sound after coughing.
12. Child is irritable, continuously crying, or requires more attention and care than we can provide without compromising the health and safety of the children in our care.

***NOTE: Staff may request a clearance from a physician prior to re-admitting a child.***

If there is a difference of opinion between the Children's School staff and a family physician as to the appropriateness of the child's attendance at school, the Children's School staff's judgment will supersede all others.

### ***VISION, HEARING & DENTAL SCREENING***

During the year the Sonoma County Assistance League will provide vision and hearing screening on all four year olds. Referrals for other types of screening such as dental are available from the teaching staff or Director.

### ***Blood Borne Pathogens Exposure Plan***

Student Assistant Teachers without required ECE units, Interns and Volunteers are not providers of first aid. If a staff member witnesses a first aid incident where there is blood, they need to follow these steps:

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- Tell a Master Teacher/ Associate Teacher/Student Assistant with required ECE units immediately.
- If the child is crying and comes to a staff member for assistance, then the staff member should guide the child to the nearest Master Teacher.
- The staff member should avoid any blood.
- Only Master Teachers/ Associate Teachers/Student Assistants with required ECE units are to administer first aid (even application of band aides). If there was an emergency (such as an earthquake) and there isn't a Master Teacher/ Associate Teacher/Student Assistant Teacher with required ECE units available to administer first aid, then the staff member should use common sense in assisting a child.
- Gloves should always be used if there is blood, and hands washed after gloves are removed. Towels should be used to absorb the blood and then put into plastic bags if laundry facilities are not available.
- If a student staff member is exposed to blood or is bitten by a child, you must notify a Master Teacher immediately. Wash affected area thoroughly with soap and water.

### ***Fire Drill Procedure***

Fire drills are practiced once a semester. Police Services comes to the Children's School and activates the fire alarm, facilities personnel from the boiler plant turn it off.

- Fire alarm is pulled by Police Services
- All children evacuate their classroom, leaving by the doors to the playground.
- The Master Teacher brings the first aid bag out.
- Children and Teachers line up by the exit gate; a head count is taken;
- Children and Teachers exit the gate and walk to the Environmental Technology Center next to the Organic Garden where roll call is taken.
- A police officer or another designated person will come to the field and give the "All Clear" signal before children and teachers return to the school.

### ***Earthquake Procedure***

The children will practice earthquake drills once a semester. The procedures will be the same in the event of an actual earthquake.

- The ground begins to shake. (Different classrooms might signal this in different ways.)
- Children move to the center of the room, away from windows and "Duck and Cover" – tuck chin to chest, cover head and back of neck with arms and hands, crouch to ground.
- When the ground stops shaking, the children evacuate the building through the back door to the playground and gather at the back gate to do a headcount.

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- Children and Teachers exit the gate and walk to the Environmental Technology Center next to the Organic Garden where roll call is taken
- Lia or other designated person will come to the field and give the "All Clear" signal before children and teachers return to the school.

In the event of a real earthquake, where there is too much damage to re-enter the building, the children and teachers will stay at the Environmental Technology Center until someone from Police Services comes. If damage is too extensive, all persons will be evacuated to the SSU Red Cross site which is in the Recreation Center.

The Children's School has three emergency bags, in addition to the first aide bags in each classroom. One is stored in Lia's office, one in the Dandelion outside shed, one in the Poppies outside shed, and one in the inside Poppy nap closet. These bags contain some emergency supplies such as flashlights and emergency blankets, as well as first aid supplies.

### ***Medication Policy***

It is our policy not to give children any type of medication. Parents are welcome to store medication in the staff refrigerator at the school during the day and to administer it. Medication should not be in the child's diaper cubby or backpack. If a child has a chronic medical condition that requires ongoing medication, the Director and Master Teacher will make accommodations for that child.

### ***Smoke-free Policy***

SSU is a smoke-free environment. Please refrain from smoking anywhere on campus, both indoors and outdoors.

### ***Naptime Awareness***

From the California SIDS Program:

What you can do to reduce the risk of Sudden Infant Death Syndrome (SIDS):

1. Place the child on his/her back to sleep.
2. Place the child on firm bedding. Do not place child to sleep on fluffy or soft linens, sheepskin, or other soft surfaces.
3. Do not let the child get too hot. Dress the child in as little or as much as you would wear.
4. Ensure that the child's remains uncovered during sleep.

### ***Child Abuse Reporting Procedure:***

All staff members are mandated reporters of child abuse because each staff member has direct contact with children and families and so falls into the category of "child care custodian." The primary purpose of the Reporting Law is to protect

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the child. In addition, a report may provide needed intervention that will ultimately help the family.

All staff are required to read and sign a STATEMENT BY PERSONS MANDATED TO REPORT UNDER CALIFORNIA PENAL CODE 1165 (K).

They are required to report the following types of abuse:

- A physical injury.
- Sexual abuse including sexual assault and sexual exploitation.
- Willful cruelty or unjustifiable punishment.
- Corporal punishment or injury.
- Neglect.
- Any types of abuse or neglect that occur in out-of-home care.

When a staff member believes that abuse or neglect may have occurred, the following steps will be taken:

1. The person will immediately report their suspicion to the Director or Master Teacher in charge.
2. The indicators will be discussed to determine whether there is REASONABLE SUSPICION that abuse or neglect has occurred.
3. Documentation of indicators of abuse will be submitted to the Director for inclusion in the child's file.
4. If there is reasonable suspicion, a phone report to the appropriate child protective agency must be made immediately, or as soon as practically possible.
5. The Director will make the report and document the conversation in the Center's file.

The parent may or may not be informed that a report has been made based on: a) the nature of the suspected abuse; b) the advice of Child Protective Services; c) the Director's or Assistant Director's recommendation; and d) staff input.

6. A written report must follow the phone report within 36 hours. The report must be sent to the child protection agency reported to, with copies sent to Community Care Licensing, and with one retained for school files.
7. If a child protection agency worker or law enforcement officer is to come to the Center to interview the child, the Director will remain on site until the interview and follow-up actions have been completed.
8. If the Director decides not to make a report, and the staff member, student, or volunteer still believes that there is REASONABLE SUSPICION of abuse, neglect or exploitation, that individual is required to report their suspicion to the authorities. This may be done anonymously.

### CHILD PROTECTIVE SERVICES

1747 Copperhill Parkway

SANTA ROSA, CA 95403 INFORMATION: 565-4300

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OR

CHILD PROTECTIVE SERVICES

P. O. BOX 1539

SANTA ROSA, CA 95402

CRISIS LINE: 1-800-870-7064 CPS Hotline: 565-4304

Our address:

Sonoma State University Associated Students Children's School

1801 East Cotati Avenue Rohnert Park, CA 94928

(707) 664-2230 (707) 664-4150 fax

Lia Thompson-Clark, Director [thompsol@sonoma.edu](mailto:thompsol@sonoma.edu)

### ***Guidelines for Student Teacher Breaks***

In accordance with California wage and hour laws, all teachers must take a 30 minute unpaid meal period for every five hours consecutive hours worked UNLESS the total number of consecutive hours worked in a particular work day does not exceed 6 hours, and the student voluntarily elects to forego the meal period. It is imperative that teachers adhere to this as it is a violation for the student to work just one minute over 6 hours without the 30 minute meal break. As meal periods are unpaid time, the teachers must sign out and back in on their vouchers when taking their meal periods. Teachers are entitled to a 10 minute rest break for every four hours worked, provided that the work day is at least five hours long. As the rest break is paid time, the students do not sign out and back in on their vouchers. Rest breaks should be taken as near as possible to the middle of each four hour period and may not be added to the end or beginning of the work schedule.

This Means:

If you work less than five hours - no break.

If you work five hours - 15 minute paid break.

If you work five and a half hours - 15 minute paid break.

If you work six hours - 15 minute paid break

If you work six and a half hours - 30 minute unpaid break

If you work seven hours - 30 minute unpaid break

If you work seven and a half hours - 30 minute unpaid, 15 minute paid = 45 minute break.

If you work eight hours - 30 minute unpaid, 15 minute paid = 45 minute break.

If you work eight and a half hours - 30 minute unpaid, 15 minute paid, 15 minute paid = 1 hour break.



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### ***Health of Teachers***

Each staff member must have a TB test and turn in the results to the Children's School.

Each staff member must sign a Drug and Alcohol Free form that states that s/he will remain drug and alcohol free while working at the Children's School.

If you are sick, arrange for a substitute using the substitute list compiled each semester. Please find a replacement as soon as you realize you cannot come to work. Call the school and inform the office of your absence and of the substitute who will be taking your place. It is imperative that we maintain a certain adult to child ratio at the Children's School and your absence greatly affects our program. However, please do not come to work if you are too sick to work, or are contagious.

If you know in advance you will not be able to work during your regularly scheduled hours, inform the Master Teacher as soon as possible when you will be gone and who will be substituting for you and write this information on the communication board in your classroom.

If you do not come to work and do not attempt to call in a substitute, you are subject to termination.

### ***Timeliness***

It is crucial to our program that staff members are on time for their work at the Children's School. We need to maintain a certain adult to child ratio at all times. If you are not on time for your scheduled hours, you could be jeopardizing the children's safety, and we could be in violation of our licensing requirements. If you are going to be late, you need to make your best effort to reach the office staff. Not notifying the school may result in your termination.

For Student Staff: If you are unable to reach us by phone you will need to check in with your Master Teacher/Teacher when you arrive, so that your actual hours worked can be accounted for. If the Master Teacher observes that you are often late, she may request a meeting with you to change your schedule.

### ***Substitute Calling Procedure***

You are responsible for finding your own substitute. You will be given a sub list at the beginning of each semester. Please call options from your classroom first, and then if you can't find anyone check with the other classrooms. If you know that you will not be able to work ahead of time, please use the Sub Board in the break room as well. Write the times and date that you need a sub on the board as well as your name and phone number.

For Student Staff: If possible, let your Master Teacher know who will be subbing for you, and write it on the white board in the classroom. If not, call the office to let us know who your substitute is: 664-2230. Your substitute should tell the

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Master Teacher/Teacher that they are subbing for you. Your substitute should be aware that they must check the task assignment sheet to see what tasks they may need to perform in addition to being in the classroom. If you cannot find a sub you must let us know the day before you are scheduled to work.

### ***Staff Training and Communication***

In order to provide a positive and nurturing learning environment for the children and staff, we all need to follow basic guidelines for getting along at work. These include but are not limited to:

- Being polite and respectful towards other staff members.
- Following directions and accepting constructive criticism.
- Limiting conversations with other staff members to work related issues while in the classroom.
- Taking initiative as it relates to daily tasks, including duties related to environmental awareness.

Staff training and orientation begins during the interview process. The Programs Coordinator for Staff will offer an overview of our program during the interview, and give a detailed tour of the school. If possible, the Program Coordinator for Staff will allow time for a short observation period, and then answer any questions about the Children's School. All staff members are required to attend weekly staff meetings throughout the semester, scheduled on Thursdays at 3:45p. The weekly staff meetings are designed to provide you with information regarding children and their development. They are also a forum for discussing issues and situations that arise while working at the Children's School. We will alternate between large group meetings with the whole school, and small group meetings where we meet as individual classrooms. If you are unable to attend a mandatory staff meeting you will be required to meet with another support staff person in your classroom or your Master Teacher, and review all hand-outs and information discussed at that meeting. This information will be kept in the "Student Assistant Meeting Minutes" kept in each individual classroom.

All Faculty will meet on a weekly basis one afternoon at 2:00. During these meetings, the core staff and administration will discuss the practices and alignment of;

- health and safety in early education environments
- program philosophy, pedagogy and curriculum,
- assessment and observation methods,
- teacher communication,
- case studies including families and individual children.

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For Student Staff: You will be assigned to a classroom when hired. If you have an idea, a concern or other communication it is your responsibility to talk with your Master Teacher, Associate Teacher, Director, or another Core Staff Member.

Because our school is such a busy place, taking responsibility for communicating your needs and feelings to another staff member is an essential part of your employment at the Children's School.

When speaking with a child/children squat down to their level and look eye to eye. Do not yell across the room. Utilize the methods described in the Guides to Speech and Action in this manual and from materials/discussion provided at staff meetings.

Remember, time spent on floor supervising children should not be spent visiting with parents or other staff members. When adults talk to others they are often unable to supervise children in a safe manner. You may have to be the person to break off such conversations.

It is your responsibility to communicate with your Master Teacher and other staff members whenever you leave the classroom. This means that when your shift is over, you must say good-bye, or wave, or somehow indicate that you are leaving. If you leave for a break, let the Master Teacher know. If you step outside to go to the bathroom, let someone know. If you are outside and taking a child inside to the bathroom, you must let someone know. If you are taking a child with you to get the lunch, or the laundry, you must let someone know. Although this may sound excessive, it is important for the Master Teacher to know where all children and staff are at all times for safety reasons and to best make decisions for the whole group.

### ***Confidentiality***

Because of the close contact the Children's School staff has with so many children, families and staff members, it is imperative that you uphold the strictest code of confidentiality. This code includes speaking only at staff meetings, or privately with a core staff member, about issues and feelings that may arise while working at the Children's School. Discussing any Children's School situation outside of the Children's School is extremely inappropriate and can result in termination of employment.

Each staff member/volunteer is required to read and sign a confidentiality agreement form before employment, agreeing to hold all information about children, families and other staff members in the strictest of confidence. The issue of **confidentiality** is one that applies to all of our dealings with children and their families as well as with our colleagues. Confidentiality requires that if we have a concern about a child, we speak about it with our colleagues and then

## *Children's School Staff Handbook*

with the parents of the child. We never speak with other children's parents about the issue. *It also means that we don't speak about children in front of them, as if they weren't there or can't hear what we say.* They are and they can.

Understanding the issue of confidentiality implies respect for the children we teach and for their families. It implies, as well, respect for the teachers with whom we work. Practically, confidentiality means that thoughts, views, opinions and anecdotes that are told in team meetings, staff meetings, and at any staff functions stay within the group. They are not discussed elsewhere except in a professional manner.

It is the responsibility of every teacher and staff member in the CS to respect the children in their care, their families, and, equally important, their colleagues. Because our work involves knowing personal information about others, it is essential that teachers maintain a policy of confidentiality and professional demeanor.

In this work, teachers often become very close to the parents in their classroom. They may babysit or attend private parties including birthday parties in a family's home. Keeping **professional boundaries** means that as teaching professionals, we maintain respectful boundaries between information and behavior that is personal and that which is professional. Teachers must not air or share information with parents that compromises their professional relationship or undermines the CS. Any concerns with policies or practices at the CS or other professional matters should be shared with one's teaching team or immediate supervisor. It is not appropriate to share CS matters with a parent.

### ***Security***

The staff room and adjacent bathroom are for Children's School employees only. Others requesting to use the bathroom can be directed to Zinfandel or Rachel Carson Hall.

Please make sure your backpacks and/or purses are zipped up or closed when you leave them to work in the classroom. You are responsible for any valuables you bring to the CS.

### ***Supervision Guidelines***

Children are under visual supervision at all times. Staff are always on alert and have their eyes on the children at all times. Children will never be left alone. Supervision requires that children who leave the classroom or playground for any reason be with a teacher. **Children will not be left alone with a volunteer, observer, or researcher.**

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Staff must count children before leaving an area and after arriving at the new destination. For example, when children go outside they will be counted before leaving the class and upon arriving at the playground. The children will be counted once again when leaving the playground and again when arriving back to the classroom. The number of children in their presence needs to match the number of children signed in on the daily sign-in/ out sheet. Staff will not congregate and visit on the playground. Teachers are stationed in different areas to be able to supervise all children and intervene quickly when necessary.

- Teaching staff will supervise infants, toddlers and preschoolers by sight and sound at all times.
- When children are sleeping, teachers are positioned so that they can hear and see any sleeping children for whom they are responsible, especially when they are actively engaged with children who are awake.

Teaching staff-child ratios should be maintained during all of the hours of school operation including indoor time, outdoor time, and during on-campus walking trips. These ratios are as follows: Infants up to 18 months 1:3 adult-child ratio; Toddlers: 1:4 adult-child ratio, Preschoolers: 1:8 adult-child ratio

### ***Procedure for Toilet Learning***

If you are a Rosebud or Dandelion teacher chances are you will have to change a diaper! Rosebud teachers will always be required to change their primary care children. We look at diaper changing as a unique opportunity for connecting with children one on one. It is important to focus on the whole child when changing their diaper, and to ask yourself: "what is the child learning from this experience?" The Rosebud and Dandelion classrooms have slightly different methods for changing diapers, depending on the age of the children. In the Poppies, Student Assistants will be asked to supervise the bathroom. For all classroom teachers, it is important to take care of yourself as well - use gloves, wash your hands before and after changing a diaper. Children should be reminded to flush and wipe, and they all must wash hands after using the toilet or being changed.

The Children's School policy encourages correct labeling of all body parts including genitalia. The staff respects the natural curiosity of children including questions about reproduction and body parts. Although we recognize that sexual exploration is a typical behavior in young children, we stress the importance of privacy and protection of the child and of the group at large. If you have concerns or questions regarding this policy please talk to a Core Staff Member.

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### DIAPER CHANGING PROCEDURE

(\*\*According to NAEYC Guidelines)

For children who are unable to use the toilet consistently, the program makes sure that:

1. Staff use only commercially available disposable diapers or pull-ups unless the child has a medical reason that does not permit their use (the health provider documents the medical reason) (\*or if a parent has a strong preference without a medical reason, teachers and parents will discuss what is best for the child and family).
2. For children who require cloth diapers, the diaper has an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and the outer covering are changed as a unit.
3. Cloth diapers and clothing that are soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.
4. Staff check children for signs that diapers or pull-ups are wet or contain feces at least every 2 hours when children are awake and when children awaken.
5. Diapers are changed when wet or soiled.
6. Staff change children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
7. At all times, caregivers have a hand on the child when the child is being changed on an elevated surface.

In the changing area, staff post and follow changing procedures (as outlined in the Cleaning and Sanitation Frequency Table). These procedures are used to evaluate teaching staff who change diapers. Surfaces used for changing and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food or feeding. Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly by using a hands-free device (e.g., a step can). Containers are kept closed and are not accessible to children. Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day.

### ***Procedure for Meal Times***

We receive funding from the Child and Adult Care Food Program (CACFP) to provide meals for the children. Under these regulations, it is necessary that each child take a small portion of each of the food items on the menu. They do not have to eat all the food but we do encourage "trying a bite." Adults are to sit with the children and serve themselves a child size portion. This is a time to model

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good eating habits, to communicate with the children in a relaxed social setting and to assist with spills or other mishaps. Our meals are considered Family Style, meaning that food is served out of a common bowl. Depending on age, children are encouraged to serve themselves and pass the bowl to the next child. Food, beverages and gum from outside the school are not permitted in the classroom. You are welcome to bring a water bottle – please keep yourself hydrated, especially when it's hot! For the children's safety, please ensure that all hot liquids or foods (above 110 F) are kept out of the children's reach. This includes cups of hot tea or coffee.

Staff do not offer children younger than four years old these foods: hot dogs, whole, nuts, popcorn, raw peas, hard pretzels, chunks of raw carrots, meat larger than can be swallowed whole. Grapes are cut and served for Rosebuds, and for children that are older than two years old grapes are served and supervised carefully by master teachers.

### ***Discipline Policies for Staff***

In the interest of maintaining a safe, healthy and optimally positive environment for our children, disciplinary actions towards employees may be necessary. We make every attempt to accommodate student staff as it pertains to scheduling, training, providing for substitutes or "lending an ear" in times of hardship or crisis. We understand that the life of a working student can be difficult and demanding, yet our children have needs that must be met. Below are some causes for disciplinary actions. It is important for you as a staff member to understand what consequences you may expect.

- 1) Misunderstanding or lack of clarity of school rules, policies and philosophy:
  - a) A meeting with the Director and/or Master Teacher involving re-training to clarify goals and objectives.
  - b) A follow-up evaluation in two weeks
  - c) Documentation of reasons for action, content of re-training, results of evaluation and follow-up procedures as needed.
  - d) Results of evaluation may lead to a notice of termination if it has been determined there is no improvement.
  
- 2) A continuing attitude displaying lack of respect towards children and staff, repeated acts of insubordination or repeated violations of schools rules.
  - a) A meeting with the Director and/or Master Teacher involving re-training to clarify goals and objectives.
  - b) A written warning to be retained in employee file.
  - c) A follow-up evaluation in one week.
  - d) Documentation of reasons for action, content of re-training, results of evaluation and follow-up procedures as needed.

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e) Results of evaluation may lead to a notice of termination if it has been determined there is no improvement.

3) Blatant and gross violations of Health and Safety regulations.

a) Immediate termination of employment.

b) Documentation of violation, and subsequent action to be retained in employee file.

University-wide grievance policies and procedure information is available through the Employee Services department.

### ***Social Media Policy***

Teachers, student staff, practicum students, student teachers and any others visitors to the Children's School agree to follow our social media policy as stated:

a) You will not use any social media sites while in the Children's School.

b) Be aware at all times of how you are representing yourself. (If the content seems questionable it is better to be on the side of caution and not post the information).

c) No discriminating remarks may be made against the Children's School, its enrolled children, enrolled families, teachers, student staff or any other person connected in any way the Children's School.

d) No Photos, names, commentary, or identifying information of children, enrolled family members, teachers, student staff or any other person connected in any way to the Children's School may be posted to a social media site.

### ***Dress Code and Demeanor***

Working with children involves lots of physical activity both indoors and outside. Please for your own comfort and safety, dress in clothing that allows for a full range of movement. You may wear an apron to help protect your clothing. Clothing should be modest, well cared for, professionally casual, and appropriate for the work. We want to convey the image of a neat, clean, and modest professional. All clothing must be free of media images and corporate logos.

Some examples of inappropriate clothing are:

- short skirts/dresses or short shorts
- shirts or tops that reveal cleavage or midriff

You need to be able to raise your hands and remain covered or bend over without exposing skin (front or back) between the chest and mid-thigh.



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If you have a question about a particular article of clothing, then it is most likely not a good choice.

Chewing Gum is not allowed in the Children's School.

Please leave all drinks and extra belongings/ Backpacks (including water bottles) in the staff room.

Anything you need to take into the classroom must be kept out of the reach of children at all times.

No cell phones or electronic devise of any kind are allowed in the classroom environments.

## **Part Two: Working with Families**

The Children's School promotes healthy and respectful relationships with each family. Working with the families is an ongoing process that involves continuous communication and awareness of each individual family culture and need.

\*\*The Children's School will address techniques and methods for fostering this partnership through staff orientation, staff trainings, and ongoing conversations.

### ***Collecting Family Information***

Each classroom will collect information about the families, including; family structure, child-rearing practices, socioeconomic, linguistic, racial, religious, and cultural backgrounds. The staff will use this information to adapt the environment, curriculum, language, and teaching methods.

### ***Welcoming Environments***

The Children's School staff will arrange each classroom environment to be both welcoming and accessible to children and families.

These environments include:

- multicultural materials that promote diversity while being respectful of the cultural traditions, values and beliefs of the families
- clearly defined places where families can gather information (sign-in/out binders, daily schedule postings, upcoming events, lunch menu, illness notices, etc, daily activities posters)
- clearly defined areas that display children's work at both adult and child's eye level
- appropriate cleanliness, and visual and auditory stimulation.

Each family is invited to visit and observe their child's classroom at any time during the regular hours of the program.

### ***Communicating with parents***

Each member of the core staff will establish and maintain a routine of ongoing and reciprocal communication with the families. This communication will occur via message boards, conversations during arrival/departures, parent-teacher conferences. The teachers should encourage parents to communicate their desires, goals, questions or concerns about their child's school experience. The staff can also foster the parent's role in that experience; ie. any interest in volunteering or observing, and planning any classroom or school-wide project/activity.

### ***Arrivals and Departures***

The Children's School recognizes the importance of the arrival and departure of each child every day. A core staff member will greet each child and

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parent upon arrival into the classroom. If a core staff member is unavailable, a trained student staff member will step in and greet the child and parent. The child's emotional/physical state is visually noted by the staff, including a wellness check which includes looking for any particular signs that the child is sick including color of skin, darkness under eyes, cough or runny nose.

The routine of greetings and departures should not be rushed. The staff should be aware of the child's individual needs and be flexible in the differences of routines among families. Both core staff and student staff will be trained on the appropriate language, methods, and techniques used in arrivals and departures.

This time also provides an opportunity for important information to be communicated between the parents and teachers. Core staff will communicate to the student staff when special circumstances require more time for parent communications.

The teachers are encouraged to help the children gather all of their belongings and prepare them – both emotionally and physically – for pick-up and departure. If a child is having difficulty entering play upon arrival, suggest some activities that they may want to try. Reassure the child that Mom or Dad will be coming back to pick them up. Upon departure, assist the children by helping them collect clothing and artwork. If you see a parent coming, you can alert the child that it is time to get ready to go home. If someone other than the parent arrives to pick up child or if it is someone you do not recognize, the Master Teacher should be alerted.

### ***Community Partnerships and Participation***

The Children's School continuously works to develop community partnerships and professional relationships. These partnerships help foster a sense of the greater community and further the school's ability to meet the needs of the families that we serve.

The Children's School has the opportunity to participate in many on-campus activities including the Family Fun Fest, the Halloween Fair, the Thankful Fest, etc. These community events are a special time to connect with families and better understand their cultural backgrounds. The staff should encourage participation in these events, including the parent board and volunteering opportunities. Staff should also collect information and inform parents about other community events, such as; museum exhibits, county fairs, storytelling and book reading events, and theatre for children.

### ***Early Childhood Education Advocacy and Professional Development***

Throughout the school year, the core staff will have the opportunity to participate in professional development opportunities including; specialized staff training, DRDP assessment training, CPR/First Aid Training, public awareness and advocacy events, and meetings and conferences organized by local, state and national early childhood agencies.

***Resources for Families***

The Children's School promotes best practices in child development and continually collects new information on these practices. The school offers parents current and developmentally-appropriate resources and information on the care and well-being of the child. This includes resources concerning;

- Health
- Social and Emotional
- Physical
- Cognitive
- Language and Literacy
- Mathematics

These resources are located in the RESOURCES binder at the front desk. Please take some time to look through the binder and become familiar with the services available to families in Sonoma County.

***The Consultation Project***

The Consultation Project has proudly partnered with Sonoma County's childcare and early education community since 2001. The project provides FREE consultation services to providers and teachers serving children birth through age 5 who have not yet begun Kindergarten. The team of consultants includes mental health clinicians, early education specialists, behaviorists, and parent liaisons. Many of the consultants are bilingual and bicultural. They help facilitate positive, culturally sensitive relationships with parents and develop collaborative goals and action plans to address the needs of the child, family, and program.

***Curriculum statement***

**Part Three: Working with children**

**GOALS FOR YOUNG CHILDREN**

1. For children to develop respect for themselves, other people, and the environment.
2. For children to be responsible for themselves, and for the environment around them.
3. For children to learn resourcefulness and problem solving.
4. For children to develop resiliency and flexible thinking.
5. For children to expand their sense of wonder about the world around them.
6. For children to express themselves creatively (artistically and socially).
7. For children to experience living in a community and developing peer relationships.

**DESIRED RESULTS FOR CHILDREN AND FAMILIES**

Desired Results are defined as conditions of well-being for children and families. The California Department of Education's Desired Results system (DR system) is a comprehensive approach that facilitates achievements for children and families and is the state mandated set of instruments we use at the Children's School. It provides key information that enables us to assess and improve our programs.

The Desired Results are:

1. Children are personally and socially competent.
2. Children are effective learners.
3. Children show physical and motor competence.
4. Children are safe and healthy.
5. Families support their child's learning and development
6. Families achieve their goals

**SCHOOL COMMUNITY**

The Children's School promotes the concept of school community and continuity of care. Our school is made of three classrooms; the Rosebuds, the Dandelions, and the Poppies. The children in the program transition from one classroom to the next based on their age and developmental evaluations made by the teachers and families. Most of these transitions occur during one of three times throughout the year; January, June or August. One month prior to this transition, the teachers and parents will spend the month discussing the transition, visiting the new classroom environment and meeting the new teachers and classmates. This transition period aims to support the children as they grow throughout the program. During their last year, teachers will also help the children and families transition to kindergarten by discussing the topic and providing information to the parents about school options.

***Rosebuds***

The Rosebuds are ages 12 months to two years+ (26 months); there is a ratio of one adult for every three children in this classroom. The learning environment is based on the philosophy of Primary Care. This means that each child will have a teacher assigned to them to help them through their day. The child can develop a close and consistent relationship with their Primary Care teacher, and form an attachment to them. Rosebuds are learning how to separate from their parents, and how to be independent. They are developing motor skills, both large and small. We allow plenty of time to honor the learning process, physically, emotionally, cognitively, and socially. Growth at this age happens rapidly, and teachers can help make it meaningful by documenting developmental milestones. We encourage children to move by themselves, rather than being carried by adults. Teachers may suggest to children how to move a chair to make room to sit in it or how to climb down steps. We do not lift children onto climbers, slides and other play equipment.

***Dandelions***

Dandelions are ages 2 years to three years +. There is a ratio of one adult for every four children in this classroom. The Dandelion environment differs slightly from the Rosebuds, as the children are just a bit older. This classroom is tailored specifically to the needs of the developing toddler. Toddlers are sensory learners and enjoy activities such as water, painting, play dough, and other tactile experiences. They use their whole body in their play, which means they love to climb, run, jump, and push objects around. Independence is a key part of a toddler's thinking, they want to do things themselves and the environment and teachers should allow this whenever possible. Toilet learning is an expression of this independence, and teachers in this classroom sometimes end up spending a lot of time in the bathroom. Toddlers tend to be extremely social beings. They are in the stage of parallel play, but move in groups and enjoy being together. This inevitably leads to conflicts, and teachers can support children by literally giving them words to work out their problems.

***Poppies***

Poppies are age three and a half to age five, with a ratio of one adult for every eight children. The Poppies are our oldest children, after the Children's School they go off to Kindergarten from this classroom. This program offers an environment that emphasizes self directed, open-ended activities that are developmentally based. We encourage independence, self expression and responsibility for self, other and the environment. For these reasons the teachers and support staff are requested to facilitate but not interrupt or direct the child's play. Language and literacy development happens continuously throughout the day while writing names on art or waiting lists, making signs, dictating or acting out stories or by speaking at circle time. Social skills involve problem solving, role playing and acting out emotions.

## ***Developmental Stages***

### ***Jean Piaget Stages of Cognitive Development***

#### **Sensory-motor** (Birth-2 years)

- Child learns through physical contact with his/her surroundings
- The development of object permanence (That things exist even when one cannot see them.) Infants under six months of age forget an object when it is out of sight.
- When a child knows that things still exist even when he or she cannot see or touch the object, the child feels a greater sense of permanence in his or her world.

#### **Pre-operational** (2-7 years)

- This child begins to use language, is learning to arrange things in order, and is beginning to classify things. The child assumes that she/he is the center of and the cause of everything (egocentrism). The pre-operational child is fooled by appearance, and does not yet fully understand time and sequence. She/he has difficulty with multiple directions.

#### **Concrete- operational** (7-11 years)

- A child at this stage can conserve matter and weight. The child can classify items in various ways. She/he still need concrete materials to explore and learn with. She/he can follow directions and is beginning to think abstractly.

#### **Formal-operational** (11-18 years)

- A child can begin to reason without concrete objects. He/she is finally capable of abstract thought. A child 11 and older can think about thought, government, the solar system, or scientific theories. She/he is not tied to thinking about what he has seen or what she is able to visualize in his/ her mind.

### ***Gesell Developmental Observation***

Arnold Gesell, PhD, MD, began his ground-breaking work early in the 20th century. He developed a set of norms illustrating sequential and predictable patterns of growth and development, used as the basis of the Gesell Developmental Observation.

2 years

Smoothness, some calm-much surer of language, makes needs known-demands not quite so strong-sometimes likes to please other, loving and affectionate.

2 ½ years

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Often directly contrary, difficulties-socially rigid and inflexible, want exactly what they want when they want it. Everything done just so-no change in routine, "Me do it myself" rituals.

3 years

Things quiet down, 2 1/2 resisted- 3's conform -use word "yes"-more cooperative, sharing, easy-going, feels more secure, likes to make friends-increased interest in language-loves new words- "surprise, secret, guess"- is adventuresome.

3 1/2 years

Tremendous change-break-up, insecurity, not coordinated-stumbling, falling, fears-hands may have tremors-stuttering-crossing of eyes, complaints of "can't see", tensional outlets may appear-blinking eyes, biting nails, sucking thumbs-difficult relations with people-shy one moment, boisterous the next-very vivid imagination (imaginary companions).

4 years

Out of bounds! Test all limits-loud, silly laughter-anger, likes shock words (bathroom talk, profanity) and also rhymes, loves to defy parental commands, very vivid imagination-tall tales (lies).

4 1/2 years

Beginning to pull in-trying hard to sort real from fantasy, great discussers, concerned with detail, better able to deal with frustration, interest in letters and numbers.

5 years

Delightful, more reliable, secure, calm, friendly, content to be at home near mom, be helpful, focused.

### *Artistic Development*

All children pass through a sequential pattern of artistic development. Some go through the various stages more quickly than others; some spend a particularly long time in one stage; and all go back and repeat earlier stages as they progress through this development. There are three basic stages of children's are: 1) The Scribble Stage 2) Basic Form Stage and 3) Drawing Stage. These stages can be further divided for better identification:

Stage One: Scribble Stage. Ages 12 mo-3 -

These scribbles involve vertical, horizontal, diagonal, curving and circular lines. All art is based on scribbles.



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Stage Two: Vague Shapes. Ages 2-4 -- Circles, crosses, squares, rectangles etc. are roughly visible. This child does not have the motor ability to master the shape yet.

Stage Three: Actual Shapes. Ages 3-5 -- This is a singular outline of a shape; motor control is now more refined.

Stage Four: Combined Shapes. Ages 3-5 -- These are designs created by combining and repeating various shapes. Shapes within shapes are common.

Stage Five: Mandalas and Suns. Ages 3-5 -- These are so common in children's art that they can be traced back to prehistoric times. The Mandalas and Suns display perfect balance. This is a turning point in children's art because from this stage we begin to see the emergence of recognizable art.

Stage Six: People. Ages 4-5 -- These first appear as a large head with the arms and legs extending from the head. Later a trunk and more details appear.

Stage Seven: Beginning Recognizable Art. Ages 4-6 -- These pictures are now identifiable. You may see several, unrelated objects on a page. These pictures are built upon the figures and shapes mastered during previous stages.

Stage Eight: Later Recognizable Art. Ages 5-7 -- The entire page tells a story. You may see birds, trees, people, flowers, suns, houses and kites. This child may still prefer to draw abstract art, however, this is done with good control and intent.

Keep in mind that the indicated ages are simply generalizations and not a true guide for all children. Also notice that the ages overlap.

### ***Discipline Policy for Children***

We use discipline to help children learn acceptable limits to behavior. As many young children are not ready developmentally to learn and respond to a long list of rules, discipline is in the form of redirection, gentle reminders, or simply, more positive attention from adults in the program. Children are given opportunities to work out problems constructively, and to develop a sense of respect for self, other people, and for the environment. The staff at the center will work with the children to follow three basic rules: the children and adults cannot harm one another, they cannot harm the center or the equipment, and the children must play in a safe manner so that they will not be hurt.

In addition, the children in the center are awarded personal rights in accordance with Section 101223 of the Licensing code. These personal rights refer

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to the children's right to be free from corporal punishment and to be treated with respect. A description of these rights is posted in the front foyer of the Children's School.

Should a child display behavior problems, he/she will be removed from the group and remain with a staff member until ready to resume play. Children, who display violent or aggressive behavior that could result in injury to themselves or others, such as biting, may be sent home for the remainder of the day. On-going communication between staff and parent is important so that the two can work together to change the behavior.

If aggressive behavior persists, the parents will be contacted to discuss the child's behavior and a plan will be made to further proceed in helping him/her. Outside resources such as Public Health, diagnostic services, parenting support groups, Child Protective Services, etc. may be called to help in problem solving. Input from these resources may include referrals to a more appropriate placement if the center cannot meet the needs of the child.

### *Discipline Procedure*

To assist staff and parents while working with a child who displays difficult behavior, the following procedure will be followed:

1. When a staff member recognizes that a child demonstrates aggressive behaviors that are out of the normal range and results in harm to others, themselves, or the environment, the Director and Master Teacher will discuss the behavior, and a parent conference will be scheduled to discuss the child's behavior. A plan will be developed so that staff and family can work together towards the goal of changing the aggressive behavior. The conference will be documented, the resulting plan will be written, including timelines, and will be signed by the Director and the parent. Staff will regularly discuss progress. The Director or Teacher will communicate with the parent regarding the progress of the situation. This plan could include seeking assistance from community resources such as therapy or parent education.
2. If the behavior has not improved adequately by the timeline set, the Director will follow up with the parent(s). The Director will ask about the following: other group experiences the child has had, home environment, discipline issues at home, areas where the child feels successful, etc. Together, the Director, Teacher and the parent will review the plan to improve the behavior so that the child feels consistency from both school and home.

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3. As the plan is implemented, the Director or Teacher will maintain regular contact with the parent (at least weekly) to let him/her know the child's progress at the school, and to hear how things are going at home. This contact will take place in the form of meetings, phone calls or notes. All contacts will be documented.
4. All staff members will be made aware of the plan and work together to help reach the agreed upon goals for the child. Time will be set-aside at staff meetings to discuss progress. This will be documented.
5. If the child's aggressive or hurtful behavior decreases, the child may continue at the center, if the Director feels this is safe and appropriate. These plans will be documented.
6. If the child is unable to be successful in changing her/his behavior or the parent does not follow through with the agreements listed in the plan, the Director will consider reduction of the child's hours at the center or terminating services altogether. If the decision is made to reduce or terminate the child's hours in the center, the Director will contact the parent(s) and send a Notice of Action, terminating services. In addition, referrals to alternative childcare services will be given if possible.

### *Guide to communication, problem solving, and conflict resolution*

These guides are used as a basis for much of our interaction with the children at the Children's School. They are also used as core training materials, and will be covered in detail during weekly training meetings.

### *Guides to Speech and Action*

#### *In Speech*

1. State suggestions or directions in a positive rather than a negative form.

Tell a child what to do instead of pointing out what she/he is not to do. Directions stated in a positive way are more effective than the same direction given negatively. For example: "Throw your ball over here" instead of "don't hit the window" or "ride your bike around the other bike" instead of "don't bump into other bikes". When adults talk to children in positive way, children feel respected and this increases their self-esteem.

2. Give a child a choice only when you are prepared to leave the choice up to her/him.

Have you heard yourself or others ask a child a question when, in reality, the child's decision was not an option? For example, it is time to go inside to wash hands for lunch and the teacher asks "Do you want to go inside now?" In reality, the child has to go inside and does not have a real choice. We need to offer real choices to children because it encourages thinking, decision-making and the power to choose. For example, "Would you like to play inside or outside?". With younger children, the choices should be limited to reduce confusion. For example, "Would you like the clown puzzle or the horse puzzle?"

Sometimes a choice may be offered to clarify a situation: when a child is interfering with another child's play in the sandbox, a teacher may ask "Do you want to stay in the sandbox?" A response of "Yes" is defined further as "Then you will need to play at the end of the sandbox out of Sam's way". The child can then make a decision and the disruptive behavior is redirected.

3. Use your voice as a teaching tool. Your words and tone of voice should help the child to feel confident and reassured.

The most effective message is simple and direct. Decreasing speed is more effective than raising pitch. It's a good rule to never shout or call across any play area, inside or outside. It is always better to move closer to the child to whom you are speaking, bend down to their eye level and talk to them calmly and gently.

4. Avoid trying to change behavior by methods that may lead to loss of self-respect, such as shaming or labeling behavior as "naughty" or "selfish".

Instead of using terms like "bad", teachers try to state the behavior you would like to see so the child is not made to feel ashamed. For example, if a child pushes another child instead of saying "you're a bad girl, be nice" which is damaging and does not give any positive direction for the child, a teacher might say "Pushing hurts. Go around Sarah if you want a drink of water".

5. Avoid motivating a child by making comparisons between one child and another or by encouraging competition.

Comparing a child to another can be damaging and create feeling of inadequacy. Often, adults will make comments such as "look at Toby's plate, he ate his lunch - you should eat your lunch too". Young children do not thrive in a competitive environment; when adults encourage competition by emphasizing who is the strongest, the biggest, the fastest, children's feelings are hurt. Competition does not build friendly social feelings in children.

6. Redirect the child by suggesting an activity that is related to his own purposes or interests whenever possible.

If a child is doing something that is undesirable and an adult wishes to change their behavior, try to think of something that is acceptable and similar to what the child is doing. For example, if a child is vigorously throwing bean bags and nearly hitting other children, you could say, "See if you can throw those bean bags in this basket" or "I see you throwing inside, let's take those bean bags outside where there is more room". If the child is throwing in anger, the teacher may suggest an acceptable way of draining off any feelings - like throwing a ball against a back stop or using a pushing bag or pounding at the workbench. The suggestion from the teacher should meet the needs that the child is expressing in her/his behavior.

*In Action*

7. Avoid making representational images in any art medium for the children to copy.

Art is a means of self expression. The young child needs many avenues of expression. When adults draw for children or make animals from playdough, the children are less likely to be creative and will try to copy the adult's work. Usually they are not able to recreate what an adult can make, and end up feeling frustrated and inadequate. The child will ask the adults to "make one for me" and abandons their own creative process. To avoid this a skillful teacher may sit at the play dough table, patting the play dough, or rolling it around, but s/he does not "make" anything. It is OK to demonstrate techniques, or make suggestions if a child needs scaffolding - the idea is that the artistic process is just that, a process and a learning experience.

8. Give the child the minimum help in order that she/he may have the maximum chance to grow in independence

When a child is struggling with a puzzle, instead of the teacher putting the pieces in for the child, she or he could say "if you turn that piece, I think it will fit". The child can feel that the adult is helpful but "I did it myself!" The teacher is encouraging the child's independence and ability to problem solve while also offering assistance.

9. Make your directions effective by reinforcing them when necessary.

Sometimes it is necessary to use several techniques together in order to be effective. Saying "it is time for lunch" may need to be reinforced by another

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suggestion such as "I'll help you park your bike". A glance at the right moment, moving nearer to a child, a verbal suggestion and actual physical help are all techniques. You must judge when they are to be used. It is better to use a combination of techniques than to depend solely on words. Practice making your statement only once.

10. Learn to foresee and prevent a problem rather than "mop up" after a difficulty. Practice awareness.

A teacher needs to be alert to children's behaviors that may lead to problems. For example, a cup of milk perched on the edge of the table by the child's elbow can be easily moved before it spills. If a child tries to enter other children's play by pushing or yelling, a teacher could help by saying "If you would like to play, ask Michael if he needs another block".

11. Define limits clearly and maintain them consistently.

In a well planned environment for children there will not be many "no" statements. However, when there are "no" statements or limits, they should be clearly defined, so children will understand them. Limits should be clear and necessary (i.e. "Walk inside. Toys from home go in the sharing box. Gum and candy need to stay at home.").

12. Be alert to the total environment. Use the most strategic positions for supervising.

We call this life guarding, similar to the role of a lifeguard at a pool. One teacher should be scanning the room or yard and remaining alert to possible conflicts or safety issues. This leaves room for other teachers to be moving caregivers, or to work with children one on one. It is a dance among teachers, stepping forward to work with a child, stepping back and lifeguarding. To make this possible, teachers must be in constant communication with each other, but it is important for adults to avoid gathering and socializing when supervising.

13. Make health and safety a primary concern at all times.

Being alert to safety means having a heightened awareness of the environment that you are in. For example, observing and removing sources of danger such as protruding nails, unsteady ladders, or broken toys. Examples of being alert to health concerns are seeing that drinking cups are not shared, hands are washed after toileting, food is not touched by many hands, etc

14. Increase your awareness by observing (whenever possible!!!!)

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Take notes of children's behavior when possible, especially observations that correlate with Desired Results. Accurate observations give teachers a wealth of information about individual children and their needs. Additional handouts will be provided to increase your knowledge of observation.

***A Guide to Responding and Respecting Linguistic and Cultural Diversity***  
(From NAEYC position statements – more information in Resources binder and to be covered in teacher trainings)

*Recommendations for working with families*

- Actively involve families in the early learning program
- Help all families realize the cognitive advantages of a child knowing more than one language, and provide them with strategies to support, maintain, and preserve home language learning.
- Convince families that their home's cultural values and norms are honored.

*Recommendations for working with young children:*

- Ensure that children remain cognitively, linguistically, and emotionally connected to their home language and culture.
- Encourage home language and literacy development, knowing that this contributes to children's ability to acquire English language proficiency.
- Help develop essential concepts in the children's first

### ***Problem Solving and Conflict Resolution***

*The Six Step Approach for Poppies*

1. Approach the conflict: Get close enough to intervene, get down to the children's level

2. Make a Statement: Describe the scene.

"It looks like you both want the red wagon." Offer no judgments, values, or solutions!

3. Ask Questions (Gather Data, Define Problem)

Have children sit down, make eye contact, and take turns talking.

Do not ask questions which pinpoint the blame. Draw out details and define problems.

"How did this happen?"

"How could you solve this problem?"

"How could you use it without fighting?"

4. Generate Alternative Solutions

Give children the job of thinking and figuring it out. Ask questions.

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"Who has an idea of how we could solve...?"

### 5. Agree on a Solution

When both children accept a solution REPHRASE IT! "So you both say that she will be the driver first."

Have children shake hands and agree to play fairly.

If a solution seems unfair or unsafe be sure to tell children. "It is too dangerous for both of you to stand up on the swing. What is another way to ride on the swing?"

### 6. Follow Through

This is the most important part for a teacher. Children will develop trust in you as a teacher if you are consistent in your follow through. Monitor the situation to make sure the agreement is going according to plan; you may have to be a clock-watcher. Tell the players and the group, "Looks like you solved the problem!"

### *The Six Step Approach for Rosebuds and Dandelions*

#### 1. Approach the conflict.

Most conflict with younger children tends to be physical. Get close enough to intervene, and get down to the children's level. If one child is hurting another one, put your arm out to blockade them and stop them from hurting the other child.

#### 2. Make a Statement: Describe the scene.

"You're hurting (child's name). Look, (child's name) doesn't want you to (push them, take the toy away from them). Look at his face, he has tears coming from his eyes (or listen to his voice, he said stop). It hurts when you hit." Offer no judgments or values.

#### 3. Ask Questions (Gather Data, Define the Problem)

Have children face each other. For verbal children, ask "What happened?" or "Did you like it when (child's name) took the toy away from you (or hit you)?" You could ask "Did (child's name) have the toy first?" If it is unclear, ask other staff members who may have seen the incident.

#### 4. Generate Solutions

It is important for each child to have a voice. The hurt child should be given a chance to say "Don't hit me!" and practice saying and signing "Stop!". The child who hurt the other child needs to practice taking care of other children. They can ask "Are you OK? Do you need anything? Do you need a hug?" If they cannot ask these questions the child can be shown how to touch gently, and practice gentle pats on the back, or gentle hugs. If one child has a toy that the other child wants,



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the child could ask "Can I use it when you are done?" One child could tell another child "I'm using this right now."

### 5. State the Solution

When a solution has been reached, restate it for the children. Tell one child "It's not OK to hit at school." Or "You may not hit at school." Or "(Child's name) has the toy now. You may play with it when they are done."

### 6. Follow Through

This is an important part for the teacher. Track those children involved and make sure that the children understood the solution statement. If the child looks like they might hit or take the toy away again, you will be ready to remind them of the statement.

7. Document the process if the behaviors continue to be challenging.

## ***Curriculum Statement***

Curriculum is what happens in a classroom during the course of a day, a week, a month, or an entire semester. Teachers plan activities, provide materials and set up the environment and equipment so that children can interact freely, and explore and learn about their environment. Children learn and grow through their manipulation, experimentation, and play with the physical and social worlds. Teachers guide and facilitate this play and plan a developmentally appropriate curriculum. "Developmentally appropriate" means that the activities or experiences match an individual child's abilities. For example, an activity for a two-year-old is very different than for a four-year-old because of differing developmental abilities. A respect for diversity is woven throughout the entire curriculum. This means that we strive to teach children to understand and to comfortably interact with differences. Also, to appreciate all people's similarities, so they will learn to respect each other and not develop prejudice. This includes a respect for different races, cultures, ages, abilities, and genders.

Our school environment fosters exploration of materials and provides opportunities for interaction between children and adults. Each classroom strives to present a soft, nurturing, welcoming environment. This is done through use of color, light, floor covering, different textures, pillows, multi-ethnic pictures and bulletin boards. Shelving, tables and chairs are all at a child's level to encourage independence.

Basic skills such as eating and toileting are an integral part of the curriculum. Separation from the parent is often difficult for a young child and the teacher supports both the child and parent through this transition. Positive statements are the preferred way to speak to children. That means suggesting to the child what they MAY do rather than what they should not do. When we give a child direction or discuss an issue with them we bend down to their level, get

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close to the child and speak clearly and quietly. We allow time for each child to think about what is said and to consider the options we give them.

We value each child as part of our school family as well as part of their home family. We welcome parents by greeting them each day, and inviting them to visit the classrooms.

### ***Guidelines for Curriculum Areas***

#### *Easel Painting/Art Area*

Provide a clean, well-defined workspace and chair for each child. Encourage children to write their own name or to make "their mark" on their art. Then, if necessary put child's name, correctly spelled, on all children's art work (using capital letter with small case, i.e. Sarah). Include date. Avoid making models like making an animal with play dough or drawing from an adult perspective. This discourages children and can encourage such comments/feelings as, "I can't do it, you do it for me." It is more important for children to experience the process of their own creativity. Get down to the child's level either by sitting in a small chair or bending down, especially when they are talking to you. When necessary, remind children not to be wasteful of paper, glue, paint, (i.e. "You can use the other side of your paper" or "That's plenty of glue."). Wet art projects can be hung on racks or put on newspaper on the counter tops for drying. Clean up utensils, furniture and floor at the end of an activity with the children. Help to maintain an orderly environment. We do not model art for the children (drawing a rainbow, house, person, etc.) If you are sitting at a table you can: Show the proper way of holding a marker and make lines or shapes (more applicable for 4-5 years olds). Show the children how to tear or cut tape. Fold a letter to put in an envelope Roll play dough or clay into a ball or snake, showing the children the technique. Just being there is appreciated by the children and teachers.

#### *Dramatic Play Areas*

Children love to "make-believe." We offer different props representative of environments from houses to hospitals to beauty shops. This can encourage children's creative play. Try to promote play without entering into it. When asked to join in by a child, encourage him/her to invite another child to be a part of the play (i.e. "Johnny is dressed up as a nurse, can you be his patient?"). Keep the area orderly. This may mean picking up items and putting them away during playtime, or facilitating clean up. As children leave, encourage them to clean up and put away the items that they were using.

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Gun Play: Children will often make a make-believe gun out of toys in the classroom. Although the majority of adults are against gunplay it is a game that children play without knowing the "realness" of guns that we do.

After much discussion we have decided to allow gunplay with the following rules:

- a) "Guns" may not be pointed at another child unless you have asked their permission.
- b) If that child says "no" you may ask someone else or choose a target (a target can be drawn).

We ask that adults refrain from participating in gun play-you answer "no" if a child asks if they can point their gun at you.

### *Science Area*

Discuss the various displays with the children. Ask the children open-ended questions. Animals and small creatures need protection. A Master Teacher/Teacher or an Associate Teacher should supervise handling creatures. Science tools must remain in the science area unless there is a special need for them elsewhere, like taking a walk with magnifying glasses.

### *Book Area*

Encourage children to handle books with care and respect, and to return them to the shelves when finished. Books must be returned to the book area. Find a comfortable place for you and the children to read together.

### *Block Area*

Be seated on the floor or in a chair, available to help children when necessary. Help children expand ideas through suggestions, not by doing the task for them. Sometimes this means starting a structure and then inviting the children to complete it. Structures should be only as high as a child's shoulder so that they won't tumble over and injure children. Children need to respect structures built by other children. They can only knock down their own structures. Encourage children to build together if possible. This is an important learning experience. Help children return blocks and other items to appropriately labeled shelves.

### *Manipulatives (Lego's, Bristle Blocks, etc.)*

Table toys/puzzles can be used on the tables or on the floor. Children help put them away when finished with their play. Converse with children about what they are doing. Encourage them to try; avoid doing the task for them (i.e. with a puzzle, suggest different ways to turn a piece to see if it fits). All staff are responsible for keeping any and all pieces of sets together to avoid loss. Keep pieces in the appropriately labeled bins. Table toys are meant to be manipulated with hands for building or joining, not to be put in mouths, thrown or collected in pockets, etc.

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### *Sensory Tables (Sand, water, play dough)*

Encourage children to keep materials in the holding containers. Often materials can spill out when the children are filling cups or using funnels. Sweep or mop spilled materials and have children help with the dustpan etc. Spilled materials are never returned to containers. Seat yourself close to the children for supervision and listen to their conversation. Ask questions, for example: "How does the water feel?" Insure that there are adequate utensils (i.e. funnels, scoops, cups etc.) but not so many that play is inhibited. Play dough and clay stay on the table. They can be used with or without utensils. Insure there are an adequate number of utensils if provided. Have the children assist in clean up.

### *Circle Time*

All children are encouraged to come to circle time (use their names to invite them). Encourage children to sit and listen to the group leader/teacher. Children do not have to sing along. Many prefer to observe. If a child does not want to participate in circle time, she/he can sit quietly in a designated area. (To be discussed in each classroom.) All teachers/adults should participate in circle time activities, as role models for the children. This can include singing, talking, or storytelling. Adults need to show interest in what the children say or do. Children may sit in teachers' laps if they want. In the Poppies classroom children are encouraged to find their own spot. Assist the circle time leader by helping children become more involved in circle time when they are disruptive (offer your lap, move next to the child or in between two children who are having trouble).

### *Music/Movement Area*

Tapes should be immediately returned to tape cases after use and stored in tape boxes. Participate with the children in any dance or movement activity. This often serves to encourage them to get involved. When finished, they return the instruments to music box or shelves. Teachers must serve as role models in the use of instruments. Often, a marching band is a way to organize the use of the instruments. Encourage children to listen to each other's instruments or the music they are hearing.

### *Tire Swing*

Children push children. Adults may give one push a day. Three children on the tire swing is recommended but this can change when a larger group shows that they can safely swing together. When there is an empty seat, a waiting child may ride. Stomach, bottom or feet must be flat on tire surface. Hold on with both hands.

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### ***Routines***

#### *Eating*

Children stay seated in their chairs, at the table, unless:

- the child has been designated as a helper
- the child has to use the toilet
- there has been an accident such as a spilled drink

Adults stay seated. This encourages children to remain in their seats and to converse.

Adults put a small serving of each food on the child's plate (the children in the preschool serve themselves. If they do not serve themselves a certain food item, it needs to be placed on their plate).

Encourage children to serve themselves reasonable portions.

Encourage children to use proper utensils.

Encourage children to taste all food, but do not force them to finish all their food or drink.

Encourage children to only pour a small amount of juice or milk into their cups.

Make sure each child has his/her own place, clearly defined.

Teachers model for children, such as taking a "child size portion" and using forms of politeness "please" and "thank you". Children learn from example and are NOT required to say the please and thank you.

Treat accidents with spilling in a matter-of-fact manner. Ask children to get a towel and clean up their spill.

Children should clean off their own place, scraping their plates and throwing away napkins. Watch that cups, plates and silverware do not end up in the trash.

#### ***Toileting***

##### *Poppies:*

Make certain that every child is encouraged to use the toilet before naptime.

Be sensitive to individual children's needs for privacy. Some children want privacy, and some feel more comfortable with an adult sitting in a chair in the bathroom.

Children should wipe (girls and all poop) and flush the toilet and wash their hands afterward.

When washing hands, children should use small amounts of soap and water (the soap dispensers and faucets are often fun to play with). Assist them with washing their hands thoroughly.

Limit the use of paper towels by showing children how to dry their hands with one towel. Assist children in throwing away the paper towels in the waste basket. If there are paper towels on the floor- please pick them up!

After heavy use of bathroom, wipe excess water off the floor (mop near washer/dryer), pick up any trash, and wipe off toilets and sink with disinfectant. Some children need special reminders or encouragement to use the toilet.

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### *Dandelions:*

Dandelions change diapers and use the bathroom after snack, after lunch, after nap, and at 4:00. If a child has a bowel movement they must be changed immediately.

If children are toilet learning they may need extra reminders (if they are just starting, they may need reminders every 20 minutes or so). Children may need help with clothing or getting up on the toilets, they definitely need help wiping and washing hands. If boys are choosing to urinate standing up, they may need help with aim, and cleaning up later.

Diapers are changed standing up. Please work with children on having them pull down their pants and take off their diaper. They throw their diaper away in the trash, and sit on the toilets if they choose to do so. Then the child can get a clean diaper for you, and help hold it so you can fasten the tabs.

Help maintain cleanliness in the bathroom by wiping up the counter, throwing away any paper towel in the sinks and on the floor, and mopping up the floor if it gets wet with a towel.

### *Rosebuds:*

Rosebuds change diapers every two hours, and record the time changed and what happened (BM, W for wet) on the child's daily form. In the morning it is the responsibility of the primary care teacher to make sure that the children in their care are changed.

Rosebud children are changed lying down on mats on the floor in the bathroom. The mat **MUST** be bleached after each use.

Some diapers are changed while the child is standing up, if the child is ready and stable on their feet. The child is encouraged to help pull down their pants and throw away the dirty diaper. They are also asked if they want to sit on the toilet – the child can hold on to the toilet cover for more stability.

Children must wash their hands after each diaper change. Help make sure that they get soap and a paper towel.

### ***Napping***

Help children find their rest mat, take off their shoes, and cover themselves with blankets. In the Poppies a book is read to all the children, in the other classrooms each child chooses a book and is read to individually, if they so choose. Attend to children who may need some assistance settling down, i.e., rub backs, sing quietly, rock, etc.

Children must remain on their mats at naptime.

Children may get up when in need of toileting or a drink.

Encourage children to whisper and remain quiet after lights are out.

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All children need to rest during naptime; however, not all Poppies or Daisies will sleep.

After naptime, teachers will help those children who are awake to get their shoes and move to the open curriculum areas.

### ***Dressing***

Encourage children to dress themselves as much as possible. With two-year-olds, you may need to do it halfway and ask the child to finish (i.e. put the sock on halfway, and say "now you can pull it on.")

A set of extra clothes should be stored in each child's backpack.

Wet clothes should be put in a plastic bag and knotted closed. Place the bag on the child's hook so it is ready to go home.

Children should be dressed appropriately for the temperature. They may have clothing and shoes off if it is 70 degrees. A diaper or underpants must stay on at all times. Remember that a child's internal thermometer may vary from your own – if a child is moving around a lot they might be fine in a T-shirt even if you are chilly in a sweatshirt. If you feel uncertain ask a Master Teacher or another staff person, or check with the child's parent.

Children may go barefoot inside and outside (shoes must be off inside in the Rosebuds) as long as it is warm enough outside. For safety, children must have shoes on for riding bikes and using metal shovels.

### ***Clean-Up***

Teachers are ultimately responsible for a clean up, but including child is a valuable experience for them.

Expect children to help you clean up, but do not force or threaten. Clean up can be a fun game, such as matching the blocks to the pictures on the shelves. This differs from classroom to classroom; as children get older they can be more responsible for cleaning up their environment.

Allow enough time for clean up, particularly for art, block, or dress up. Give children some warning before clean up begins so that they can finish with their play (i.e. in five minutes, it's clean-up time).

In your area, keep clutter to a minimum by putting away items no longer in use. Keep floor and pathways clear.

Put away materials you take out for projects. All toys and materials need to be returned to their labeled storage areas.

At the end of the day, all outdoor equipment is stored in locked sheds and the sandboxes are covered with tarps.

Encourage children to hang jackets on their hooks so that they can find them when they leave. Bring in any clothing left outside.

The outside yards need to be free of trash; encourage children to help pick up debris and keep an eye out for broken toys.

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Clean all paintbrushes, trays, and empty containers at the end of day.

### ***Daily Tasks***

Each classroom has extensive task cards that begin with opening tasks and end with closing tasks. It is the responsibility of each staff member to check their daily assignments and complete all tasks listed on the cards. It is recommended that the task cards be reread often to ensure that all tasks are finished.

### ***Assessment and Observations***

The Children's School uses multiple methods to assess and observe the students. The teachers use observation as their main method for assessment, which includes written observations, daily record forms, and digital photographs. The variety of methods provides an authentic assessment of the child in his or her classroom environments.

One main instrument used is the Desired Results system for assessing young children. The Desired Results system involves direct observation of children, using an instrument called the "Desired Results Developmental Profile" (DRDP). Developmental assessment is designed to deepen understanding of a child's strengths and to identify areas where a child may need additional support. Teachers and other child development professionals are encouraged to complete the developmental profiles through observation, a method of gathering information by carefully and systematically observing children in their early care and education environments.

The Desired Results system is aligned with the California Learning Foundations. The foundations focus on four domains: social-emotional development, language and literacy, English-language development, and mathematics. The foundations provide early childhood educators, parents and the public with a clear understanding of the wide range of knowledge and skills that preschool children typically attain when participating in a high-quality preschool program. The foundations and the Desired Results system are used together to plan the environment, play, learning activities and instruction to meet the needs of the children and provide a high-quality preschool experience.

### ***Conducting Effective Observations***

The process of systematically observing the development of children in the context of day-to-day family and early care and education activities is the initial step in finding and planning appropriate strategies to support the continuing development of children and families. Information gathered through observations can help child care providers in arranging the environment and in developing curricular plans and materials.



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There are a variety of ways of gathering information through observations, including the following: videotapes and cassette recordings; photographs; portfolios; anecdotal records, diaries, and logs; activity lists; time sampling and event recording; and checklists and rating scales.

Effective observation of children requires training and practice on the part of observers. It also requires an environment that is conducive to documenting children's activities and interactions with minimal effort or interruption to the natural flow of typical daily routines.

### *Using Observation*

When using observation to complete the "Desired Results Developmental Profile" (DRDP), educators need to consider the following points:

1. Use skilled observers. Observation is a complex, critical skill that can be developed through systematic training and practice. Observers completing the DRDP must be the teacher or caregiver who is the most familiar with the child. Observers must also do the following:
  - Be familiar with the tools, measures, and indicators for the developmental levels being observed.
  - Have an in-depth understanding of child development, including cultural variations expressed in children's behavior.
  - Identify high-risk behavior or danger signals that may indicate possible disabilities or other detrimental circumstances.
  - Understand the child's cultural context. Family and community cultures influence the child's access to multiple approaches to literacy and are also related to expectations regarding a child's educational accomplishments.
  - Consider the child's experience. Is the child challenged by premature birth, a medical condition, or poverty? Is the child the product of a healthy, full-term delivery and living in an economically secure and supportive household that affords ample opportunities for play and discovery?
  - Be aware of how performance styles, motivational factors, and environmental variables influence the judgments made about children's strengths and weaknesses.
  - Refrain from labeling and avoid the tendency to place stereotypical expectations on children.
  - Be aware of a child's total performance (across developmental domains), even when you are focusing on a single aspect of behavior.
2. Set up the environment to support effective observations of children. Observers can do the following to provide an appropriate environment:
  - Arrange activities so that the observers can watch from a place where they can hear children's conversations.

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- Plan activities that do not require the full assistance of teachers or caregivers when they wish to observe a child.
  - Seat the observer unobtrusively near children's activities.
  - Scatter "observation chairs" at strategic locations throughout the program, if possible.
  - Children who are accustomed to having observers present who are "writing" are more likely to behave naturally and allow the observer to take notes without interruption.
  - Carry a small notepad in a pocket. In several places on the wall, hang clipboards with lined paper and an attached pencil.
3. Keep a few specific points in mind. Observers can do the following to improve their effectiveness:
- Focus on observing exactly what the child does. Be as objective as possible. Do not let prior opinions or stereotypes influence your judgment.
  - Record your observations as soon as possible. Details may be important and can be easily forgotten.
  - Observe in a variety of settings and at different times during the day.
  - Be realistic in scheduling observations. Haphazard or incomplete observations will not present an accurate or comprehensive picture of the child's behavior.
  - Focus on one child at a time. Assign staff to observe specific children so that those observers can concentrate on getting to know a few children very well.
  - Observe children during their natural daily routines. Avoid being obvious.
  - Ensure confidentiality at all times. All developmental profiles are kept in secure locations out of children's reach.
  - Plan ahead. Are there times when the availability of extra staff or the nature of the day's activities seems better suited to observation?

(From Prekindergarten Learning & Development Guidelines, California Department of Education. Sacramento, 2000.)

*Children's School Staff Handbook*

Staff Handbook Acknowledgement Form

This handbook has been prepared for your information and understanding of the policies, philosophies and practices of The Children's School at Sonoma State University. Please read it carefully. Upon completion of your review of this handbook, sign the statement below, and return it to your supervisor. A copy of this acknowledgment appears at the back of the handbook for your records.

I, \_\_\_\_\_, have received and read a copy of The Children's School Staff Handbook which outlines the goals, policies, and practices of The Children's School, as well as my responsibilities as an employee.

I have familiarized myself with the contents of this handbook. By my signature below, I acknowledge, understand, accept and agree to comply with the information contained in the Staff Handbook provided to me by the Children's School. I understand this handbook is not intended to cover every situation which may arise during my employment, but is simply a general guide to the goals, policies, and practices of The Children's School.

I understand that the Children's School Staff Handbook is not a contract of employment and should not be deemed as such.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

**NAEYC Ethical responsibilities to colleagues**

In a caring, cooperative workplace, human dignity is respected, professional satisfaction is promoted, and positive relationships are developed and sustained. Based upon our core values, our primary responsibility to colleagues is to establish and maintain settings and relationships that support productive work and meet professional needs. The same ideals that apply to children also apply as we interact with adults in the workplace. (Please see full NAEYC Code of Ethical Conduct, visit:

[http://www.naeyc.org/files/naeyc/image/public\\_policy/Ethics%20Position%20Statement2011\\_09202013update.pdf](http://www.naeyc.org/files/naeyc/image/public_policy/Ethics%20Position%20Statement2011_09202013update.pdf)

**A-Responsibilities to co-workers  
Ideals**

I-3A.1-To establish and maintain relationships of respect, trust, confidentiality, collaboration, and cooperation with co-workers.

I-3A.2-To share resources with co-workers, collaborating to ensure that the best possible early childhood care and education program is provided.

I-3A.3-To support co-workers in meeting their professional needs and in their professional development.

I-3A.4-To accord co-workers due recognition of professional achievement.

**Principles**

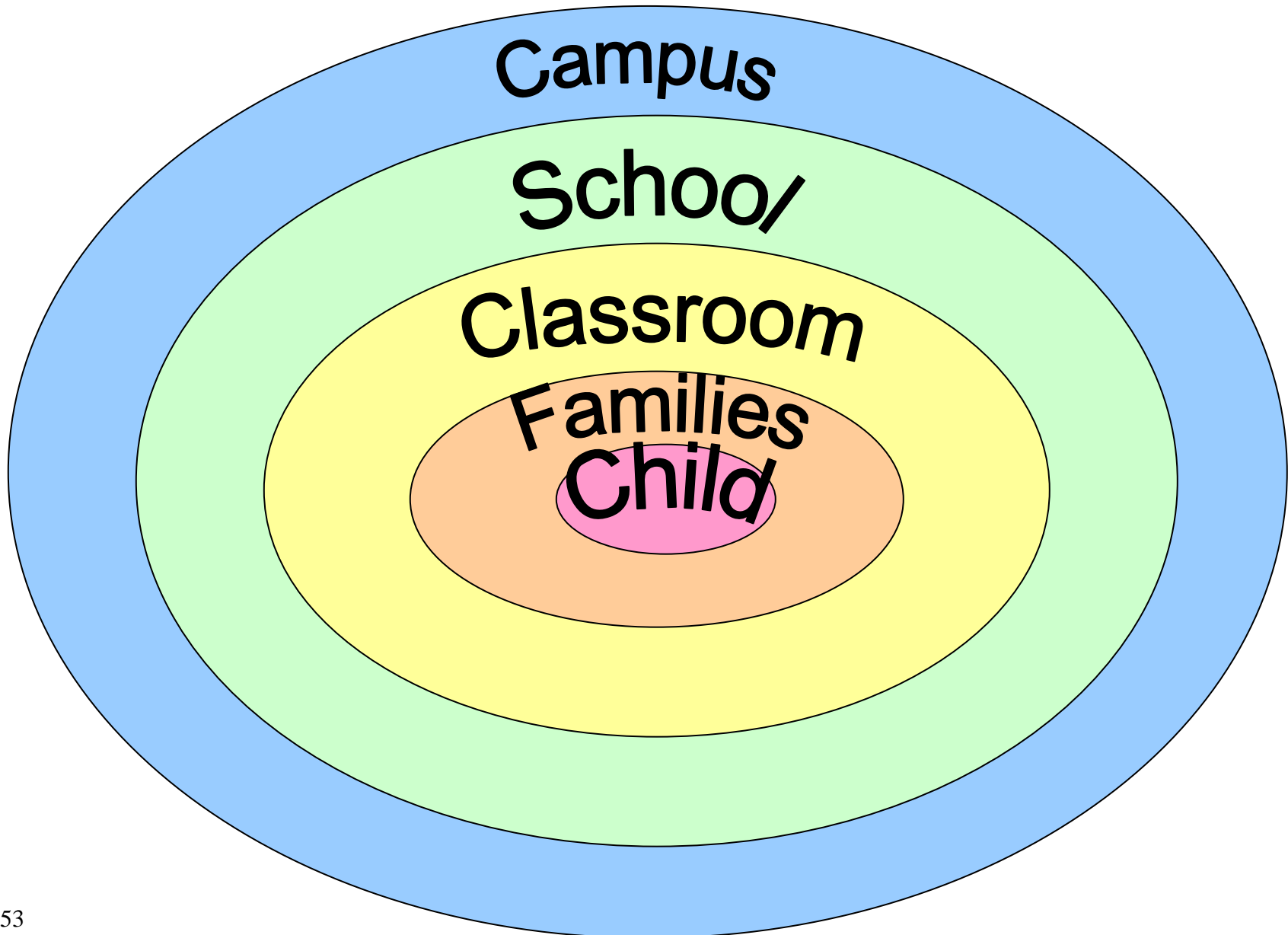
P-3A.1-We shall recognize the contributions of colleagues to our program and not participate in practices that diminish their reputations or impair their effectiveness in working with children and families.

P-3A.2-When we have concerns about the professional behavior of a co-worker, we shall first let that person know of our concern in a way that shows respect for personal dignity and for the diversity to be found among staff members, and then attempt to resolve the matter collegially and in a confidential manner.

P-3A.3-We shall exercise care in expressing views regarding the personal attributes or professional conduct of co-workers. Statements should be based on firsthand knowledge, not hearsay, and relevant to the interests of children and programs.

P-3A.4-We shall not participate in practices that discriminate against a co-worker because of sex, race, national origin, religious beliefs or other affiliations, age, marital status/family structure, disability, or sexual orientation.

Curriculum FRAMEWORK



<b>Child</b>	<b>Families</b>	<b>Classroom</b>	<b>School</b>	<b>Campus</b>
<p>Focus on ...</p> <p>Individual child's growth and development in</p> <ul style="list-style-type: none"> <li>* Motor</li> <li>* Social</li> <li>* Emotional</li> <li>* Cognitive</li> </ul>	<p>Focus on ...</p> <p>Recognizing families</p> <ul style="list-style-type: none"> <li>* Involvement</li> <li>* Traditions</li> <li>* Communication</li> <li>* Events</li> <li>* Structure</li> </ul>	<p>Focus on ...</p> <p>Appropriate play based experiences by observing</p> <ul style="list-style-type: none"> <li>* Seasonal changes</li> <li>* Emergent themes and happenings</li> </ul>	<p>Focus on ...</p> <p>Expanding awareness of the larger school community</p>	<p>Focus on ...</p> <p>Exploring resources that the SSU campus offers and developing the concept that we are part of a larger community</p>