

Welcome

We are happy to welcome employees to the CPH Children's Center staff. We hope this year will be rewarding for employees, and they will have the opportunity to form relationships, learn new skills, and put their learning into practice.

This handbook is intended to provide employees with valuable information about our program and answer questions that employees may have throughout the year, from their first day of work through leaving the program. The following sections are included:

- Our Program (pg. 2)
- Guiding Principles (pg. 6)
- Employment Information (pg. 13)
- Health & Safety Procedures, Mandated Reporting (pg. 25)
- Emergency Procedures (pg. 42)
- Important Phone Numbers (pg. 49)

If employees have any questions or concerns, they should feel free to contact the Director and/or Assistant Director at any time.

Our Program

This section includes:

- ✓ Our Story
- ✓ Licensing Information
- ✓ Children & Families Served
- ✓ Professional Staff
- ✓ Hours & Days of Operation
- ✓ Ages Served, Location

CPH Children's Center Story

The CPH Children's Center began in 1971 when a group of student parents, needing low-cost, convenient childcare to enable them to complete their degree programs, got together and formed a parent-run preschool program. Although there have been many program and funding changes over the years, the Children's Center has maintained the same mission – to provide affordable high quality early care and education services to the CPH Community – students first, then staff, faculty and community families. The Children's Center provides a broad range of comprehensive services to families to support and encourage their academic and family success.

Additionally, the Children's Center is available to faculty and students of CPH to support classroom instruction through observation and direct participation with young children. Currently the Children's Center supports service learning requirements in several Heritage Spanish language courses, observation requirements for Psychology and Child Development classes, visits from Photography, and field placements for Child Development coursework. In addition, the Center hosts mentees from College of the Redwoods Early Education classes.

Licensing Information

The Children's Center facilities are licensed by the State of California, Department of Social Services, Community Care Licensing. The Toddler classrooms (lic#121305614) are licensed for a maximum of 27 children, 0-2 years old of which 15 can be

18-30 months old. The Preschool classrooms (lic#121305613) are licensed for a maximum of 58 children from 18 months to 5 years.

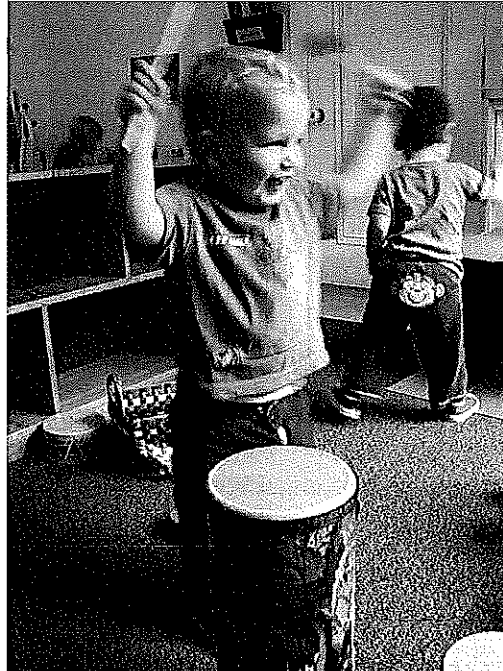
The Children's Center typically serves at any one time:

Infant Classroom	8 Children (2 groups of 3, 1 group of 2)
Younger Toddler classroom	10-11 Children (1-2 group of 3, 1-2 groups of 4)
Older Toddler classroom	12 Children (3 groups of 4)
Discovery Room	18 Children (3 groups of 6)
Exploration House	24 Children (3 groups of 8)

In the entire program, the Center serves approximately 85 children at any one time.

Children and Families Served

The Children's Center welcomes children from families of CPH students, prioritizing low-income student families. The Center also serves children of staff, faculty and community when room is available. A waiting/eligibility list is maintained with low-income students are enrolled based upon need, full-cost students, staff and faculty are enrolled based upon the date they got on the waiting list. Community members receive spaces if any are available.



The Children's Center enrolls children in August who are at least 3 months old to 4 year olds who are not eligible for kindergarten. The program welcomes children with disabilities and makes all reasonable accommodations to meet the child's individual needs.

Professional Staff

The Children's Center employs about 11 professional staff. The Center is a CPH program, under Enrollment Management. Dr. Stephen St. Onge, Associate Vice President of Student Success, is the direct supervisor of the Children's Center program.

- The Children's Center Director is responsible for the total program including planning, implementation and supervision.
- The Assistant Director is the immediate supervisor of the classroom teachers and is responsible for oversight of all aspects of the children's program, and staffing.
- The Office Manager is responsible for administrative, reporting, budgeting, and supporting the entire program and all program staff.

- The Family Service Coordinator oversees support services for student families, along with supporting the Early Head Start program.
- The Supervising Teachers are responsible for the program, environment, and staffing which meets all requirements of Title 22, as well as classroom program planning, implementation and evaluation; supervision and training of student staff.
- The Lead Classroom Teachers are responsible for implementing a program consistent with the policies and procedures of the Children's Center including curriculum planning, staff supervision and training, working with children and families, assessments and portfolios, and working collaboratively with their student staff and the staff of the Children's Center.
- Classroom (CCAMPIS) Teachers assist the classroom teachers with all aspects of the classroom program.
- Students comprise the bulk of our staff – from cooks to Associate Teachers. Student staff job descriptions are in the back of this handbook.

Hours and Days of Operation

The Children's Center operates Monday through Friday, 7:30AM to 5:30PM. As part of the University community, the Cal Poly Humboldt calendar for both academic semesters and the 2 summer Extended Education sessions are honored. We are open for some breaks and closed for others. Please consult our calendar, which is posted on our website:
<https://childrencenter.humboldt.edu/cc-calendar>.

Ages Served

CPH Children's Center serves families with children from 3 months old until they are legally eligible to enter TK or kindergarten, as legislated by the State of California. Children are served in two licensed centers, an Infant Center and a Preschool on the CPH campus.

CPH Children's Center Toddler Center accepts children in August of each academic year who are between 3 months and 24 months of age. There is an Infant room and Younger classroom. Children entering the Infant classroom are generally between 3 and 12 months of age, while Younger Toddlers enter with ages from 12 to 24 months.

CPH Children's Center Campus Preschool includes our Older Toddler Classroom, the Discovery Room and the Exploration House. The Older Toddler Classroom serves the Younger Toddler children from the previous year and adds a few new 2 year olds in August for the academic year. The Discovery Room serves preschoolers as young as 2 ½ years old. It is a smaller classroom with supports for children who are still involved in toilet learning and other

self-care skills. The Exploration House is the largest classroom and serves children 3 years of age until they leave for Tk or kindergarten.

Location

CPH Children's Center is located on Cal Poly Humboldt's campus, adjacent to the 14th Street parking lot, between A and B streets, in Arcata, CA. The program is located in four buildings:

- Building #94 (Jensen House) contains the administrative offices and kitchen. Our office is open from 7:30AM to 5:00PM each weekday.
- Building #37 (Baiocchi House) is the home of the Infant and Younger Toddler classrooms.
- Building #39 (Toddler Annex) houses the Older Toddler classroom.
- Building #36 (Mary Warren House) is home to the Discovery Room and Exploration House.

Guiding Principles

This section includes:

- ✓ Program Mission and Philosophy
- ✓ Child Assessment and Curriculum
- ✓ Open Door Policy
- ✓ Discipline/Guidance Policy
- ✓ Equal Access, Non-Discrimination Policies, and State Mandated Policies

Program Mission and Philosophy

The mission of the CPH Children's Center is to provide affordable, convenient, high quality child development services for student parents and the families of the Cal Poly Humboldt community (See Appendix A for more information).

The Children's Center believes that children are active, self-motivated learners. Children's development is fostered through intimate, stable relationships with caregivers and a secure, appropriate and challenging environment. This philosophy is based on the following beliefs:

- Each child is unique and special.
- Parents are the child's first and most important teachers.
- A successful early childhood (first six years) is critical to healthy physical, emotional, and intellectual development later in life.
- Children grow and mature according to predictable stages of development as well as individual timetables.
- Children need a safe, healthy, and nurturing environment in order to grow up as healthy, successful adults.
- A secure, stable relationship with significant adults is necessary for children to optimally grow and develop.
- Good early childhood practices are based on knowledge of child development theory and research.

Child Assessment and Curriculum

The development and learning of the children is assessed using the California Department of Education Desired Results Developmental Profile (DRDP) assessment system (see Appendix B for more information). Each child is assessed within the first 60 days of the beginning of fall term (or whenever enrolled) using the age appropriate instrument. The Classroom Supervisors analyzes the classroom data and develops a Summary of Findings identifying Action Steps to guide further curriculum for the group and individual children. The follow-up on the plan is monitored. The DRDP is conducted for a second time for each child within six months with another Summary of Findings and Action Plan to be completed.

The Children's Center believes that children are active, self-motivated learners. Development is fostered through intimate, stable relationships with caregivers/teachers in a secure, developmentally and culturally appropriate environment. Through the process of play and interaction with others and the environment children solve problems, work out social situations, integrate and synthesize information, and construct knowledge. It is the responsibility of the teaching staff to provide a social and physical environment and activities which support and challenge development, taking the lead from the children's needs, interests, and changing abilities (see Appendix C for more information).

Open Door Policy

Families are always welcome in their children's classrooms. The Center is legally required to release a child to their biological parent, and to give parents access to their child on site. The only circumstance under which the Center can keep a child from their parent is when a restraining order is in force. The Campus office and child(ren)'s classroom would have a copy, along with University Police. ***We are required to check photo ID of any adult picking up who we do not know, and verify that they are on the child's emergency card and designated to pick up the child.***

Discipline

Children grow and develop self-discipline over time, with the support of caregivers and in the context of relationships. Adults support the development of pro-social behaviors in a variety of direct and indirect ways – through positive relationships, modeling, supporting peer interactions, creating engaging environments, promoting small group activities, utilizing routines and schedules, and supporting children's learning and practice of their social skills. As every child has their own timetable for development, the Children's Center believes guidance must be relationship-based and individualized (see Appendix D for more information). If behavior becomes disruptive or challenging, the Center works with families to plan supports to help the behavior diminish.



Implementing Classroom Preventive Practices

- 1. Safe Environment:** Every effort is made to make the Children's Center the safest environment provided for children, a place set up expressly for the use of the children and their parent and caregivers. A carefully planned environment limits the need for adults to control children's behavior verbally.
- 2. Rich and Varied Curriculum:** This is provided both inside and outdoors. In addition to allowing the children to use the materials already out on the shelves, classroom staff provide enriched experiences that match their interest and energy level.
- 3. Routines:** Daily routines provide a structure which helps children feel secure and know what to expect.
- 4. Duplicate Toys:** At the Center, we keep materials in matching sets of duplicate toys so, if possible, each child can have a similar toy.

Using Social and Emotional Teaching Strategies

1. **Non-verbal Techniques:** Employees are physically close to the child, sitting on the floor or a low seat, kneeling or squatting and making eye contact. Employees use meaningful gestures, such as a soft touch on the shoulder or stroking a cheek or arm to model gentleness, as appropriate to the child's mood.
2. **Redirect:** Children can be redirected to an appropriate substitute activity. For example, if a child is throwing toys, start a "basketball" activity, throwing soft toys or balls into a container. If a child grabs the pen from an employee's pocket, get out markers and paper. Active children may be ready for outside play on a rainy day, therefore a large motor activity like indoor climbing or jumping is appropriate.
3. **Choices:** Providing simple choices gives children the sense of autonomy and control which is essential at each stage of development. It is important to make sure both of the choices offered will provide an outcome which is acceptable to the child(ren) and employee.
4. **Modeling:** Model pro-social behaviors (turn taking, sharing, empathy, gentleness, appropriate use of materials, and problem-solving techniques) by using appropriate language, engaging in positive interactions, and by having fun.
5. **Coaching:** Teachers use positive directions, telling the child(ren), briefly and firmly, what to do (rather than what not to do) with a short explanation. For example:

SAY

Keep your bottom on the chair

DO NOT SAY

Don't climb on the chair

6. **Reinforce:** Recognize when the child behaves appropriately and be specific. Lecturing and "time out" are examples of negative attention which is NOT used at the Children's Center.

Attention toward undesirable behavior reinforces that behavior, so ignore undesirable behavior when possible. Research has shown that using the "5-to-1 Ratio," a practice in which teachers engage in 5 positive interactions with students for every 1 negative interaction, is most effective for reinforcement.

Classroom Specific Strategies

1. **Small Groups:** Keep children in small groups preferably with single caregiver and three to eight (depending on the classroom) in a given space. Crowding and over-stimulation can lead to challenging

behaviors. Also, in this setting employees should not be dividing their attention between too many children.

2. **Observation:** Close observation of each individual child is of utmost importance in providing quality care and guiding children's behavior. Closely observe each child to see what captures their interest and when they become frustrated or aggressive (are they crowded, hungry or thirsty, tired, or bored?) Avoid problem behaviors by providing activities that a child especially enjoys or by discovering and meeting unmet needs.

3. **Primary Caregiving:** The CPH Children's Center supports the belief that each child needs to develop an intimate, stable relationship with consistent caregivers. To achieve this, the classroom children form a group and the same caregivers care for them each week. Although each caregiver is fully responsible for all children during their shift, a special attachment is fostered and soon develops between each caregiver and his or her "own" group. All caregivers work as a team with a classroom of children.

Planning Intensive Individualized Interventions

1. **Observation:** Watch and document child behavior.

2. **Conference:** The Classroom/Supervising Teacher(s) meet with the family and creates an individualized plan to address area(s) of concern. The developed plan may require involvement of community resources and will include actions for both family and classroom.

3. **Implementation:** Parents and classroom staff consistently implement the plan for a two week period and record observations.

4. **Follow up:** After two weeks, the Teacher meets with the family to decide if the plan was successful. If it is deemed so, no further action happens. If it is determined that the plan needs revisions, those happen at this meeting, and the process (#2 and #3) repeats.

5. **Assess & re-evaluate:** If, after a 6-week period, the child's behavior has not improved, or if the teacher no longer feels they can keep other children safe from the actions of the child, the family will be given 2 weeks to leave the program. A meeting will occur with the Classroom/Supervising teacher(s), family, and the Director or Assistant Director to create a transition plan for the family.

Not all children thrive in group care or in specific programs. Additionally, the program is limited by funding, adult: child ratios, specialized training of staff, etc. and cannot meet all the needs of all children. Specific circumstances in which this may occur include: aggressive, anti-social or unacceptable behavior to the extent that the child's safety, the safety of other children, and/or staff is at risk due to the child's inability to adjust to the group care situation.

Should it be determined jointly by the administrators and teaching staff that the program is unable to meet the needs of a specific child, enrollment will be denied or services terminated. Whenever possible this action will only be considered after other avenues available to the program have been explored in an effort to provide service to the child and family. Referrals to other services and assistance in finding other child care will be made available to the family.

The following procedure will guide program action in most cases. The family will be notified of the concern and meeting will be scheduled. An intervention meeting between the family, Assistant Director and Classroom/Supervising Teacher(s) will occur where the situation/area of concern will be addressed. Together, they will establish a plan of action for both Center and the family to address concern. Once that has been done, a date for follow-up meeting and possibly determination meeting will be set. At the follow-up meeting, staff and families will evaluate progress and adjust plan as needed. If a child does not respond to the interventions of the staff and family within a 6 week period, or if the child's behavior escalates so staff can't insure the safety of the other children in the group, the family, Classroom/Supervising Teacher(s) and Director or Assistant Director will meet and create a timetable for the transition from the Children's Center. *However, if the child's behavior poses a serious risk to the safety of children or staff, termination may be immediate.*

Equal Access, Non-Discrimination, and other Required Policies

The CPH Children's Center welcomes the enrollment of children with disabilities and makes all reasonable accommodations to meet the child's individual needs. The program will work with parents and specialists in the development and implementation of IFSPs, IEPs, and other individualized plans to address the child's needs.

The CPH Children's Center does not discriminate on the basis of actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, or age or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics. All families are encouraged to participate in all aspects of the program. Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact CSDA's TARGET Center @ (202) 720-2600 (voice and TDD).

CPH Children's Center Student Staff Handbook

The CPH Children's Center will provide no religious instruction or worship.

The CPH Children's Center policies are subject to review by the University administration, Center staff and Parent Advisory Committee. Policy decisions can only be established or altered by the joint consensus of the University administration, Center staff and Parent Advisory Committee. Parents will be notified in writing of any policy changes. Open meetings for major policy changes are held for parents at the monthly Parent Advisory Committee meetings. Policies causing undue personal concern may be discussed with the Center Director, Parent Advisory Committee members, and/or University administration at any time. The University Uniform Complaint Procedures are available in the Center Office and on Humboldt's State web page <http://www.humboldt.edu/president/uml/un100-01.html>

Concerns may also be addressed to Dept. of Social Services, Community Care Licensing (530) 895-5033.

The Children's Center participates in the USDA Child and Adult Care Food Program (CACFP). "In accordance with Federal law and U.S. Department of Agriculture (USDA) policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability. To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (800) 795-3272 or (202) 720-6382 (TTY). USDA is an equal opportunity provider and employer."



Employment Information

This section includes:

- ✓ New Employee Orientation
- ✓ Staff Trainings and Meetings
- ✓ Work Schedules, Assignments, and Break/Lunch Periods
- ✓ Probationary Period, Performance Evaluations, Time Sheets, Salary Schedule
- ✓ Expectations of Staff
- ✓ Code of Ethics and Disciplinary Action
- ✓ Other Information

The Children's Center values diversity in staff and maintains a policy of nondiscrimination, hiring qualified individuals without regard to race, color, religious creed, national origin, ancestry, gender, sexual orientation, marital status, age, disability, medical condition or status as a veteran provided they meet the requirements established by the Center for the position. Efforts are made to hire staff who reflect the cultural diversity of the families and children served. Employment, retention and advancement of employees shall be based on merit and be responsive to the needs of the Children's Center for quality and excellence.

Applications are available on the Children's Center's website located on the Cal Poly Humboldt website. Applications may be submitted in person, by email or mailed to the Children's Center. Applications are screened for suitability for individual positions based upon hours of availability, Child Development units, experience and references. Applicants who appear to be a good match for a particular position will be called for an interview. Interviews can take place in person or over the phone. Successful applicants must fill out applicable paperwork required by the University and Community Care Licensing. They must be Live Scanned and turn in a completed Health Clearance and TB Clearance, along with proof of COVID, MMR, Pertussis and Influenza (can be waived) immunizations before beginning work with children.

New Student Employee Orientation

Upon hire, all staff must complete paperwork required by Cal Poly Humboldt, licensing, and the Children's Center. All newly hired staff are required to meet with the Office Administrator for a New Employee Orientation. This orientation covers paperwork, live scan and health requirements, timesheets and paychecks. Prior to assuming job duties, all employees will be provided with a paid orientation meeting and a variety of written materials, including a staff handbook, classroom manual, and support materials. Staff are not allowed to work alone with children until they have received a New Employee Orientation.

During the first month of employment, staff are required to:

- Read the Staff Handbook
- Complete the required online staff trainings (found in the employee's SkillPort or the CPH website under Trainings: Required of Student Employees), INCLUDING Bloodborne Pathogen.
- Complete 2 Mandated Reporter Trainings as required by licensing
- Complete Civil Rights Training as required by the food program (CACFP)
- Attend Staff Trainings and/or Staff Meetings

Staff Trainings & Meetings

At least twice per academic year, all staff are provided with a paid, all day Saturday, staff training. In August, the training provides information about the Children's Center's policies and procedures such as: the NAEYC Code of Ethics, supervision guidelines, relationship-based caregiving, curriculum, and expectations of team members regarding attendance, dress, attitude, confidentiality and personal interactions. Time is also spent in classroom groups reviewing the classroom schedule, environment, routines, individual children, and cleaning lists. There is an opportunity to practice a fire drill and an earthquake drill. In January, the all day Saturday training centers on diversity issues, working with children with exceptional needs, while classroom groups review accreditation standards, and working with individual children and families, as well as classroom specifics.

Classroom staff meetings are held every 2 weeks, from 5:30-7:30PM, and dinner is included. Each meeting includes curriculum planning and reflection, Center wide training topics, ongoing ethical discussions, and individual children and classroom information. Staff meetings are mandatory and paid. If you miss a meeting, it is your responsibility to speak to your Classroom Teacher and read the notes, initialing that you have read them. A list of monthly meeting topics are listed in the back of this handbook.

In addition, staff will have opportunities to attend trainings both on-site and off-site which support their development as Assistant Teachers and Early Childhood

Professionals, which may include increasing cultural awareness, communication and collaboration skills, program curriculum implementation, any special circumstances related to the group of children and knowledge about the developmental stages for the ages they work with.

Work Schedules, Assignments, and Breaks

Copies of staff job descriptions and responsibilities are given to staff when they are hired and are available in the office and in the back of this handbook. Although job descriptions are provided to assist staff in communicating job responsibilities, they are only guidelines and are not intended to cover all tasks or duties staff may be assigned. Job descriptions normally change over time as the Center adjusts the program to meet the individual needs of children, parents, and teachers. From time to time, all employees are expected to perform duties and handle responsibilities that are not part of their normal job.

Staffing at the Center is directly related to the number of children enrolled. If the enrollment decreases, it is possible that the number of hours worked by staff would be reduced. In such a case the employee would be paid only for the actual number of hours worked so this must be reflected correctly on the time sheet.

Break and Lunch Periods

Staff are scheduled for breaks as follows:

0-3.75 hours, no break

4-5.75 hours- 15 minute paid break

6-7.75 hours- 15 minute paid break and 30 minute **unpaid** lunch

8 hours- (2) 15 minute paid breaks and 30 minute **unpaid** lunch

Breaks are scheduled, to the extent feasible, in the middle of the work period. Since the needs of the children are paramount, the Supervisor is authorized to adjust breaks as required by program needs. However, if needed, the Classroom Teacher will work with an employee who requests a short and immediate break when they are unable to perform duties. The staff lounge in the Campus Office is available for breaks and lunch periods. Staff may use the microwave and refrigerator in the kitchen. Computers may be available as well.

Staff members need to use break and lunch times for eating/drinking. As models for the children, staff cannot drink coffee or eat outside foods while working in the classroom. In order to model healthy habits, teachers should eat and drink water with children during meals.

Absence/Illness Policy

It is important that each staff member observe their scheduled work hours. If a staff member needs to be late due to an emergency, they **MUST** call the Center Office or their classroom and let the teacher know when they will arrive.

Quality child care demands dependable staff members.

Staff members should not be at the Center with a contagious illness or infection (strep throat, fever, vomiting, etc). Staff may return to work 24 hours later, or with a Physician's written release. Each staff member is responsible for making arrangements for a substitute whenever she/he is unable to work due to illness. This is necessary to maintain the adult to child ratio required by law and safety. A list of substitutes are provided each semester indicating substitute names, phone numbers and hours available.

If it becomes necessary for an employee to be late to work for any reason or to be absent from work, they are expected to follow the procedures listed below:

1. If an absence is known in advance – class trip, wedding... - there is a request form available. On this form employees will put the dates of the absence and the substitute (s). THE ENTIRE SHIFT MUST BE COVERED. This form is given to the supervising teacher for approval and kept on file.
2. In case of illness or an emergency, call the Campus office immediately and let them know the situation and who will be subbing. In a real emergency, please call and the Campus office will help find a sub.
3. When an absence will be longer than one day, notify the employee's supervisor daily or as often as needed to keep them informed as to the date of probable return to work.
4. A doctor's verification of illness may be required if an employee takes more than one week off sick or if, in the opinion of the employee's supervisor, the absenteeism has been excessive.

It may be necessary to phone/text all substitutes before finding one who is available. It is advisable to begin looking early to allow enough time to locate a substitute. Please think ahead and try not to call/text substitutes after 10:00 p.m. or before 7:00 am. If someone calls and asks the employee to sub, the employee needs to respond, even if they are unable to sub. The same goes for texting, emailing, or using Facebook, Instagram or any other online social media. *Remember, when you are in need, these are the same people who will be responding to your sub requests.*

Staff members who are feeling too ill to work may be excused by their supervisor. However, **under all circumstances, it is the responsibility of each**

staff member to find their own substitute. If a substitute cannot be found, the supervisor must approve the absence.

Probationary Period

The trial period for new employees lasts up to 60 calendar days from date of hire. During this time, employees have their first opportunity to evaluate the Children's Center as a place to work, and Supervisors have the first opportunity to evaluate them as an employee. All student employment with the Center is at will. This means employees and the Center are free to terminate employment at will at any time by giving a two-week notice. ***A two-week notice is essential to find a replacement for employees in the classroom.***

Each new student employee will be evaluated after a two-month period. The result of that evaluation will assist both the supervisor and the employee in determining the employee's progress on the job. All employees, regardless of position, status or length of service, are expected to meet and maintain Center standards for job performance and behavior. After the probationary period all student staff will be evaluated each semester.

Scheduling Work Shifts

When courses for the next semester become available, the Assistant Director will put out a request form for employees to return, along with their official schedule for the following semester. Student scheduling is a delicate game of children enrolled and employee availability. Priority of schedule is as follows:

1. Student Assistants with Permits and I/T units (for Infant, Younger, or Older Toddler Rooms),
2. Student who are enrolled in the appropriate classes,
3. All other students

Student staff are assigned to classrooms based first on their continuing relationships with the families and children. Secondly, they are scheduled based on their schedule availability and the needs of the Center to maintain required ratios. As much as is possible, we encourage staff to stay with the same group of children for at least the academic year (Aug-May), if not longer.

Student staff in teaching positions are required to enroll in one course per semester to meet the 12 unit requirement for earning a Child Development Permit, along with 3 units in Infant/Toddler development or curriculum to receive priority in the Infant or Toddler classrooms. A listing of required courses is available in the Office. Applicable online course offerings are posted in each classroom each semester.

Performance Evaluations

Employees will be asked to complete a self-evaluation annually along with the performance evaluation completed by their Supervising Teacher(s). Such evaluation will be based on the employee's performance of duties and responsibilities as outlined in the job description along with the individual professional development plan established by the employee and the Supervising Teacher(s). The joint performance evaluation process allows the employee and the Supervising Teacher to discuss the employee's overall performance and summarize the employee's achievements, challenges, and goals. Coaching and mentoring experiences are offered throughout the year to support the completion of set goals.

Time Sheets

The Assistant Director and/or Office Manager tracks the base hours employees work from the classroom schedules created at the beginning of each semester. In each classroom, there is a calendar where employees should record any changes to their base hours. At the end of each pay period, the Office Manager collects the calendars and reconciles any changes, based on the classroom calendars. The Office Manager is available to answer questions regarding time sheets and other related matters.

Student Assistants cannot work more than 20 hours a week for the University, including employment in other workplaces on campus. Please keep the Assistant Director informed if employee has a second on-campus position. Occasionally it might be necessary to work more than 20 hours to cover for another staff member's absence. These situations should be approved by the Assistant Director or Director. Students may not work more than 8 hours in a day. If employee's schedule and a staff meeting put employees at risk of going over 8 hours in one day, contact the Assistant Director or the Director to make arrangements. Employees must subtract any half hour lunch breaks from their total hours before putting the hours on their timesheet, if working more than 6 hours.

Paycheck

Paychecks are either deposited directly into the employee's bank account or picked up at the Cashier's window in the Business Services Building on the 15th of the month following the period covered on the time sheet. Identification is required to pick up a paycheck.

Salary Schedule

Effective 1/1/2021

Position	Wage
Cook/Cleaner/Helper	\$ 15.00/hour
Student Assistant Aide (1 classes, enrolled in class)	\$ 15.10/hour
Student Assistant Aide (3 classes, enrolled in class)	\$ 15.20/hour
Permit only	\$ 15.40/hour
Permit + Infant/Toddler 3 units	\$ 16.00/hour
Associate Teacher (Permit only)	\$ 16.10/hour
Associate Teacher (Permit + Infant/Toddler)	\$ 16.50/hour

Expectations of Staff

Standards of Conduct

Groups of people who are working together for any purpose require certain guidelines pertaining to their conduct and relationships. Accordingly, the Children's Center asks that all employees be aware of their responsibilities to the Center and to co-workers and engage in direct communication and constructive feedback. All staff must assume responsibility for the following guidelines for the safety and well-being of everyone at the Center:

- **Work time:** Work time is for working! Any conduct which interferes with the work time of an employee will not be tolerated. Personal cell phones **MUST** be off and not present while working with children, **INCLUDING THE NAPPING SPACES**. Staff are not permitted to leave work areas during work time without permission of their Supervisor.
- **Security:** all staff must wear their CPH Student ID in at all times. A pouch and lanyard will be given to employees when they are hired. If employees lose their ID, pouch or lanyard, employees must have a new one before the start of their next shift. ID card replacements can be purchased at the library and pouches and lanyards replaced in the Children's Center Campus Office.
- **Work performance:** Employees are expected to put in a fair day's work. Unsatisfactory work, poor performance, producing work below standard, and lack of cooperation jeopardizes our children and other staff.
- **Attendance:** Punctuality and dependability are of prime importance to the

- efficient running of the Children's Center.
- Attitude: All children, parents and visitors should be treated with kindness, friendliness, patience and respect. Staff must refrain from gossip and other forms of conduct which could disturb the program and detract from the professionalism of the Center.
- Interactions with Children and Families: All children, families, and visitors are to be greeted as they enter into the classroom. Employees are expected to introduce themselves and learn the names of children and families in their classroom.
- Maintaining professional conduct: this is expected of all employees at the Children's Center. **Refer all inquiries regarding children, their performance, and parents to the Classroom teacher(s).**
- The Children's Center facilities, along with Cal Poly Humboldt, is a smoke-free and tobacco-free campus.
- Telephone Use: Center telephones are to be used for business purposes in serving the interests of our customers and in the course of normal operations. Answer all calls promptly and courteously. The proper way to answer the phone is "(classroom name), this is _____, how may I help you?"

Dress and Personal Appearance

As an employee of the Center, for safety purposes. employees are required to dress appropriately to ensure they are able to participate fully in all activities and meet families and campus representatives. In general, employees are expected to wear clothing that is clean, fits properly and does not distract from working with young children. Classrooms go outside rain or shine so please dress according to the weather.

The dress code is as follows:

- Comfortable shoes are recommended (i.e tennis shoes, flat soled shoes, closed toes). No heels or flip flops as you need to be able to run.
- Clothing must cover the midriff and torso. Tube tops, halter tops, spaghetti straps and see-through tops are not permitted. Undergarments are not to be exposed.
- Clothing may not denigrate any group, depict drugs, alcohol, tobacco, violence, weapons, be sexually suggestive or have inappropriate language/graphics.
- The length of shorts, skirts and dress must be appropriate (mid-thigh or longer).
- Be conscious of the jewelry you wear to work.

Employees are expected to dress professionally, keeping in mind that they may get messy during their shift. Smocks are provided in all classrooms for staff to

wear during their shift. Infant Room staff will be required to remove shoes in the classroom (slipper socks are acceptable).

Classroom Supervisors, the Assistant Director and the Director may set reasonable standards and have the authority to relieve employees from duty who do not meet the appearance and attire standards. Whenever possible, an alternative will be provided so that the employee may remain at work.

Confidentiality

It is against the policy of the Center to give out information regarding children and their parents. This includes any photos of the children. All information and pictures should be held in strict confidence and should not be shared with anyone outside of the Center.

Inside the Center, such information should be discussed only when it will benefit the care offered to the child and parent, and such discussions should take place only during staff meetings or privately with the employee's supervisor(s). **At no time will staff discuss individual children or personnel issues with families at the Center or outside the work environment.**

Confidentiality includes all forms of communication including but not limited to social media and email.

Employees are also expected not to discuss any problems or concerns in the presence of any child.

Designation of Authority

In the Director's absence, the Assistant Director/Program Coordinator will assume full program responsibility. In their absence, program responsibility is passed on to the Supervising Teachers. Full program responsibility means supervision and accountability for all staff actions, maintaining a safe environment, and protecting the physical safety of each child.

Designation of responsibility for Program further entails familiarity with all emergency procedures in case of fire, earthquake or other natural disaster, or in the event of child injury, illness, or parent failure to pick up child. Supervisory staff is responsible for reporting all messages and activities to the Director.

AT NO TIME MAY ANY EMPLOYEE LEAVE THE CLASSROOM OR BUILDING SITE WITHOUT VERBAL TRANSFERAL OF RESPONSIBILITY TO THE NEXT INDIVIDUAL IN CHARGE.

Maintaining Ratios

Whether inside the classrooms or outside in the yards, at all times, it is important to maintain the developmentally appropriate ratios for the groups of children that is being watched. If the employee finds themselves out of ratio, they need to communicate with the other staff in the classroom and take the steps necessary to correct this as soon as possible.

Disciplinary Action

The Center uses a constructive approach to disciplinary matters to ensure the professional standards of the Center are being met at all times. The constructive approach to discipline for corrective action does not require specific steps but may consist of counseling, oral and written warnings, letter of reprimand, demotion, suspension, or dismissal. Although there is no way to identify every possible violation of standards of conduct, the following is a partial list of infractions which will result in corrective action.

Actions requiring immediate discharge

Most rules involve common sense and accepted standards of good conduct. Violation of the following rules is considered serious and will result in discharge without prior warning:

- Striking or abusing a child, humiliating a child (psychological abuse), endangering the life of a child, coercion when disciplining a child, withholding food from a child as punishment.
- Staff who are accused of child abuse will be suspended or given leave with pay pending investigation of the accusation. Parents or legal guardians of suspected abused children will be notified. Parents or legal guardians of other children in the program will be contacted by the Director if a caregiver is suspected of abuse so they may share any concerns they have had. However, no accusation or affirmation of guilt will be made until the investigation is complete. Caregivers found guilty of child abuse will be dismissed.
- Inconsiderate or disrespectful treatment of parents, staff or visitors.
- Failure to follow program policies regarding child guidance and visual supervision.
- Violation of Center confidentiality policy.
- Refusal to perform assigned work or follow instructions.
- Gross carelessness or negligence.
- Willful destruction of property.
- Sleeping during the supervision of children.
- Coercing or inciting others to limit work performance or engage in any practice in violation of Center rules.

- Unauthorized absence. Employees must notify supervisory personnel immediately upon necessity of absence. Repeated unauthorized absences will result in termination.
- Unauthorized removal of property.
- Personal conduct outside the workplace which places them at risk of being excluded by licensing from the Center may result in unpaid leave until the matter is resolved or may result in immediate dismissal, depending upon the severity of the situation.

Code of Ethics

The Center adheres to the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct (see Appendix E). Employees are expected to follow this code when making workplace decisions of an ethical or moral nature.

Personnel Files

Child Care Licensing (Title 22 §101217) requires that employee records be maintained at the work site. Student employee personnel files are maintained in the Children's Center Office in a locked file. Applications, fingerprint clearances, physicals, recommendations, training certificates, and transcripts are some of the records maintained. These files are confidential; however, an employee may contact the Director and make an appointment to review their file. By law, the personnel file is kept for five years once the employee leaves the Children's Center.

Health and Counseling Services

Employees are very important to the children and program so it is important that they keep themselves both physically and mentally well. Staff working with young children are exposed to many illnesses. If an employee is feeling ill, it is important that they get needed medical care. Students should go to the Student Health Center on the campus, or their own provider. Health Center services are available by appointment and walk-in basis.

Being a student and a teacher can be stressful. Employees who are feeling overwhelmed, depressed or stressed may find it helpful to talk with their supervisor. Sometimes just talking with someone is a relief, but there may also be some work-related changes that can be taken. If an employee is experiencing a crisis before or during their shift, please contact the Director and/or Assistant Director at the Office *immediately*. The campus Counseling Center is also available for students (ext. 3236) for individual appointments and/or support groups for non-work hours.

Grievance Procedures

Staff are encouraged to discuss their concerns regarding the program with their Supervisor(s), Assistant Director and/or the Director. In the event the problem is not resolved, the employee may request a review through the University Student Grievance Procedure. A copy of this procedure is available in the Center Office, through the Vice President of Enrollment Management and Student Affairs, and on the CPH web site <http://www.humboldt.edu/advise/grievance.html>.

Resignation

An employee who resigns should give at least 10 working days notice if he/she wishes to terminate his/her employment without prejudice. This time is required so that an orderly transition can be made.

Health & Safety Procedures, Mandated Reporting

This section includes:

- ✓ Mandated Reporter Responsibilities
- ✓ Daily Health Screening
- ✓ Exclusion Guidelines
- ✓ Illness First Aid
- ✓ Infectious Disease Control Procedures (OSHA, Blood-Related Injuries, Sanitation Procedures)
- ✓ Hand washing and Use of Gloves
- ✓ Accident and Incident Report Forms
- ✓ First Aid
- ✓ Injury Prevention
- ✓ Other Health and Safety Information

The Children's Center policies of health and safety are based on the belief that the health and safety of children are part of the learning process. By establishing limits and standards within the daily routine, the health and safety of the children is maintained. Staff should always be alert to the total situation and make sure that all areas are supervised.

Suspected Child Abuse/Mandated Reporting

Child care providers are required by law (§11166 of the State Penal Code) to report suspected child abuse or neglect to Child Welfare Services (CWS). In the event of reasonable suspicion, both CWS and the parent will be notified and an investigation will be made. CWS has the authority to "observe and/or interview children, or staff, and to inspect and audit child or facility records without prior consent." As a mandated reporter, employees have absolute immunity from criminal or civil liability for reporting suspected abuse as required or authorized. The statutory duty to report is

not excused or barred by the professional privilege of confidentiality. The primary intent of the report is to protect the child and help the parent. Training is provided annually to help recognize the signs of abuse so employees may function as responsible reporters, and employees should review the handout *Staff Concerns Regarding Abuse* (see Appendix E) prepared by the Children's Protective Services, along with complete an online Mandated Reporter training required by Licensing.

Child abuse is defined as:

- a physical injury which is inflicted by other than accidental means on a child by another person.
- sexual abuse, including both sexual assault and sexual exploitation.
- willful cruelty or unjustifiable punishment of a child resulting in physical pain or mental suffering.
- corporal punishment or injury.
- neglect, including both severe and general neglect.

In the event of reasonable suspicion of abuse the Center will notify both CWS and the parent. It is not the Center's job to investigate or place blame. The Center functions as a support system to the child and family during and after the investigation.

If employees suspect child abuse or neglect:

1. Staff member will immediately report to the **Supervising Teacher, Assistant Director or Director** any suspected abuse or neglect, who will contact the Associate Vice President of Student Success.
2. The Director or Designee will make a verbal and written report to CWS through Humboldt County Social Services Department ([707-445-6180](tel:707-445-6180))
3. Parents will be notified by the Director or Designee or CWS
4. The program will keep one copy of the reporting form for the child's file. The Director will contact the Associate Vice President of Student Success, who will inform the Vice President of Enrollment Management when a student parent is involved.
5. All child abuse reports are to remain confidential.
6. In the rare situation that the supervisory staff do not agree with the suspicion and the employee still feels that there is a concern the employee is mandated to make the report to CWS directly.

Daily Health Screening

Teachers are required to make an informal health inspection as each child arrives at school. (Title 22, §101326.1) While greeting the child, get on the child's level, touch their skin and look at their general appearance. If the child appears ill, talk

to the parent to determine the child's health status before the child is left at school for the day. Things to look for when doing a health screening include:

- listlessness
- rash
- excessive coughing, runny nose or eyes, difficulty breathing
- feverish appearance or warm to the touch
- parent or child report that child is not feeling well
- signs of severe injury such as noticeable bruises or cuts

Note: If the child is not well enough to participate fully in the day's activities, including outdoor play, the parent may not leave the child at school. Also, if the child has had any of the following symptoms or illness in the previous 24 hours the parent may not leave them at school:

- | | |
|--------------------------|-----------------------------|
| ~ fever | ~ nausea or vomiting |
| ~ rash of unknown origin | ~ earache |
| ~ strep throat | ~ diarrhea |
| ~ head lice/nits | ~ conjunctivitis (pink eye) |
| ~ impetigo | ~ severe coughing |

Exclusion Guidelines

At the Center if a child becomes ill, in the opinion of the Classroom Supervisor(s), the parent will be contacted to have the child picked up. While waiting for the parent to arrive, the teacher will isolate the child and provide the care needed. When parent arrives, the employee will update them on the child's status and remind them that the child should remain home the next day. Children must be symptom free for at least a day before returning to school.

Notification of Communicable Illness

The Children's Center will notify all classroom parents and staff in writing of any contagious illness exposure. The nature of the illness, mode of transmission, period of communicability, classroom control measures, etc. will be described along with suggestions for actions to be taken

Illness First Aid – while waiting for parent to arrive

- High Fever - cool down without chilling. Remove child's outer clothing, wrap in light cloth that is damp with tepid water if necessary. Observe child closely, watch for signs of looking "poorly" and possible seizures.
- Vomiting - offer supportive care, give nothing by mouth. Encourage slow deep breathing if possible.
- Cough and colds - two areas of concern:
 - Croup (loud barking cough). Keep child in steamy room if possible
 - Epiglottitis - child looks bad, drooling, won't lie down, difficulty breathing. Needs emergency treatment fast. Call 911 for

transport to emergency room. Do not look in throat. Opening mouth can cause immediate closure of airway.

- Seizures - seizures are self-limiting, they will stop by themselves. Care is supportive. Keep child from hurting themselves, lay on left side and aspirate if possible. Pay attention to how child looks, how long seizure lasts, and what happened just before.

When the Director, Assistant Director or Office staff are not available to contact parent's classroom, Supervising Teachers should contact Student Affairs (ext. 3361) to locate the parent, if the parent is a CPH student. Give the parent's name and explain that their child is ill at the Children's Center and needs to be picked up immediately. If the parent is not a student, call the home or work numbers indicated on the child's Emergency Card. If no parent can be reached contact a local emergency contact listed on the Emergency Card to pick up the child. Employees should be familiar with emergency procedures so they may act quickly in the event of a serious accident or illness.

Staff Medical Emergencies/Occupational Safety and Health Administration (OSHA)

To protect the safety and health of all employees, federal and state regulations require all safety and injury prevention procedures be posted and followed by all employees. Employees will find this information on the bulletin board in the Office. Any injury that occurs on the job, no matter how insignificant an injury may seem when it occurs, must be reported immediately to the employee's Supervisor, Assistant Director or Director to provide prompt evaluation and obtain medical attention if necessary. **In no circumstance should an employee leave the program without reporting an injury that has occurred.** During the work week, staff needing medical treatment will be served at the CPH Health Center and after hours, at Mad River Hospital Emergency Room.

Blood-Related Injuries

The Director, Assistant Director, Classroom Teachers, and Associate Teachers are designated first aid providers and maintain current certifications in Pediatric First Aid and CPR. However, there is the possibility students and volunteers could be exposed to blood while dealing with a blood injury when it first occurs. To further minimize potential infection, all Children's Center employees who may have occupational exposure shall be offered the Hepatitis B vaccination series within 10 days of beginning classroom duties. A staff member may waive the right to the vaccination series but the waiver must be signed /dated and in the staff member's employee file. Staff members need to provide documentation if they have previously received the Hepatitis B immunizations. In addition, Blood Borne

Pathogen Training is mandatory for all employees of the Children's Center and completed yearly.

What to do if exposure to blood occurs? At the Children's Center, we are primarily concerned with the Human Immune-deficiency Virus (HIV), the Hepatitis B Virus and the Tuberculosis bacilli (See our *Blood Borne Pathogens Exposure Plan* in the Campus office for definitions). All staff realize that rendering first aid is not their primary job assignment, but in an emergency situation, it may be necessary at the time the injury occurs. This may require with gloved hands, applying pressure with a compress to the wound until Supervisory staff arrive to administer first aid. In the event that a staff member comes in contact with blood during their shift they need to **immediately** notify their Supervisor(s). If the contact is with an open sore/broken skin or there is any other reason for concern then the Director or designee will notify the Campus Health Center (x3146) and the staff member will be relieved of their duty with the children and proceed to the Health Center for a screening by a physician. The procedure to be followed after that will be determined by information from the staff member, physician on duty and Director. For further information a copy of *Bloodborne Pathogens Exposure Response, Prevention and Control Plan* is available for reading in the Campus office.

Universal Precautions shall be observed by Children's Center employees to minimize/prevent exposure to blood and other infectious materials (CAL/OSHA regulations). For use at the Center these include:

- Barriers – gloves, goggles, aprons, etc.
- Hand Washing
- Barriers for emergency resuscitation
- Decontamination of Surfaces

Sanitation Procedures

All staff must follow appropriate sanitation procedures for the health and safety of everyone attending the Center. Toxic materials, soaps, detergents and cleaning compounds must be stored inaccessible to children and away from food supplies. All dishes and utensils used for eating must be cleaned and sanitized after each use. Each classroom has at least one spray bottle of disinfectant cleaning (bleach solution made daily) solution and one bottle of soapy water solution. These are used in the cleaning and sanitation of changing tables, tables, chairs, counters, walls, water tables faucets, handles, doorknobs, soap dispensers. Any surface contaminated with body fluids should be cleaned immediately, disinfected, and rinsed. If carpeting is soiled, the area should be blotted with paper towels, spot cleaned with carpet cleaner and Plant Operations contacted to shampoo as necessary.

Garbage cans must be lined and have lids. Any can without a lid must be for office paper use or art project paper scraps. Children and adults are to be instructed to place tissues, paper towels, napkins, and food stuffs in a can with a lid. Contaminated items (paper

towels from wiping a contaminated surface, tissue with blood, band-aids etc.) must be placed into a plastic bag, tied and deposited into the trash can. If contaminated items are doused in blood (able to wring it out) or other, they need to be placed in a plastic bag, tied and placed in a red biohazard container located at each Center (Younger Toddler's children's bathroom, and the Exploration House children's bathroom).

Soiled laundry should be double bagged separately in a tied plastic bag and placed in the child's cubby. The bag should be labeled with the contents (i.e. blood, feces, etc), child's name, and dated. Sheets/blankets are sent home for laundering when soiled or at least weekly. All bedding is stored in the child's cubby at the Center.

Items to be cleaned AND sanitized **daily**

- * counter tops and edges
- * table surfaces and edges
- * sinks, toilets, faucets and handles
- * soiled areas
- * items placed in mouth
- * doorknobs and handles
- * all water tables and tubs before and after use
- * trash can and lid
- * cots and mats
- * well-used toys
- * mops and cleaning rags

Hand Washing

All staff, participating adults and children must wash their hands frequently while at the Center. Germs grow in warm, moist places, especially on palms, between fingers and under nails. Moist germs enter the body through the mouth or nose. Hand washing removes germs from hands before they touch food or utensils which go into the mouth. Surfaces and equipment handled by others contain germs.

In a group child care setting, the viruses responsible for colds circulate rapidly, especially during the winter months when we tend to remain indoors for longer periods of time. The virus concentration in respiratory secretions is usually highest 2 to 3 days before a person develops symptoms of illness. As a result, the classroom air and everything the employee's bare hand touches picks up germs. Hand washing is the single most effective method of reducing illness and the spread of germs. Children should be instructed and assisted to wash hands just as adults.

The proper hand washing procedure is:

1. Wet hands with running water
2. Use liquid soap
3. Wash/scrub front & back of hands to finger tips using a scrubbing, over-and-under motion
4. Continue washing/scrubbing for at least 20 seconds
5. Rinse hands with running water
6. Dry hands with paper towel (common towels may not be used)
7. Use paper towel to turn off faucet
8. Dispose of paper towel in a closed, lined trash can

Children and staff wash hands before

- Upon arrival
- Any food assistance, preparation, or consumption
- Diaper changing or assisting with toileting
- Water play and playdough
- Administering medication
- Setting out sheets and blankets for naptime
- Moving from one classroom to another
- Leaving the school

Children and staff wash hands after

- Mealtime (feeding a child)
- Contact with body fluids (wiping/blowing noses, coughing on a hand, touching mucus, blood or vomit)
- Diaper changing, assisting with toileting, personal toileting
- Removing disposable gloves
- Outdoor play or supervision
- Water play
- Handling any garbage or cleaning
- Administering medication
- Handling a pet or any surfaces that might have contact with animals

In addition 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.

Disposable Gloves

The issue over whether and when to use disposable gloves in a child care setting has been a matter of controversy among health and child care experts. In preparation of the Children's Center policy on the use of gloves many factors were considered. Following is the Children's Center policy for the use of gloves:

Gloves should be worn under the following circumstances:

- blood-related injuries
- when adult has a break or cut in the skin
- when diapering or assisting with toileting
- collecting garbage and trash.

Gloves should never be washed or reused. A new pair of gloves should be used for every situation. Gloves should be turned inward by removing from wrist to fingers, wrapping one glove inside the other while removing, and disposed of immediately in a covered, lined trash can.

Disposable gloves are located throughout the school and in the:

- * children's bathroom
- * first aid kits (indoor and outdoor)
- * emergency backpacks (West Yard shed, OT bathroom, Office)

Injury

If a child is injured (other than a minor injury) while at the Children's Center, the parent or guardian will be notified of the injury and specific instructions regarding action to be taken will be elicited at this time. Supervising Classroom Teacher (s) will determine if parents should be called. **Families will be called immediately in the event of a head bump with swelling, facial injury, mouth/tooth injury, bee sting or bite that breaks the skin.** If the parent or guardian cannot be reached, the Center will notify the person designated as the child's emergency contact. The Center maintains first aid supplies sufficient to care for minor injuries. Injuries will be noted on an *Accident Form* with a copy given to the parent and a copy for the Office.

Accident Report Form

The Accident Report Form is used to inform parents of any of the following that occur at school:

- Any injury that results in a mark (scrape, scratch, pinch, bump that results in redness)
- Any injury that would result in a lasting impression (sand in eyes, bit tongue, slivers, bug bites, etc.)
- All human bites
- Bump to the head

The form (in duplicate) must be completed by the staff member who witnessed the episode. After completing the form, it needs to be signed by the Lead Classroom Teacher (if Lead Classroom Teacher is unavailable, the form should be signed by a Teacher in another classroom). The intent of the form is to notify parents of what happened, how the accident occurred and what steps were taken to aid the child. It is critical that the parent receives this notification the same day that it happens. Parents

are asked to sign accident report forms at departure. In completing the Accident Report Form it is inappropriate to include the name(s) of other children involved on the form. If the injury was caused by another child, an incident report needs to be completed (see below for guidelines). After the family signs the form, the original is to be given to the family or placed in the child's family pocket, and the copy goes into the Office pocket.

Incident Report Form

The Incident Report Form is used to document when a child hurts another child or staff member. **Only the Classroom Teacher(s) may write and give a parent an Incident Report.** It is troubling to a parent to get this information, even though we know that it is developmentally normal at the age of our children and, in most cases, the injury was not really intentional. Incidents include biting, scratching, pinching, hitting etc. Whenever an Incident occurs, employees should notify the Classroom Teacher(s) or Associate Teacher immediately (if neither are present, employees will notify a Supervising Teacher in another classroom). The Classroom/Supervising Teacher will need to know details such as what occurred, where, who was involved, what happened before the incident, and what was the child's reaction to hurting the other child. The employee will also need to complete an Accident Report Form for the child that was injured, remembering not to include the name of the child that caused the injury and show it to the Classroom/Supervising Teacher(s) for approval. A copy of the Incident Report will also go to the office. The Classroom Teacher will notify all the classroom employees about the situation and remind them to be more watchful and to report any further injuries and/or attempts. Following three Incident Reports for the same child, the Classroom Teacher(s) will conference with the child's family and develop a plan to address the situation. All classroom staff will be informed of the plan and how they are to implement it.

First Aid

Each classroom is equipped with a First Aid kit and manual for minor accidents. All employees may treat minor wounds and abrasions providing blood is not present. In the presence of blood, a Supervising Teacher will be called (Classroom Teacher or Associate, or Supervising Teacher from another classroom). Employees should be aware of broken or cut skin areas on their own hands. Skin lesions or wounds need to be covered with a bandage, then covered with a glove.

First Aid Procedures:

- For minor cuts and abrasions with no blood: cleanse with antibiotic soap on paper towel and rinse with running water. Band-Aid if necessary. Take note of where and how the accident occurred.
- More severe cuts with bleeding: Contact a Supervising Teacher to assist with the blood injury. They will apply pressure with cotton or a clean paper towel. If extreme bleeding they will elevate area if possible and apply pressure at pulse point. Notify the Director and follow Emergency procedures.

- If a child falls... a little fall or a big one... allow him/her to get up by her/himself. Go to the child calmly and reassure him/her. If the child is seriously hurt he/she will know what part can be moved and what part can't. If the child isn't seriously hurt getting out of his/her own predicament will help greatly.
- When the child is seriously hurt, conscious or unconscious, do not move him/her. Get a Supervising Teacher.
- Lost or broken tooth: get Supervising Teacher immediately; find tooth handle as little as possible, place in cup with milk; Supervising Teacher will contact family to transport to child's dentist.
- Any hard bumps, even if child seems to recover spontaneously, report immediately to the Classroom Supervisor.
- Nosebleed: contact Supervising Teacher. They will place cool cloth on forehead and apply pressure to lower sides of nostrils for a full 5 to 10 minutes uninterrupted. Have child sit up and lean slightly forward.
- Human bites: clean area with soap and apply cold compress. If the bite breaks the skin, the Classroom Supervisors will notify family and Director/Assistant Director immediately.
- Insect bites: contact Supervising Teacher. They will scrape off stinger if visible and treat with bee sting swab. Check child's Emergency Card to see if allergy is noted, if so get medical help immediately. Even when no allergy is noted watch for a reaction as child may not have been stung before (coughing, shortness of breath, hyperactivity, flushed, progressive reddening of area) and therefore, the family MUST be called.
- Splinters: Wash area thoroughly with soap, Band-Aid, and leave alone. DO NOT REMOVE.
- Burns: apply cool water and then dry the area. Never apply ointments of any kind. Severe burns or electrical burns – Supervising Teacher will call paramedics.
- Foreign bodies: Contact Classroom Supervisor. Eyes -- flush with water from inner to outer corner of eye. Ear and nose -- (beans, seeds, bugs, etc.) leave alone. Contact family.
- Fractures, dislocations: there will be point tenderness at place of injury. Contact Supervising Teacher who will check the joints above for movement and color. Splint it where it lies including joints above and below injury. Apply ice. Contact family and/or Paramedics.
- Head injuries: Contact Classroom Supervisor. If unconscious check Airway, Breathing, and Circulation. Assume neck is broken and immobilize entire torso. Call Paramedics. If conscious but shows signs of vomiting, sleepiness, or pale color contact family.

When a child is injured, employees need to speak to them in a calm voice with reassuring messages. Employees should help teach children, families and volunteers to get a Supervising Teacher in case of blood injuries. Remind children

not to touch another person's blood. When a blood-related injury, occurs call a Classroom Supervisor to provide first aid.

Accident Prevention Policies

Common sense and close observation help to create a safer environment for children. Employees must be familiar with the following suggestions for providing children with a safe program:

Supervision:

- * Always remember the number of children in the immediate group. Know where and what each one is doing.
- * Children are not to go out of, or play on, the gates or fence around the playground.
- * Never leave a group for whom you have assumed responsibility without telling another adult you are going.
- * Never leave a group of children unattended.
- * There are prescribed areas for various activities. Generally, they should be conducted there (Example: painting at the easel or table, clay at table, sand in the sandbox, bikes on the bike path, etc.).

Movement:

- * Always be alert to prevent children from running in front of trikes, etc.
- * Help keep the floor free of scattered blocks or toys not in use.
- * An adult should be available to guide movement flow of children in one direction on balance beam, tumbling mat, ladder, trikes and other equipment to prevent bumping into one another.
- * No throwing of anything that could injure others or damage property.
- * No banging into things with wheel toys. Children should sit on bikes.
- * Wipe up spills on floor as soon as noticed to prevent falls.
- * Do not permit children to stand on chairs or table tops. Do not permit children to sit on table tops.

Sharp Objects:

- * Remind children to always walk while holding scissors, shovels, or other sharp objects.
- * Scissors are to be used at the table only.
- * Sharp knives, adult scissors, and work tools are to be regarded as potential sources of injury and need to be kept out of children's reach.
- * Knives used by children in cooking projects will need to be supervised closely by an adult.
- * Remove broken toys; watch for splinters, protruding nails, etc.

Choking:

- * Children need to be instructed to keep small objects out of their mouths.

- * No peanuts, nuts, whole grapes, popcorn, raw carrots, pretzels should be served to children under four years.
- * Children are to remain seated during mealtimes as choking can occur if they run or fall while eating.
- * No balloons are allowed in the program because of choking hazard should they burst. Disposable gloves should not be inflated for play.

Warm and Cold Weather:

- * On warm sunny days, don't allow children to get overheated. Encourage them to drink extra water and to play in shaded areas (See Guidelines for Preventing Sunburn).
- * In cold weather make sure children wear warm protective clothing before allowing them outdoors, several layers are useful.

Outdoor Play Areas

Outdoor play is a key ingredient in our curriculum and the health and education of young children. When employees are outdoors, the safety of the children is the employee's primary responsibility at all times. In order for employees to supervise effectively, employees need to (1) position themselves near the action but not in it, (2) be aware of the entire outdoor area and who is "in charge" and (3) refrain from chatting with co-workers. To ensure safety, employees also need to sweep and remove the chips and dirt from all hard surfaces every day including play structures and ramps. If employees are taking the last group of children out of the classroom, they need to bring the sign-in sheet and phone with them. Conversely, if the entire classroom is in the yard and someone is taking in the first group, they need to take the sign-in sheet and phone with them.

Employee Health and Safety

No employee wants to have an accident or cause someone else to have one. Carelessness on the part of an employee can result in accidents and injury. When employees perform their work in a safe way, they have accepted the personal responsibility of protecting themselves, their fellow workers, and Center equipment from accidents and injury. In order to form the habit of working safely, an employee should do the following:

1. Always use personal safety equipment provided.
2. Report all dangerous conditions and accidents, even minor ones.
3. Watch the staff bulletin board for safety information.

Safety Practices

It is the policy of CSU to provide safe working conditions for all employees and to promote continuous, vital safety awareness at all levels of administration.

The Children's Center is responsible for: (1) providing a safe environment for children, teachers and families, (2) maintaining a safe environment, (3) developing and providing ongoing staff training, (4) enforcing all regulatory mandates and (5) providing safety information in writing to all employees. Employees are responsible to read and understand all Center safety and health regulations to assure their own personal safety and a concern for the safety of others.

Under no circumstances would an employee be reprimanded, demoted, fired or discriminated against for reporting safety issues. Employees who do not treat safety seriously, do not follow Center policies and practices, or who operate in an unsafe manner are subject to disciplinary action. The following areas require the employee's attention:

Storage: Proper storage is essential for safety purposes as well as ease of locating specific materials when needed: Stack all materials safely inside and on shelves and never double stack on open shelves. Always return items to their proper storage area, maintaining storage area in a safe and orderly fashion. Keep tools and cleaning supplies in a locked area inaccessible to children. Never have anything stored within 24" of the ceiling.

Housekeeping: The foundation for a safe and pleasant place to work is good housekeeping: Materials should be kept out of aisles and not be stored against doors. Equipment must be returned to its proper storage area after each use. All spills must be cleaned immediately (refrigerator, shelf, floor, etc.) All employees are responsible to see that the classroom is thoroughly cleaned and materials properly stored at the end of each day. Utilize checklists for opening, closing, and weekly cleaning.

Lifting and Carrying: Extreme caution is necessary whenever employees are lifting and carrying heavy children and objects. Employees need to be aware of the proper methods to use when lifting and carrying to avoid injury or stress. In general, moving heavy objects (furniture & equipment) is to be avoided by Center staff.

Other Health and Safety Information

Medications

The Children's Center does not administer any medications (neither prescription nor over-the-counter). Parents can come in to administer medication as needed, storage space is available in the Office refrigerator.

Allergies

All allergies and/or special dietary or medical needs must be indicated on the Emergency Form and on the Physician's Form. Allergies and special dietary needs must be documented by a physician listing the food that may be substituted. Parents should also complete a Health Care Plan for any child with special medical conditions, including allergies. This plan identifies medical need, symptoms, triggers, and action plan.

EpiPen Jr. and EpiPen – if a child's allergies are or may be life threatening and require immediate intervention with an EpiPen Jr or EpiPen, the Center complies with those needs. The family works with the Classroom Teacher to create a plan. ONLY Classroom Supervisors may administer the EpiPen. All Professional Staff and Associate Teachers are trained in First Aid and practice the administration of an EpiPen during that training. If the medication were administered, the Teacher or Office will contact the family immediately and call 911 for follow-up care.

Weather Protection

Children will be protected against cold, heat and sun injury. Fresh air is valuable in preventing disease so children will go outside daily whenever possible. Families are asked to provide warm clothing and rain gear. To prevent sun injury the program will provide sunscreen (with UVB and UVA protection). Families are asked to sign permission for the application of sunscreen and to provide alternative brand if they want a sunscreen other than that provided.

Guidelines for Preventing Sunburn

Young children are more likely to get sunburned than adults but everyone should avoid prolonged skin exposure to sun. Areas such as the face, shoulders and backs of knees are more likely to burn than other areas, and children susceptible to burn should use sun block. The Center will provide a UVA/UVB sun block for each classroom and employees will apply with signed permission from parents. Employees need to wash their hands after each application.

If parents choose to bring their own brand of sunscreen, it must be indicated on the child's permission form and the bottle labeled with child's name. Individual children's sunscreen and school sun block are stored together in each classroom.

Each time sunscreen is applied, the time and the initials of the employee who applied it must be recorded and employee should watch & document any reactions on the Sunscreen Roster. Sunscreen should not be applied to children's hands because of hand/eye and hand/mouth contact by young children. Children shouldn't apply sunscreen to themselves because of hand/eye contact.

Diapers & Diaper Creams

The Children's Center provides diapers and wipes for only Early Head Start (EHS) funded classrooms (Infant and Younger Toddler Rooms). Families in the Older Toddler and Discovery Rooms classroom provide diapers and wipes. If families in the EHS classrooms prefer to provide their own diapers and wipes, they may make arrangements with their child's Classroom Teacher. Diaper Creams can be applied as necessary – the family and the Teacher complete a Diaper Cream Permission slip which describes exactly when this should take place. The diaper cream procedure is posted in classrooms near changing tables. Teachers must comply with the directions on the product families provide.

Weapons of Any Kind

Cal Poly Humboldt does not allow any weapons on campus. The Children's Center complies with this policy and discourages children from pretending to use weapons while at school.

Handling Food

No one with signs of illness (including vomiting, diarrhea, and open infectious skin sores) or who is known to be infected with bacteria or viruses which can be carried in food will not be responsible for food-handling.

All meals will be served "family style" with each food item being made available to each child and teacher present. Staff are to check for food allergies or substitute meals posted in each classroom. Food returned from individual plates is discarded and left-overs which have not been served are discarded at the end of the day or brought back to the kitchen for staff. Drinking water is accessible to children who can serve themselves and offered between meals to all children, while indoors and outdoors. Water will be dispensed by drinking fountains or individual drinking cups.

Handling Visiting Pets

Any pet or animal present at the facility, indoors or outdoors, shall be in good health, show no evidence of carrying any disease, and be a friendly companion for the children. No reptiles, snakes, lizards, turtles, or birds from the parrot family may come to the Center due to the increased possibility of spread of illness from these animals. All pets shall be cared for properly. Caregivers must always be present when children are handling pets. Children are to be instructed on safe procedures to follow when in close proximity to pets, such as learning how to handle them gently, and how not to provoke them or remove their food. Pet food supplies must be kept out of reach of the children. Pets shall be prohibited from food preparation, food storage, and eating areas. Children and adults shall wash their hands immediately after handling any animals or animal wastes. Families must be notified of any visiting pets and given the opportunity to have their child excluded due to allergy or family choice.

Visitors

Parents are always encouraged to visit, this is their Center and they are always welcome. While some parents will notify the classroom when they are coming to visit, parents are free to come and go at their own discretion.

All other visitors to the Center must check in at the Office first before going to the classroom. This includes relatives of the child unless they are visiting with the parent in attendance or unless they are designated to pick the child up from school. **NO ONE IS ALLOWED IN THE CLASSROOMS WITHOUT FIRST CHECKING IN AT THE OFFICE.** Practicum students, students visiting to observe the program or volunteer, and direct services support staff (outside assessors, therapists, etc) must sign in at the Campus Office. They are never to be alone with the children, and therefore, must always be supervised by Classroom Supervisor at all times. Children's Center staff members' friends or relatives must check in at the Campus Office before visiting. The Campus Office staff will issue a visitor's pass to approved visitors.

Classroom Cooking

The kitchen has equipment available for cooking projects. All classroom cooking activities are to be closely supervised. Cooking and art activities involving appliances should be limited to four or five children with one adult. When in use, both the appliance and the cord should be out of the flow of traffic and an adult must sit next to the appliance at all times. Electric cords should be unplugged when not in use.

Handling of Hazardous Chemicals

Whenever possible, the Center uses non-toxic, fragrance-free, environmentally friendly cleaning products, unless required by the Health Department or other agencies. However, ALL cleaning materials, detergents, aerosol cans, pesticides, health and beauty aids, poisons, and other toxic materials shall be stored in the original labeled containers and shall be used according to the manufacturer's instructions and for the intended purpose. They shall be used only in a manner that will not contaminate play surfaces, food, or food preparation areas, and that will not constitute a hazard to the children. When not in actual use, such materials shall be kept in a place inaccessible to children and separate from stored food.

The Children's Center shall provide workers with hazard information, as required by the Occupational Safety and Health Administration (OSHA), about the presence of toxic substances. This information includes the identification of the ingredients of art materials and disinfectants. This information may be found at the Center Office.

Any new employee must be trained before starting to work with hazardous chemicals, and any affected employee should have a training update to cover new products being introduced. All training will be documented.

Emergency Procedures

This section includes:

- ✓ Emergency Medical Information
- ✓ Procedure for Dire Emergency
- ✓ Fire Emergencies
- ✓ Earthquake Procedures
- ✓ Campus Alert Procedures
- ✓ Miscellaneous Emergencies
- ✓ Family Emergencies (Intoxicated Parent, Releasing Child from Center, Unauthorized Parent, Child left at Center)

Each adult in charge shall assume responsibility for care in any emergency that occurs on school property or during school functions. If the Supervising Teacher is not available contact should be made with the Assistant Director or Director for back up. Emergencies are not pre-planned events. Therefore knowing these policies and being prepared will help employees to respond in emergency situations.

All staff members are responsible for learning the emergency procedures for the school and familiarizing themselves with the evacuation plans. Routes and emergency plans (LIC 610) are posted in each classroom.

The Center has developed emergency procedures in accordance with University Police in the event of a fire or an earthquake. The procedures will be practiced with children at regular intervals and employees need to make sure they understand their role.

Emergency Medical Information

It is the policy of the Center to immediately attempt to reach either the parent or identified authorized individual whenever a child is sick or has any of the following injuries – head bump with swelling, facial injury, mouth injury, bee sting, or bite that breaks the skin. The Supervising Teacher, Assistant Director or Director will make this

call. All parents enrolling children in the Center complete an *Emergency Card*, which supplies the following information:

1. Parent locator information (class schedule or work information)
2. Parent telephone numbers
3. An authorized adult other than parent who can act in an emergency situation
4. Authorization for Center to seek emergency treatment in the absence of the parent or other authorized individual
5. Authorized individuals who may pick-up child from the Center

Procedure for Dire Emergency

If the nature of the sickness or injury is such that the Director, Assistant Director or Supervising Teacher believes that immediate medical attention is necessary, they will contact University Police to send an ambulance. *Campus Police are contacted by dialing 5555 in an emergency.*

When the University Police or a supervisor arrives, employees involved will relate what information is known and remain available to assist as necessary. The Police will assume responsibility for summoning additional assistance, moving or removing the individual, or taking any other action necessary. If the child is transported to the hospital (Mad River Hospital is the local emergency hospital) a staff member will accompany the child with the *Child's Emergency Release and Mad River Form*.

Parents will be contacted by Office Manager immediately with information regarding their child's condition and location.

Following the incident, the employee(s) involved will fill out an Accident/Incident form on the event by giving full report, which includes time, circumstances, actions, etc. One copy will be placed in the family pocket and other in Office file for Director. The Director will notify the Department of Social Services Licensing.

IN THE EVENT OF FIRE, children evacuate the building under the direction of caregivers and teachers quickly, yet calmly. *The individual noticing the fire pulls the alarm.*

All Staff – Employees will direct children in their area out of the building, following emergency exit routes posted in each room. Be alert for fearful children. Help children walk in an orderly fashion to meeting area: south east corner of Toddler Yard for Toddler Center; west corner of west yard for Preschool near shed. If playground is ruled unsafe by emergency personnel, children will be evacuated to Special Event Field or other assembly point. Location will be posted on front doors for parents who have not yet arrived.

Classroom Supervisors – Take sign-in sheet clipboards from their classrooms. Direct employees to evacuate children. Check bathrooms and classrooms to make sure all children and staff have exited. Move children to meeting area and

contain in a group check sign-in sheets to be sure all children signed in have been evacuated. Remain with children in meeting area until employees receive "all clear" signal. Classroom Supervisors provide first aid.

Director, Assistant Director and Office Manager – Assist in evacuating Toddler Center. The Director will check with Classroom Supervisors for roll call. On direction of University Police or Fire Department, they will provide Teachers with the "O.K." to re-enter building. In the event that the building cannot be reoccupied, the Office Manager and designated staff will take the emergency cards to nearest safe phone to notify all parents for pick-up.

Last Person to Exit each room – Should close doors and gates behind them. Do not open smoking or hot doors. If fire spreads or smoke becomes heavy, move evacuated children to a safe area away from fire and out of the traffic patterns of fire fighters. Stay calm and check for injuries.

IN THE EVENT OF AN EARTHQUAKE, if *indoors*, move away from windows, high cupboards, and outer walls. Children and staff should "Duck, Cover and Hold" under tables or crouched on the floor covering head, neck and back until shaking stops. Where unable to get under tables, staff should cover children with classroom pillows, vinyl mats, pools, etc.

- Remain inside until shaking stops, after it stops count to five (sing the ABC's twice as this will allow for aftershocks to possible occur).
- One staff member must check safety of evacuation route, then all exit safely and meet at outside evacuation rally point to check in with all staff and children.

If earthquake occurs while outside, move preschool children to:

- **East yard** – east side of platform (away from buildings and grass area because of power lines);
- **West yard** – center of playground between pear tree and end of platform away from buildings (have children get into ball on ground and duck, cover, hold.)

If earthquake occurs while outside for toddler children:

- **Infant Yard** – gather children under overhang on north side of Infant Room building;
- **Younger and Older Yard** gather children in center of yard along fence that divides the two play yards.

After the Shaking Stops:

Classroom Supervisors – Attend to the needs of the children and staff. First aid supplies and medical information for child and staff are available in emergency packs in shed.

Assistant Director and Office Manager – Check child and staff sign-in sheets to determine if there are children and staff missing. If so, designate staff as “search and rescue” people. They shall check all rooms and nooks for children who may be hiding or in shock from fear or physical injury. As parents arrive to pick up children be sure they sign each child out on the *Child Accounting Form* so that everyone has been accounted for. If it is necessary to send a child with someone on their emergency card, other than their guardian, record the child's name, person with whom they left with and their destination on the *Child Accounting Form* (Child Accounting Form is located on clipboard in emergency backpack). This will make it easier for the child's guardian to find their child when they do reach the Center. Likewise, all staff members need to be accounted for and signed off on the *Staff Accounting Form* located on clipboard in emergency backpack. Also, collect information concerning injuries, extent of damage, current hazardous conditions, and make recommendations to Director on protective actions.

Director – Takes responsibility of all emergency responses until relieved of the duty by University Police or other emergency authority. Establish communication so that location and extent of injuries can be communicated accurately and efficiently to disaster agencies. Assign staff to check for safety – check for gas, water, sewage breaks; check for downed power lines and shorts; turn off utilities if necessary, (wrench in emergency backpack), extinguish small fires, if possible before they get out of hand (extinguishers are located by fireplace in front room of Exploration House; kitchen in Exploration House, Middle and Older Toddler Centers, by door in Discovery Room and Infant Toddler Room; by door in Preschool Solar Room). Assign staff to get food, water and other emergency supplies located in emergency containers in shed. In the event that group must be relocated to another area, organize relocation and assign staff to take emergency supplies as well as post location on front doors for parents who have not yet arrived. Determine when staff will be relieved of responsibilities at each Center.

Student Staff – Need to remain on premises until relieved and accounted for (signed out by Office Manager)

IN THE EVENT THAT CAMPUS EMERGENCY ALERT SYSTEM IS ACTIVATED:

(Continuous ringing of bell tower bell, text message, and signage at all University entrances) Employees will immediately take children into the classrooms, away from windows, lights off, doors locked. Do NOT let anyone in or out of the classrooms until given permission by Center supervisory staff. Teachers will wait for notification from the Office before taking further action.

Classroom/Supervising Teachers, Assistant Director, Director, Office Manager – remain at Center until released by University administration.

Student Staff – If Red or Yellow Alert while working, follow procedures and remain on premises until released by Center supervisory staff. If Red or Yellow Alert prior to arriving for work, do not come to Children's Center.

Procedure for Power Failure

When the power goes out classrooms with cordless phones (Younger Toddler, Older Toddler and Exploration House) need to disconnect cordless phone and connect backup phone to continue phone service. The Office staff should be notified of the power failure so that Plant Operations and Campus Police are notified. In the event of a long-term campus wide power failure, University Police will notify the Center of a campus closure. Off-campus parents should be contacted immediately. If the campus is not closed and buildings become too dark or cold, the Director will request approval to close the Center and if granted, parents will be contacted to pick up children.

Procedure in Event of Flood

If building flooding occurs due to broken water pipe, toilet, etc. remove children to playground area and contact *Director or Office Manager* who will call *Plant Operations* (extension **4475**), or *after 5 pm call UPD* (extension **5555**). In event of large-scale environmental flooding follow instructions of emergency personnel.

Procedure in Event of Missing Child

In the event of a missing child or children, notify the *Office Staff* immediately and conduct a search of the entire building and grounds. If this search does not discover the child, *Campus Police* will be immediately notified and provided with a detailed description of the child. Next, the child's parent(s) will be alerted. All staff will cooperate in search efforts in every way possible while insuring the safety of the remaining children and until such time as their help is no longer required. As soon as possible, call Department of Social Services, Community Care Licensing to report an Unusual Incident.

Procedure in Event of a Suspicious or Threatening Individual on Site

In the event that a threatening individual is seen anywhere on the Children's Center premises, notify all staff to move the children into the nearest safe classroom, lock the doors, turn off the lights and move children away from windows. *University Police* (extension **5555**) should be notified immediately and provided with a detailed description of the individual. Children and staff are to remain in the classroom until given an all clear.

Procedure for Epidemic

If notified of an epidemic immediately inform the Director and the Center will follow the instructions of Public Health or other emergency personnel.

Releasing a Child from the Center

All staff must be familiar with procedures for releasing a child to a person other than the parent. In the event that a person not cleared to pick up a child refuses to leave or insists on taking the child call Campus Police immediately (ext. 5555), then contact Office Staff or Supervising Teachers.

Children are to be released for pick-up only to parents, or persons designated on the child's Emergency Information Card. In the event that any other person is to pick up the child, a signed note from the parent must be sent and given to the Supervising Teacher. Parents are requested not to phone with this information. Parents are responsible for notifying the person who will pick up the child that they will be asked for photo identification before the child will be released to them. Staff are responsible for checking photo identification on any adult with whom they are not familiar who is picking up a child from the Center. Make sure this identification matches with the person designated on the child's Emergency Card or note from the parent.

In case of emergency, parents may need to call in a request to release the child to someone other than the parent. In this event the person picking up the child must be PREVIOUSLY listed on the child's Emergency Information Card. Do not release the child unless the parent has designated this person previously in writing. No child is to be released to anyone without a signed consent by parent or legal guardian. When there is any cause for doubt check with Office Staff before releasing the child.

Intoxicated Parent

It is difficult to predict under what circumstances a court would impose liability on a provider for releasing a child to an authorized but intoxicated (under the influence of drugs or alcohol) person. It is unclear whether the provider's duty to protect the child's health and safety over-rides the parent's right to take the child away from the facility. Recommended actions are:

- Contact the Supervising Teacher (may be in another classroom) to assist with the parent.
- Delay the person's departure until she or he is sober.
- Volunteer to call another person on the child's Emergency Card or a friend, relative or taxicab to pick-up the child and parent

If the person refuses to cooperate or acts threateningly, it will be necessary for employees to make a judgment as to what a reasonable person would do under similar circumstances concerning releasing the child. In the event that the child

is released to the suspected parent, write down the license plate number and report the information to University Police (ext 5555) immediately.

Unauthorized Person

When an unauthorized person demands release of a child, in order to avoid civil or criminal liability, a provider should take all reasonable steps to resist the person's demands. Recommended actions:

- Contact the Supervising Teacher (may be in another classroom) to assist with the individual.
- Stay calm. Explain that the law and the Center rules prevent the release of a child to any unauthorized person.
- Explain that the only exception would be if the parent has signed a written authorization and verified orally with the provider.
- Call the custodial parent and inform him or her about the situation.
- If the parent confirms that the person is unauthorized, try to stall the person until the parent arrives without releasing the child.
- If the person abducts the child by force, get a detailed description of the unauthorized person, record the person's license plate and take note of the direction in which they went and immediately notify University Police (ext. 5555).

Procedure for Children Left At Center

If a child has not been picked up at 5:30 (or closing time) contact the Closing Supervising Teacher listed by the phone. The Supervising Teacher is to begin calling persons on the Emergency Card supplied to the Center at the time of the child's enrollment. Both primary and secondary numbers will be called. After 30 minutes, if the parent or other authorized person has not been reached the Supervising Teacher is instructed to call the Director (cell: 498-2567). The Director and UPD are to be notified that the Supervising Teacher is alone at the Center with a child. The Director, Closing Supervising Teacher, and University Police Department will determine at what point Child Welfare Services will be contacted in the event that the parent or authorized person is unavailable for an extended period.

Important Phone Numbers

Please keep these numbers confidential.

UPD	826-5555
Children's Center Office	826-3838
Children's Center Fax	826-5671
Infant Toddler Room	826-5674
Younger Toddler Room	826-4601
Older Toddler	826-5670
Discovery Room	826-5672
Exploration House	826-4982

HSU CHILDREN'S CENTER

MISSION STATEMENT PHILOSOPHY GOALS

Mission Statement

The mission of the HSU Children's Center is to provide affordable, convenient, high quality child development services for families of Humboldt State University.

Program Philosophy

The Children's Center believes that children are active, self-motivated learners. Development is fostered through intimate, stable relationships with caregivers and a secure, appropriate and challenging environment. Through the process of play and interaction with others and the environment children solve problems, work out social situations, integrate and synthesize information, construct knowledge. It is the responsibility of the teaching staff to provide a social and physical environment and activities that support and challenge development, taking the lead from the children's needs, interests, and changing abilities.

This philosophy is based on the following beliefs:

- Each child is unique and special.
- Parents are the child's first and most important teachers.
- A successful early childhood (first six years) is critical to healthy physical, emotional, and intellectual development later in life.
- Children grow and mature according to predictable stages of development as well as individual timetables.
- Children need a safe, healthy, and nurturing environment in order to grow up as healthy, successful adults.
- A secure, stable relationship with significant adults is necessary for children to optimally grow and develop.
- Good early childhood practices are based on knowledge of child development theory and research.



Program Goals

Program Goals:

- To work with parents to provide a program that meets the needs of each family and child and respect to diversity in race, culture, family structure, and language
- To provide parents with support, education and desired referrals to meet their family needs
- To provide stable, intimate, and individualized relationships with children and parents
- To provide a safe, predictable, and developmentally appropriate environment for children of different ages and abilities
- To provide care that is respectful and responsive to children and parents
- To support and challenge each child's growth in all areas recognizing each child's uniqueness and individual timetable
- To furnish children with a wide variety of experiences which will challenge their abilities and encourage their interests

- To help children develop problem solving, communication and negotiation skills to facilitate positive relationships
- To provide a program that reflects the lives of the children and families as well as the diversity found in society



Goals for Families:

- To be active participants in their child's school experience.
- To be active participants in program planning and evaluation.
- To develop support network to help meet family needs.
- To secure necessary services to assist in meeting family needs.

Curriculum Goals for Children:

Children are personally and socially competent:

- To show self awareness and a positive self concept
- To demonstrate effective social and interpersonal skills
- To demonstrate effective self regulation
- To show awareness, acceptance, understanding, and appreciation of others' feelings, needs, similarities and differences
- To show growing abilities in communication and language

Children are effective learners:

- To show an interest in learning new things
- To show cognitive competence and problem solving skills
- To show an interest in real life mathematical and science concepts
- To demonstrate emerging communication and literacy skills
- To demonstrate creative expression through art, music, dance and drama
- To develop non-stereotypical understanding of diversity in culture, family, ability, language, age and gender
- To demonstrate understanding of community in which they live

Children are safe and healthy:

- To respond to and initiate personal care routines with greater independence
- To demonstrate awareness of safety practices that minimize risk and support healthy growth
- To show increasing independence in making health life choices

Children show physical and motor competence:

- To move in coordinated way using large muscles in arms and legs
- To develop ability to coordinate use of hands to reach, manipulate, release with increasing strength and control
- To develop ability to balance self in space
- To develop use of eyes and hands together to perform tasks



Desired Results Developmental Profile Assessment Policy

California Department of Education Child Development Division requires the Desired Results Developmental Profile (DRDP) be used in assessing children in State Funded Programs. The tool is used to assess children from birth to kindergarten in meeting program curriculum goals. Each semester parents meet with the classroom teacher to review the child's portfolio and discuss the DRDP. Programs are required to show that the DRDP findings are used in planning curriculum and activities for children.

What is the DRDP?

The DRDP is an assessment tool for teachers to record an individual child's progress in meeting developmental milestones, identifying their interests and needs and progress toward achievement of Desired Results for children. It is a process of recording a child's progress over time. The first assessment is completed within 60 days of enrollment of the child each year and 6 months following. The five developmental areas on the Desired Results instrument are:

- 1) Approaches to Learning-Self-Regulation
- 2) Social and Emotional Development
- 3) Language and Literacy Development
- 4) Cognition, including Math and Science
- 5) Physical Development-Health
- 6) English Language Development (Preschool only for ESL children)

How are DRDP ratings determined?

The findings on a DRDP are determined through interaction and observation of children's skills, behaviors, interests, and knowledge. Behaviors are considered typical if the child demonstrates them: easily and confidently; consistently overtime; and in different settings. Evidence of a rating is documented through anecdotal records, writing samples, photographs, artwork, parent information, etc.

What documentation is used in DRDPs?

Ratings on the DRDP are documented through anecdotal records, writing samples, artwork, photographs, shared parent observations, etc.

Anecdotal observations are intentional watching and recording of children's behaviors and skills. All teachers, student assistants and supervising teachers, collect anecdotes throughout the child's day. Anecdotes are clear, objective, detailed, factual notes that describe what is seen and heard of a particular event. Work samples are also collected and provide evidence of knowledge, behaviors and skills. Photographs capture children's individual and group activities. Parent observations and knowledge of their child is solicited and included at conference time and throughout the semester. All of this information is collected in each child's portfolio which is kept confidential and only available to classroom teachers and the individual child's parents.

How are DRDP findings used in the Program?

The DRDP findings are used to assess the development, interests and needs of an individual child and the classroom as a whole. The findings are utilized by classroom teachers for curriculum planning, individualized teaching, group activities, environmental changes, as well as adapting teaching practices. These findings are also shared with parents throughout the year.

When appropriate, with parent permission, this information can be shared when making a referral for diagnostic assessment. These referrals can be made through the Humboldt County Office, Education and/or Regional Center. This is only done after thorough observations, assessment and conferencing with families.

HSU CHILDREN'S CENTER

PROGRAM CURRICULUM

Philosophical Basis

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- Children need secure, stable relationships with significant adults to optimally grow and development
- Good early childhood practices are based on knowledge of child development theory and research



Pedagogical Component

Activities

- Activities focus on how to best create a social, emotional, and intellectual climate that supports child-initiated and child-pursued learning
- There is a balance between preplanned activities and emergent curriculum ideas that come directly from the children's spontaneous explorations of people and things of interest and importance to them
- Planned activities are provided for their potential to engage, challenge and build skills; children select among the activities
- Other curriculum activities emerge through children's interests, questions, discoveries and efforts to build their own knowledge
- During activities the role of the caregiver/teacher is to support development in all areas, extend activities, scaffold learning, observe and assess

Motivation Strategy

- Children are intrinsically motivated to explore and learn

Grouping

- Heterogeneous grouping, much small group interaction (especially within primary groups with toddler-age children)
- Low teacher to child ratio, lower the younger the child



Scheduling

- Scheduled daily activities provide children with a sense of order and predictability
- Routines provide many learning opportunities
- Much flexibility in the schedule
- Large blocks of activity time to encourage children to fully engage and explore
- Larger group opportunities to listen to peers, share ideas, etc.
- Time scheduled for skill building

Administrative Component

Housing

- Roomy environment designed to promote exploration
- Spaces for small groups (especially for younger children) and individual work
- Spaces that can change to meet individual and group needs and interests
- Learning/activity areas

Equipment

- Multidimensional materials encourage exploration and problem solving
- Materials for sensory exploration, artistic expression, block building, dramatic play, books, music, math and science
- Some structured materials to foster perceptual discrimination, manipulation and small muscle development
- Accessible materials organized on low, open shelves
- Duplicates of materials to support peer play and involvement

Staff

- Develop trusting, reciprocal relationships with children and parents; primary caregiving provides the secure, intimate relationship with one teacher for toddler-age children; through this close relationship caregivers/teachers develop an intimate knowledge of the child and family that enables them to provide a care and education program that is developmentally, individually, and culturally appropriate
- Plan and support activities that challenge the child's current level of development
- Support and guide positive social interactions
- Observe and assess child's interests, development, skills, etc.

HSU CHILDREN'S CENTER

DISCIPLINE & GUIDANCE

PHILOSOPHY

GOALS

Mission Statement

The mission of the HSU Children's Center is to provide affordable, convenient, high quality child development services for families of Humboldt State University.

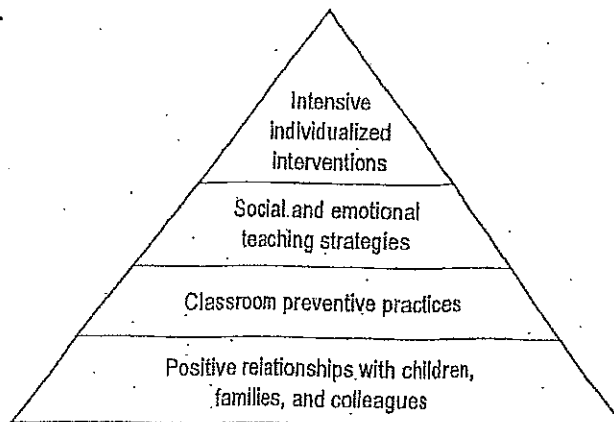
Program Philosophy

The Children's Center believes that children are active, self-motivated learners. Children grow and develop self-discipline over time, with the support of caregivers and in the context of relationships. Adults support the development of pro-social behaviors in a variety of direct and indirect ways -- through positive relationships, modeling, supporting peer interactions, creating engaging environments, promoting small group activities, utilizing routines and schedules, and supporting children's learning and practice of their social skills. Every child has their own timetable for development, therefore we believe that guidance must be relationship-based and individualized. If behavior becomes disruptive or challenging, we work with families to plan supports to help the behavior diminish.

Discipline & Guidance

At the Children's Center our goal is for children to identify and regulate their own emotions, learn problem-solving skills, and build friendships. We do not believe in punishment or negative consequences, language or tone. We firmly believe that children with a positive self-concept are better equipped to develop successful relationships, and that by being consistently positive in our interactions, interventions and modeling we best support children's social-emotional development.

The Children's Center utilizes the Teaching Pyramid (below) which focuses on promoting social-emotional development, providing support for children's appropriate behavior, and preventing challenging behavior.



The Teaching Pyramid

A model for supporting social competence and preventing challenging behavior in young children

Building Positive Relationships

- Teachers build positive relationships with families and children – through orientations, daily communication, and positive interactions we strive to create strong, positive relationships with families and children.
- Teachers use many techniques to promote optimal relationship building including primary caregiving (toddler center), continuity of care, and small groups.
- Children develop positive self-concept, confidence and a sense of safety in the context of positive relationships.
- Teachers support children's peer relationships by exploring emotions, helping children articulate their feelings and needs, and teaching problem solving strategies throughout the curriculum.

Implementing Classroom Preventive Practices

- Teachers strive to create engaging, safe environments that build on children's interests and are developmentally challenging. Having a variety of options available to children so that they can select if they want to be active or quiet, alone or with many other friends, and what activity in a space they are interested in pursuing.
- Children are encouraged and rewarded for pro-social behavior (trading with a friend, helping put away the blocks) and teachers are quick to intervene when behavior is hurtful or unsafe (calling someone names, throwing toys).
- Children are expected to learn routines, take care of their school, and treat everyone with respect – expectations are expressed through modeling, problem solving and through activities, stories and lessons.

Using Social and Emotional Teaching Strategies

- Children may need explicit instruction to ensure they develop competence in emotional literacy, anger and impulse control, problem solving, and friendship skills. Young children learn to name their emotions and match the word with the feeling as teachers reflect back to them. As they become confident that we understand their emotional words children may need support acting on their feelings and developing strategies for dealing with their strong emotional impulses.
- Friendship skills include negotiating, turn taking, making suggestions in play, requesting and receiving help, giving compliments, and even joining play. Teachers individualize support for each child – most children will move through these skills with increasing competence and minimal support, occasionally children need more explicit instruction and supported interactions.

Planning Intensive Individualized Interventions

- When behavior becomes consistently disruptive or endangers the child or others teachers will work with families to create an intervention plan for the particular situation. There is no uniform plan. Our process is to implement a plan for two weeks and then evaluate whether further intervention is necessary.
- When families identify a need for community services, we have a variety of professional connections to help families receive – these resources include evaluation for special needs, mental health services, crisis intervention services, and many more.

NAEYC Code of Ethical Conduct

The NAEYC Code of Ethical Conduct offers guidelines for responsible behavior and sets forth a common basis for resolving the principal ethical dilemmas encountered in early childhood care and education. The Code sets forth a framework of professional responsibilities in four sections. Each section addresses an area of professional relationships.

Section I – Ethical Responsibilities to Children

Childhood is a unique and valuable stage in the human life cycle. Our paramount responsibility is to provide care and education in settings that are safe, healthy, nurturing, and responsive for each child. We are committed to supporting children's development and learning; respecting individual differences; and helping children learn to live, play, and work cooperatively. We are also committed to promoting children's self-awareness, competence, self-worth, resiliency, and physical well-being.

- I-1.2** To base program practices upon current knowledge and research in the field of early childhood education, child development, and related disciplines, as well as on particular knowledge of each child.
- I-1.3** To recognize and respect the unique qualities, abilities, and potential of each child.
- I-1.4** To appreciate the vulnerability of children and their dependence on adults.
- I-1.6** To use assessment instruments and strategies that are appropriate for the children to be assessed, that are used only for the purposes for which they were designed, and that have the potential to benefit children.
- I-1.8** To support the right of each child to play and learn in an inclusive environment that meets the needs of children with and without disabilities.
- I-1.10** To ensure that each child's culture, language, ethnicity, and family structure are recognized and valued in the program.
- P-1.1** Above all, we shall not harm children. We shall not participate in practices that are emotionally damaging, physically harmful, disrespectful, degrading, dangerous, exploitative, or intimidating to children. *This principle has precedence over all other in this Code.*
- P-1.3** We shall not participate in practices that discriminate against children.
- P-1.4** We shall involve all those with relevant knowledge (including families and staff) in decisions concerning a child, as appropriate, ensuring confidentiality of sensitive information.
- P-1.8** We shall be familiar with the risk factors for and symptoms of child abuse and neglect, including physical, sexual, verbal, and emotional abuse and physical, emotional, educational, and medical neglect. We shall know and follow state laws and community procedures that protect children against abuse and neglect.

Section II – Ethical Responsibilities to Families

Families are of primary importance in children's development. Because the family and the early childhood practitioners have a common interest in the child's well-being, we acknowledge a primary responsibility to bring about communication, cooperation, and collaboration between the home and early childhood program in ways that enhance the child's development.

- I-2.2** To develop relationships of mutual trust and create partnerships with the families we serve.
- I-2.5** To respect the dignity and preferences of each family and to make an effort to learn about its structure, culture, language, customs, and beliefs.
- I-2.6** To acknowledge families' childrearing values and their right to make decisions for their children.
- I-2.8** To help family members enhance their understanding of their children and support the continuing development of their skills as parents.
- I-2.9** To participate in building support networks for families by providing them with opportunities to interact with program staff, other families, community resources, and professional services.
- P-2.4** We shall involve the family in significant decisions affecting their child.
- P-2.6** As families share information with us about their children and families, we shall consider this information to plan and implement the program.
- P-2.9** We shall inform the family of injuries and incidents involving their child, or risks such as exposures to communicable diseases that might result in infection, and of occurrences that might result in emotional stress.
- P-2.11** We shall not engage in or support exploitation of families. We shall not use our relationship with a family for private advantage or person gain, or enter into relationships with family members that might impair our effectiveness working with their children.
- P-2.13** We shall maintain confidentiality and shall respect the family's right to privacy, refraining from disclosure of confidential information and intrusion into family life.
- P-2.14** In cases where family members are in conflict with one another, we shall work openly, sharing our observations of the child, to help all parties involved make informed decisions. We shall refrain from becoming an advocate for one party.

Section III – 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.

- I-3A.1** To establish and maintain relationships of respect, trust, confidentiality, collaboration, and cooperation with co-workers.
- 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.
- I-3B.1** To assist the program in providing the highest quality of service.
- P-3B.1** We shall follow all program policies. When we do not agree with program policies, we shall attempt to effect change through constructive action within the organization.
- P-3B.2** We shall speak or act on behalf of an organization only when authorized. We shall take care to acknowledge when we are speaking for the organization and when we are expressing a personal judgment.
- I-3C.1** To promote safe and healthy working conditions and policies that foster mutual respect, cooperation, collaboration, competence, well-being, confidentiality, and self-esteem.
- I-3C.2** We shall provide staff members with safe and supportive working conditions that honor confidences and permit them to carry out their responsibilities through fair performance evaluation, written grievance procedures, constructive feedback, and opportunities for continuing professional development and advancement.

Section IV – Ethical Responsibilities to Community and Society

Early childhood programs operate within the context of their immediate community made up of families and other institutions concerned with children's welfare. Our responsibilities to the community are to provide programs that meet the diverse needs of families, to cooperate with agencies and professions that share the responsibility for children, to assist families in gaining access to those agencies and allied professionals, and to assist in the development of community programs that are needed but not currently available.

- I-4.2** To promote cooperation among professionals and agencies and interdisciplinary collaboration among professions concerned with addressing issues in the health, education, and well-being of young children, their families, and their early childhood educators.
- I-4.6** To promote knowledge and understanding of young children and their needs. To work toward greater societal acknowledgment of children's rights and greater social acceptance of responsibility for the well-being of all children.
- I-4.7** To support policies and laws that promote the well-being of children and families, and to work to change those that impair their well-being. To participate in developing policies and laws that are needed, and to cooperate with other individuals and groups in these efforts.
- P-4.6** We shall be familiar with laws and regulations that serve to protect the children in our programs and be vigilant in ensuring that these laws and regulations are followed.
- P-4.8** We shall not participate in practices that are in violation of laws and regulations that protect the children in our programs.

STAFF CONCERNS REGARDING ABUSE

- *What if I am wrong?*

A child care provider who reports “suspected” abuse in good faith cannot make a “wrong” report. In most states, those who make reports in good faith are immune from civil or criminal liability.

- *What will happen to the child?*

Each case is handled individually. Depending on the severity of the abuse and other assessments of the family a decision will be made whether to remove the child for safety reasons. In some cases, an adult may be removed from the home. In most cases, services to the family will focus on rebuilding family relationships.

- *What good is my report?*

Child care workers often feel powerless in the process of reporting. Each report causes a disruption of an abusive situation and alerts authorities to the potentially abusive families. Sometimes the impact of your report will not show effect until much later, possibly after the child has left your care. It is important not only to look at immediate result and changes, but at long term effects a single report may have.

- *Will my report cause a parent to harm the child further?*

This is often a concern and sometimes a problem. If this is a fear, convey this to the authorities. You make your report so they can assess this danger. In reality, there is probably more harm to be done if a report is not made. To the parent it may seem that you are condoning their treatment of the child.

- *Should I report emotional abuse or neglect?*

If in doubt, YES. This type of abuse and neglect is difficult to substantiate, but if unreported it is likely that no change will be made in the treatment of the child. Be aware of other kinds of abuse or neglect (physical, sexual) that may be occurring with the same children. In some cases, providing education and information to the parents can be a role the child care provider and child protective services can assume.

- *What do I do to help an abused child heal?*

Many child care providers are left with a feeling of helplessness, and powerlessness when they are to care for abused or neglected children. Responsible reporting is only one role; effective programming for the abused child is another very important role. Training resources for this information should be sought.

STUDENT ASSISTANT CLEANER

Position Identification

HSU Student Assistant Cleaner, Helper, or Janitor (no Child Development units required)

Job Objectives

Student Assistant Cleaner supports the children and classroom staff by maintaining the classroom and caring for the children, when needed. This position will not engage in diapering or napping.

Job Description

Maintain the classroom to support the needs of children, parents, and other staff

Staff Team

- Complete the classroom maintenance duties as assigned such as classroom set-up, laundry, dishes, disinfecting toys, taking out the trash, etc (duties vary depending on time worked),
- Support classroom staff in their duties,
- Attend orientations at beginning of the semester,
- Attend regular staff meetings in assigned classroom,
- Maintain strict confidentiality regarding the families enrolled in the Center.

Children's Program

- Interact with children showing affection, interest, and respect,
- Be available and responsive to children,
- Treat children of all races, religions, family backgrounds, and cultures equally with respect and consideration.

Interactions with Parents

- Welcome parent visits to the program at all times.

Student Learning Outcome

1. Students will be able to demonstrate sanitary cleaning practices by the end of the evaluation period
2. Students will be able to set job-related professional development goals.

STUDENT ASSISTANT FLOATER

Position Identification

HSU Student Assistant Floater (Aide or Work Study Student, Child Development units required)

Job Objectives

Student Assistant Floaters are responsible for the daily care and supervision (under the direct supervision of Student Assistant Teachers, Teachers, Associate Teachers, and Supervising Teachers) of children. This position may require classroom upkeep and activity preparation as needed. This position will not engage in diapering or napping.

Job Description

Student Assistant Floaters are primarily responsible for working with children, providing personal contact, meaningful learning activities, and supervision of children. They will also assist the Supervising Teachers with implementing policies and the philosophy of the HSU Children's Center.

Children's Program

- Develop warm, comfortable relationships and communication with children,
- Insure the health and safety of children,
- Implement positive guidance and techniques,
- Help set-up and clean-up for activities and projects, as needed,
- Supervise children during activities and projects,
- Act as a model and guide for social skills to enhance children's prosocial behaviors.

Interactions with Parents

- Maintain strict confidentiality regarding parents enrolled in the Center,
- Welcome parent visits to the program at all times.

Staff Team

- Work as a team member, supporting other staff in their duties, cultivating rapport and communication with other staff members,
- Attend regular staff meetings to plan for implementing and attaining goals, plan for individual children, discuss working conditions, and staff training,
- Attend orientation meeting at the beginning of each semester,
- Assist with classroom maintenance such as general pick-up, disinfecting, sweeping, etc.

Student Learning Outcome

1. Students will be able to engage in positive child interactions by the end of the evaluation period.
2. Students will be able to set job-related professional development goals.

STUDENT ASSISTANT AIDE

Position Identification

HSU Student Assistant Aide (Student Assistant or Work Study Student, Child Development units required)

Job Objectives

Student Assistant Aides are responsible for the daily care and supervision (under the direct supervision of Student Assistant Teachers, Teachers, Associate Teachers, and Supervising Teachers) of children. This position may require classroom upkeep and activity preparation as needed.

Job Description

Student Assistant Aides are primarily responsible for working with children and their parents, providing personal contact, meaningful learning activities, and supervision of children. They will also assist the Supervising Teachers with implementing policies and the philosophy of the HSU Children's Center.

Children's Program

- Develop warm, comfortable relationships and communication with children by meeting each child's routine needs,
- Supervise the healthy emotional, social, intellectual, language, and physical development of each child in the program,
- Insure the health and safety of children,
- Implement positive guidance and techniques,
- Help set-up and clean-up for activities and projects, according to curriculum plan,
- Supervise children during activities and projects,
- Act as a model and guide for social skills to enhance children's prosocial behaviors,
- Assist children with diapering, toileting, and changing clothes.

Interactions with Parents

- Develop warm, comfortable communication with parents,
- Maintain strict confidentiality regarding parents enrolled in the Center,
- Respond to parents' concerns and questions by imparting information regarding the child's daily activities and development and/or refer them to Supervising Teacher(s) for other issues,
- Welcome parent visits to the program at all times.

Staff Team

- Work as a team member, supporting other staff in their duties, cultivating rapport and communication with other staff members,
- Attend regular staff meetings to plan for implementing and attaining goals, plan for individual children, discuss working conditions, and staff training,
- Attend orientation meeting at the beginning of each semester,
- Assist with classroom maintenance such as general pick-up, disinfecting, sweeping, etc.

Student Learning Outcomes

1. Students will be able to identify positive guidance and techniques by the end of the evaluation period.
2. Students will attend regular staff meetings and keep track of trainings provided in a training log.

STUDENT (ASSISTANT) TEACHER

Position Identification

HSU Student Assistant Teacher and Teacher (Student Assistant or Work Study Student, Permit required, Infant/Toddler Units if in Early Head Start Classroom required)

Job Objectives

Student (Assistant) Teachers are responsible for the daily care and supervision (under the direct supervision of Associate Teachers and Supervising Teachers) of children. This position may require classroom upkeep and activity preparation as needed.

Job Description

Student Assistant Teachers and Teachers are primarily responsible for working with children and their parents, providing personal contact, meaningful learning activities, and supervision of children. They will also assist the Supervising Teachers with implementing policies and the philosophy of the HSU Children's Center.

Children's Program

- Develop warm, comfortable relationships and communication with children by meeting each child's routine needs,
- Supervise the healthy emotional, social, intellectual, language, and physical development of each child in the program,
- Insure the health and safety of children,
- Implement positive guidance and techniques,
- Help set-up and clean-up for activities and projects, according to curriculum plan,
- Supervise children during activities and projects,
- Act as a model and guide for social skills to enhance children's prosocial behaviors,
- Assist children with diapering, toileting, and changing clothes.

Interactions with Parents

- Develop warm, comfortable communication with parents,
- Maintain strict confidentiality regarding parents enrolled in the Center,
- Respond to parents' concerns and questions by imparting information regarding the child's daily activities and development and/or refer them to Supervising Teacher(s) for other issues,
- Welcome parent visits to the program at all times.

Staff Team

- Work as a team member, supporting other staff in their duties, cultivating rapport and communication with other staff members,
- Attend regular staff meetings to plan for implementing and attaining goals, plan for individual children, discuss working conditions, and staff training,
- Attend orientation meeting at the beginning of each semester,
- Assist with classroom maintenance such as general pick-up, disinfecting, sweeping, etc.

Student Learning Outcomes

1. Students will create warm, comfortable communication and relationships with families by the end of the evaluation period.
2. Students will be able to demonstrate they are a member of a team as shown by their attendance, communication skills, and attitude.

ASSOCIATE TEACHER

Position Identification

HSU Associate Teacher (Student Assistant or Work Study Student). Permit (and Infant/Toddler units if in Toddler Classroom) required. If hired, must possess and maintain Infant/Child First Aid and CPR.

Job Objectives

Associate Teachers are responsible for the daily care and supervision of children and Student Staff when the Classroom Teacher(s) is out of the classroom. This position may require classroom upkeep and activity preparation as needed. Associate Teachers are expected to be available 18-20 hrs/week, scheduled Core Staff meetings, and during HSU Academic breaks when the Children's Center is open.

Job Description

Associate Teachers are primarily responsible for working with children and their parents, providing personal contact, meaningful learning activities, and supervision of children. They will also assist the Supervising Teacher(s) with implementing policies and the philosophy of the HSU Children's Center as well as assisting in the maintenance of documentation, developmental profiles, curriculum plans, and supervising Student Assistants (Cleaners, Floaters, Aides, Assistant Teachers, and Teachers).

Children's Program

- Develop warm, comfortable relationships and communication with children by meeting each child's routine needs,
- Supervise the healthy emotional, social, intellectual, language, and physical development of each child in the program,
- Insure the health and safety of children,
- Implement positive guidance and techniques,
- Help set-up and clean-up for activities and projects, according to curriculum plan,
- Supervise children during activities and projects,
- Act as a model and guide for social skills to enhance children's prosocial behaviors,
- Assist children with diapering, toileting, and changing clothes,
- Assist in the maintenance of record of assessments, developmental profiles, and individualized curriculum planning.

Interactions with Parents

- Develop warm, comfortable communication with parents,
- Maintain strict confidentiality regarding parents enrolled in the Center,
- Respond to parents' concerns and questions by imparting information regarding the child's daily activities and development and/or refer them to Supervising Teacher(s) for other issues,
- Welcome parent visits to the program at all times,
- Relay parent concerns to the Supervising Teacher(s),
- Learn about each parent's plan for dealing with medical emergencies that include a source of emergency care, written parental consent forms, etc.

Staff Team

- Work as a team member, supporting other staff in their duties, cultivating rapport and communication with other staff members,
- Attend regular staff meetings to plan for implementing and attaining goals, plan for individual children, discuss working conditions, and staff training,
- Attend orientation meeting at the beginning of each semester,
- Work schedule to cover hours when Supervising Teacher(s) is not working with children. Ability to work Monday through Friday at least 18 hours,
- Meet with Supervising Teacher(s) one hour per week to plan as well as another hour provided for preparation of any necessary materials,
- Relay staff concerns to the Supervising Teacher(s),
- Assist with classroom maintenance such as general pick-up, disinfecting, sweeping, etc.

Student Learning Outcomes

1. Students will become familiar with and use the Desired Results Developmental Profile (DRDP) by the end of the evaluation period
2. Students will be able to articulate what is needed to ensure a smooth running classroom and communicate with team members effectively.

MONTHLY STUDENT STAFF TRAINING TOPICS

Fall 2022 & Spring 2023

August (1 Meeting)

New Staff Orientation:

- | | |
|--|--|
| <input type="checkbox"/> Hiring Paperwork Complete | <input type="checkbox"/> Staff Photo/Biography |
| <input type="checkbox"/> Timesheets/Breaks | <input type="checkbox"/> Substitutes/Absences |
| <input type="checkbox"/> Units/Transcripts | <input type="checkbox"/> Sub Hours |
| <input type="checkbox"/> Emergency Contact Form | |

Center-wide Training:

- | | |
|---|---|
| <input type="checkbox"/> Staff Handbook | <input type="checkbox"/> Job Description |
| <input type="checkbox"/> Mission Statement (philosophy/goals) | <input type="checkbox"/> Infectious Disease Control |
| <input type="checkbox"/> NAEYC Code of Ethics | <input type="checkbox"/> Discipline Statement/Pyramid |

Classroom Training:

- | | |
|--|---|
| <input type="checkbox"/> Fire Drill | <input type="checkbox"/> Earthquake Drill |
| <input type="checkbox"/> Absences/Subs | |
| <input type="checkbox"/> Mealtime Procedures | <input type="checkbox"/> Hours available to Sub |
| <input type="checkbox"/> Naptime/Rest Procedures | <input type="checkbox"/> Daily Schedule |
| <input type="checkbox"/> Classroom Orientation Manual | <input type="checkbox"/> Classroom Shift Duties |
| <input type="checkbox"/> Children's Names/Parent's Names | <input type="checkbox"/> Practice Greeting Families |
| <input type="checkbox"/> Routines of Classroom | <input type="checkbox"/> Guidance Techniques |

Due to Amy by 9/1/22:

- Certificates of Completion for CPH required trainings: found at <https://training.humboldt.edu/content/required-training>
 - All 6 under Required Trainings-Student (for new staff)
 - For Returning, check your emails for due dates of 2-3 required
 - 1 under Required Trainings- Select Student
 - Injury and Illness Bloodborne Pathogens
- Certificate of Completion for Mandated Reporter training available online at <https://mandatedreporter.ca.com/>. Take both for the Child Care Providers.
- Certificate of Completion for Food Program Civil Rights training. This training is available online. Amy will email you the link within the first week of employment.

September (2 Meetings)

Meeting #1 – Relationships

- | | |
|---|---|
| <input type="checkbox"/> Nametags, Photos | <input type="checkbox"/> Greeting Families & Children |
| <input type="checkbox"/> Parent's Names Quiz | <input type="checkbox"/> Individualized Care/Curriculum |
| <input type="checkbox"/> Positive Discipline | <input type="checkbox"/> Guidance Techniques |
| <input type="checkbox"/> Procedure used when working with children with serious challenging behaviors | |
| <input type="checkbox"/> How we access professionals to help us work with families with serious behaviors | |
| <input type="checkbox"/> Classroom particulars | |

Meeting #2 – Supporting Children's Learning

- | | |
|---|--|
| <input type="checkbox"/> Choices | <input type="checkbox"/> Routines |
| <input type="checkbox"/> Maintaining an Orderly Environment | <input type="checkbox"/> Expanding on Children's Interests |
| <input type="checkbox"/> Small Groups & Large Groups | <input type="checkbox"/> Documentation/Anecdotes |
| <input type="checkbox"/> Classroom Particulars | |

October (1 Meeting and Evaluation Meeting)

Meeting #1 – Safety Information

- | | |
|--|--|
| <input type="checkbox"/> Accident Reports | <input type="checkbox"/> Incident Reports |
| <input type="checkbox"/> Supervision Guidelines | <input type="checkbox"/> Emergency Cards |
| <input type="checkbox"/> When to Call Parents about Injuries | <input type="checkbox"/> Waste Management |
| <input type="checkbox"/> Back Safety Lifting Options | <input type="checkbox"/> Classroom particulars |

Evaluation Meetings

- | | |
|--|--|
| <input type="checkbox"/> Written Evaluation from Supervising Teacher | <input type="checkbox"/> Plan for Continuing Professional Growth |
|--|--|

November (2 meetings)

Meeting #1 – DRDP Assessment Training

- ☐ Review DRDP Instrument (video)
- ☐ Collecting Anecdotes/Photos
- ☐ Parent Conferences

- ☐ How we use DRDP Information
- ☐ Portfolios
- ☐ Classroom particulars

Meeting #2 – Curriculum

- ☐ Schedules & Environment as Curriculum
- ☐ Child-emergent Curriculum
- ☐ Activities Relate to Children's Lives
- ☐ How Assessments influence Curriculum
- ☐ Collect Spring Schedule and Finals Availability

- ☐ Individualization of Curriculum
- ☐ Culture and Languages Reflected
- ☐ Classroom particulars

December (1 Meeting)

- ☐ Look How Far We've Come
- ☐ Review Anecdotes
- ☐ Distribute Finals and Spring Schedules

- ☐ Small Groups/Large Groups
- ☐ Classroom Particulars

January (2 Meetings)

Center Wide Training:

- ☐ Working with Children with Special Needs
- ☐ Community Resources for Families

- ☐ Respecting Diversity
- ☐ Classroom Meetings

Program & Classroom Procedures Revisited

- ☐ Nametags & Greeting Families
- ☐ Nap/Rest Procedures
- ☐ Staff Communication
- ☐ Respecting our classrooms and yard
- ☐ Confidentiality

- ☐ Mealtime Procedures
- ☐ Parent's Names Quiz
- ☐ Absences/Subs
- ☐ Classroom Particulars

February (2 Meetings)

Meeting #1 – Guidance & Discipline

- ☐ Temperaments
- ☐ Emotion Coaching
- ☐ Communication w/Families
- ☐ Classroom Particulars

- ☐ How to support Problem Solving
- ☐ Accident/Incident Reports
- ☐ When Conflicts or Concerns Arise

Meeting #2 – NAEYC Accreditation Review

- ☐ NAEYC Standards
- ☐ Review Communication Expectations

- ☐ Confidentiality
- ☐ Classroom Particulars

March (1 Meeting and Evaluation meeting)

Community Relationships

- ☐ Head Start Partnership
- ☐ Classroom Particulars

- ☐ Week of the Young Child
- ☐ Collect Fall and Finals Schedules

Evaluation Meetings

- ☐ Written Evaluation from Supervising Teacher
- ☐ Plan for Continuing Professional Growth
- ☐ Collect Fall Schedule, Summer and Finals Availability

April (2 Meetings)

Meeting #1 – Preventing Child Abuse & Neglect

- ☐ Preventing Child Abuse

- ☐ Classroom Particulars

Meeting #2 – Child Abuse Mandated Reporting

- ☐ Discuss Situations that are Troubling – what is reportable
- ☐ How do you make a report & what happens after that
- ☐ Classroom Particulars

May (1 Meeting)

End of the Year Ice Cream Party

- ☐ Recap the year

- ☐ Celebrate!