

Cleo L. Craig
Child Development Laboratory-
RISE

Family/Parent Handbook

Oklahoma State University
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Cleo L. Craig Child Development Laboratory-RISE Operations, Policies and Procedures Handbook

NAEYC 10.B.02

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NAEYC 10.B.08

Introduction

Welcome to the Child Development Laboratory-RISE program at Oklahoma State University! The Child Development Laboratory-RISE is an integral part of the Department of Human Development and Family Science within the College of Human Sciences at OSU. Please review this handbook in order to understand the program's operations, policies, and procedures.

The program strives to further OSU's mission of instruction, research, and service. In this respect, the program offers a site for:

- quality educational programming for young children;
- training of student teachers in early childhood education;
- observation and interpretation of human growth and development;
- research designed and implemented by OSU faculty and students to further the knowledge base in such areas as social interaction, language development, cognitive development, early childhood curriculum, and
- community service in the form of early education and care, parenting programs, and in-service teacher education.

The program currently has four laboratory classrooms:

- **Preschool I:**
12 months to 24 months: 1 Adult to 6 Children (12 children per group)
- **Preschool II:**
2- to 3-year-olds 1 Adult to 8 Children (16 children per group)
- **Preschool III:**
3- to 4-year-olds 1 Adult to 9 Children (18 children per group)
- **Pre-K & K:**
4- to 6-year-olds: 1 Adult to 10 Children (20 children per group)

The program is accredited by the National Association for the Education of Young Children and is ranked as a 3-STAR licensed program by Oklahoma Department of Human Services.

Staff-Child Ratios and Supervision

The program follows Oklahoma Department of Human Services (DHS) and National Association of Education for Young Children (NAEYC) regulations for determining the child/staff ratio (the maximum number of children that one teacher can care for) and group size (the maximum number of children in a group where more than one teacher is working).

NAEYC 2.A.01, 10.A.01, 10.B.08

Philosophy

The Child Development Laboratory-RISE program at Oklahoma State University is committed to meeting the developmental needs of all young children. The theoretical frameworks of Erikson, Piaget, and Vygotsky provide a guide around the curriculum which is designed to facilitate each child's social, emotional, physical, language, and cognitive development.

The program's philosophy is based on the following concepts:

- Children construct their understanding of their world through active involvement and interaction with people and materials.
- Play, exploration, and experimentation are the major vehicles for learning.
- Children benefit from making choices in a stimulating and age-appropriate planned environment.
- Children learn best in an environment which promotes acceptance, trust, initiative, and decision-making.

NAEYC 10.B.03, 10.F.01, 10.F.02, 10.F.03, 10.F.05

Program Outcomes

A combination of numerous initiatives and protocols will be implemented to measure the programs outcome and to determine needed procedures for sustaining a high quality program. Evidence will include policies and procedures; program quality; children's progress and learning, family involvement and satisfaction, and community awareness and satisfaction. A report of the annual evaluation findings is shared with families, staff and appropriate advisory and governance boards. The following initiatives and protocols will be used, but not limited to the following:

- Technology based software will be implemented, when appropriate, to collect data for fiscal reports, family surveys, faculty and staff surveys, OSU student surveys, and research projects.
- Annual NAEYC, OKDHS and OSU surveys to be compiled, summarized, and reported to the Governing Body and families as needed.
- Improvements and alterations will be reviewed and implemented after consideration and approval has been granted from the Governing Body.

NAEYC 7.A.02- 7.A.09, 10.A.01

Child and Family Outcomes

The program strives to further the OSU mission of instruction, research, and service. In this respect, the program offers a site for developing quality education programs for young children, training student teachers in early childhood education, observing and interpreting human growth and development, and providing early childhood curriculum to the community. Program staff will use a variety of formal and informal strategies to become acquainted with and learn from parents about their family structure, their preferred child-rearing practices, religious, and information families wish to share about their socioeconomic, linguistic, racial, and cultural backgrounds. Therefore, the following initiatives are explored with children and their families.

- Staff understands the characteristics and roles of developmentally appropriate early childhood education practices by identifying diverse needs, interest and abilities of young children and families.
- Reflecting and identifying strategies that represent developmentally appropriate practices for the child by learning and applying knowledge in various early childhood settings.
- Recognizing and supporting the home-school communication and collaboration as a strategy for building mutual trust and respect.
- Use multiple sources of data collection to assess children's development and learning; and to evaluate the program.
- Actively uses information about families to adapt the program environment, curriculum as well as teaching methods to better serve the families and OSU students, faculty and staff.
- Staff participates in community cultural events, concerts, storytelling activities, or other events and performances designed for children and their families to better understand the cultural backgrounds of children, families, and the community.

- Staff provides support and information to family members legally responsible for the care and well-being of a child.
- Staff establishes intentional practices designed to foster strong reciprocal relationships with families from the first contact and maintain them over time.
- Staff ensures that all families, regardless of family structure, socioeconomic, racial, religious, and cultural background; gender; abilities; or preferred language are included in all aspects of the program, including volunteer opportunities; which include and considers families interest and skills and the needs of the staff.
- Staff engages with families to learn from their knowledge of their child's interest, approaches to learning, and the child's developmental needs, and to learn about their concerns and goals for their children. The information is incorporated into ongoing classroom assessment, development and planning curriculum.
- Staff uses a variety of formal and informal methods to communicate with families about the program philosophy and curriculum objectives, including educational goals and effective strategies used by families to promote their children's learning.
- Staff uses a variety of methods such as family orientations, small group meetings, individual conversations and written questionnaires, which help staff, get input from families about curriculum activities through the year.

Program Staff

The program employs a director with a minimum of a Master's degree in early childhood education or the equivalent, and who is also an instructor in the Early Childhood Education academic program.

The program employs an administrative assistant to manage many of the administrative tasks including children's records and billing.

The program employs two certified teachers in each classroom with Bachelor of Science or Master of Science degrees in Early Childhood Education or related fields, Oklahoma Teaching Certification in Early Childhood Education, and experience in the field.

The program employs teaching assistants as needed and they must have at least a high school diploma and experience in early childhood care.

The program employs a receptionist for the front desk. The receptionists are generally Early Childhood Education program students, and are trained to provide assistance in most aspects of the program.

The program employs two food service employees who plan and prepare daily healthy meals and snacks on site in the kitchen. Each classroom has a part-time lunch program assistant who helps serve the mid-day meal, clean up after, and participate with the teachers in supervising the rest/quiet time following lunch.

Orientation

Families/parents are invited to an orientation before school begins. There is an Open House prior to each school year. Families/parents are sent an email or snail mail flyer with notification of the Open House. During Open House families/parents have a chance to meet with the director, the teachers, and staff. Children and parents have an opportunity to explore the classroom environment. All families are encouraged to attend Open House.

Newly enrolled children also meet their teacher in the comfort of their own home when teachers conduct a home visit to assist children with the transition into the program. In a familiar place, children can get

to know the teachers and show them the things that are important to them in their family life. Another benefit of a home visit is to give teachers and parents an opportunity to learn from each other. Teachers can answer parents' questions about the school day and parents can inform teachers about their child's routines and experiences.

Early Childhood Education Interns and Lab Students

The program provides a setting for OSU students in Human Development and Family Science, especially those majoring in Early Childhood Education (ECE), to learn about children's growth and development, and appropriate and effective educational practices. ECE lab students have course requirements to participate in the lab with your child under the supervision of the classroom teacher and the ECE faculty. Students working inside the lab must undergo an OK State Bureau of Investigation criminal background check, required by the state of Oklahoma for all adults working with children in early education and care settings.

Children who are enrolled in the program are observed from the observation booths by other students and faculty at the University. These individuals have reason to observe which relates to a course requirement or research project. All individuals have clearance to observe and must sign-in and sign-out for observations. Most observations are made by students who are learning about developmental differences. Inside the booth, observers will find a photo of your child with your child's first name and date of birth. This limited information assist the students in identifying information to complete their assignments.

Observers and lab students are asked to sign a statement that they understand the information they gather about your child is confidential and can only be shared in the context of the academic course that assigned the observation or participation task.

Observation of your child while in the laboratory classrooms is a condition of enrollment. If you have any questions, please speak to the director. Students working inside the lab must undergo the same criminal background check required by OKDHS-State Bureau of Investigation for all adults working with children in early education and care settings.

The purpose of the program is to provide a place for students and faculty to study children's development and effective teaching and care-giving practices. All employees of the program are expected to model appropriate interactions with young children. Teaching staff provides guidance to lab students as needed.

Teaching staff is expected to follow appropriate guidelines when sharing confidential information about children and their families with interns and/or lab students. Discussion about children must be done privately, maintaining confidentiality, without other children or parents in the area who might overhear what is being said.

Research Projects

Enrollment in the program implies that families/parents understand and support the purposes of a laboratory school and are willing to let their child participate in research studies determined to be appropriate for the individual child. The program approves a variety of research projects to be conducted in the program. These projects include faculty and student research on topics, such as child growth and development, curriculum development, assessment and screening, effective instructional practices, and literacy development. The Program Research Review Committee and the OSU Institutional Review Board approve all research projects. Families/parents receive information about research activities in the

lab that will involve their child. After reading the information about a study, parents have the right to determine if their child's participation is appropriate and may request that their child not participate.

NAEYC 2.A.01-2.A06, 8.B.01-8.B.05

Program Curriculum

The program offers a comprehensive curriculum that supports and enhances all areas of children's development: social-emotional, intellectual, language, and physical. Based on the belief that children learn best through play, the curriculum reflects the guidelines established by the National Association for the Education of Young Children in its "Developmentally Appropriate Practice Statement." Copies of this statement are available in the director's office and parent resource area.

Additionally, the program curriculum supports children's acquisition of skills and knowledge as outlined in the Oklahoma State Department of Education's Oklahoma Early Learning Guidelines (OELG) and Priority Academic Student Skills (PASS) for Pre-Kindergarten and Kindergarten. The curriculum is individualized for each child through a partnership between families/parents and teachers. Families/parents and teachers use both formal and informal means of gathering information about the children's interests, needs, and assessing each child's skills and knowledge. With this information, families/parents and teachers set goals for each child. Modifications are made to the curriculum to support all children's learning opportunities, including those who live with a disability or special needs.

The program curriculum integrates content, concepts, and activities in all areas of the children's development. Key areas of content include social and self-help skills, social studies, language arts and literacy, science, number and math, creative arts, technology, motor skill development, health and safety. Early math, reading, and writing activities are introduced as the children gain the developmental readiness necessary to acquire these academic skills.

Every part of the children's day is utilized in curriculum. Routines such as mealtime provide many opportunities for children to learn to organize a task - like setting the table becomes practicing math skills, learning to be a member of a community by taking turns passing dishes of food around the table, contributing to a conversation during lunch, developing a taste for new foods, recalling or telling a story of a morning activity, and more. The classrooms are labeled so that as children select materials and put them away, they follow directions depicted in symbols/labels on shelves as a precursor to learning to read. These are just a few ways teachers use routines to offer learning experiences.

The classroom environment is carefully planned and evolved according to the teachers' knowledge of each child's growth and development. The classrooms are divided into seven or more interest centers in which the teachers select materials that children use individually or in collaboration with peers and adults to acquire new skills, gain new knowledge, or practice and extend existing knowledge and skills.

Teachers provide a balance of teacher-directed, child-initiated, and collaborative learning activities throughout the day, but most of the time, children are free to select the activities in which they want to participate. Teachers participate in children's play in order to support the work children are doing. By listening to children, teachers discover the ways in which children make sense of their world. It is the teacher's responsibility to monitor children's choices, and to extend and enhance their activities, to support growth and development and acquisition of skills and knowledge in all areas of the curriculum.

The classroom interest centers are the primary instructional tools that teachers use to support children's learning. The seven centers include blocks and construction, dramatic play, science and sensory, math, creative arts, language arts and reading, and fine motor skills and writing. Music and motor development are also a part of the curriculum.

Teachers identify children's prior knowledge of a subject and set up activities that extend their conceptual understanding of the topic. Then through play and interaction with the materials and activities, the children construct ideas about their world. The materials selected for the interest centers are designed to support children's learning and development.

Dramatic play supports language development and social skills as children negotiate with peers to develop themes with assigned roles and a story line. In "veterinary clinic," the children bring stories from personal experiences or experiences provided by the teachers that is then translated into a sequence of events to dramatize with their peers. This requires developing the ability to retell events in a sequential and understandable way; selecting or constructing props to support the play theme; working with peers to organize the play and solve problems; and working with the teacher to document the play in pictures, constructions, and written word.

A play theme such as this can also be used by the teacher to introduce science concepts about animal care and health, and math concepts as animals are weighed and measured. Teacher facilitation of the children's play and work in the interest centers brings about some of the most significant learning to occur in the classrooms.

Learning to read and write, and understand number and math concepts are important goals for all children. The program curriculum reflects the belief that children learn these skills best within the context of meaningful activities (versus isolated drill), and that certain developmental tasks need to be mastered before these academic skills are acquired.

Reading to children regularly and conversing with them about books and events helps children build the vocabulary and language skills necessary for reading. As children's fine motor skills develop and their ability to represent their ideas symbolically through drawings and constructions becomes more complex, they are ready to write. Activities are planned within a context that is meaningful to the child (for example - planning a shopping trip to purchase food for a party) and that supports the child's acquisition of the concepts of print, letters, sounds, and such concepts such as weighing and measuring, and counting out money. Teachers provide many activities in which children learn the skills and concepts that they are developmentally ready to learn.

[NAEYC 1.A.02, 4.A.01-4.A.03, 4.B.01-4.B.06, 4.D.04, 4.E.02, 4.E.04-4.E.07, 7.A.02](#)

Assessment and Evaluation Plan

Assessment and evaluation are integral parts of a strong early childhood program. The program uses multiple sources of data collection to assess children's development and learning, and to evaluate the program. All assessments, evaluations, and communication with families about their child's growth and development are sensitive to family values, culture, identity, and home language. The purpose of assessment and evaluation is to:

- conduct health and developmental screenings of children and make appropriate referrals for further assessment as indicated.
- identify children's interests and needs.
- describe children's level of development and scope of knowledge.
- discover children's approaches to learning.
- plan curriculum and choose instructional strategies.
- plan an environment that best supports learning.
- improve the program and instructional practices.
- communicate with parents and the community.
- use language and familiar settings for the children to obtain meaningful and accurate results.

- progress reports are provided for parents at least on a quarterly basis, written reports at least two times a year, and at any time by parent request.
- conduct home visits prior to the beginning of the school year to collect vital information pertaining to families' ethnicity, religion, home language, culture and family structure.

NAEYC 4.D.04, 4.E.04, 4.E.06

Assessment Philosophy

Assessment should be embedded in the practices of an early childhood program and should be conducted in partnership with parents and families. An authentic assessment is one that gathers data from natural observations and interactions with the child in familiar settings and with familiar adults. Assessment done at the program strives to be authentic. Assessment should be valid and reliable. The program selects assessment instruments and methods that best achieve the purposes of its assessment practices, using criteria for analyzing assessment data that are standardized or agreed upon by the field in conjunction with PASS and OELG. Assessment data is understood to be only one source of knowledge about the child. Multiple sources are gathered and analyzed along with assessment data to determine a child's level/ability or need. Formal and informal sources of information are used before a referral is made for further evaluation. Parents are recognized as the expert on their child's growth and development, and given respect for their right to make decisions about their child's education and care. Families/parents are given information about the data gathered in assessment practices. The staff works closely with families/parents in achieving the best assessment method(s) that meet each individual child's needs. Assessment is on-going and is used to monitor children's progress and to inform practice. There are clear linkages between assessment and curriculum and program development.

NAEYC 4.E.06, 4.E.07, 7.B.03, 7.C.08

Administration of Assessments and Evaluations

Staff members will obtain written consent from families/parents before sharing information about a child with other relevant providers, agencies, or other programs.

The program staff and other personnel administering instruments will obtain and maintain appropriate training for collecting/gathering data on individual children. The director will be responsible in approving and checking set credentials and/or requirements for in-house and outside agencies that are administering instruments within the program. Results/reports will only be shared with parents and pre-determined individuals for research projects.

NAEYC 4.E.02

Assessment Timeline

- AEPS Family Reports are begun at the home visits within the first three weeks of each school year. The staff provides instruction about the AEPS, answers questions or concerns, and discusses the assessment philosophy and protocol to families. The Family Report is completed by the parents and delivered to the classroom teacher. Other AEPS Test sections are administered by the classroom teacher at designated times; results are shared and reviewed with parents during parent/teacher conferences. Information gathered from the AEPS informs teachers about curriculum objectives, parent education, and support programs. The data is used in planning for the approaching year.
- AEPS are reviewed three times throughout the school year (August to May) or more frequently if needed. The initial AEPS is completed within the first three months of enrollment or beginning of the school year. The results are shared with parents and review dates and changes are documented within the AEPS Test and Family Report sections. Additional intervention and/or resources are documented and followed up with the director and appropriate specialist.

- Checklists are monitored continually as teachers assess and plan for learning. Summary reports are given to parents every nine weeks. Parents receive written reports at least two times a year during parent/teacher conferences.
- Portfolios are on-going assessment tools and regularly used in planning. They are shared twice a year in parent conferences and available to parents and children to review at other times.
- ECERS is done annually in January or February. NAEYC accreditation is done every five years. Results are used to establish program improvement plans and teacher professional development goals.
- In April, assessment activities and instruments are evaluated by families/parents, teaching staff, specialist, and director.

NAEYC 4.B.01, 4.B.02, 4.B.03, 4.B.05, 4.C.01, 4.C.02, 4.C.03, 4.D.01, 4.E.06

Screening Instruments

The following screening instruments and evaluation methods are used by the program for each child, unless other resources are identified as significant measures and/or suggestions. Each instrument is interpreted by the staff and results are shared with families/parents and used to plan authentic instruction for learning opportunities that promotes each individualized child's growth and development. These interpretations are used to guide curriculum planning and monitor progress throughout the year.

AEPS - Assessment, Evaluation, and Programming System for Infants and Children; Center-Based (AEPS Birth to Three Years and Three to Six Years) and Home-Based (Family Report I and Family Report II):

- Test portions yield functionally and educationally relevant developmental information that is used to develop individualized plans and intervention content, emphasis on IFSP and IEP outcomes.
- Results make the formulation of goals/outcomes and objectives/benchmarks and intervention activities straightforward and accurate.
- It provides materials that permit and encourage the active input and participation of family members in the assessment, goal development, intervention, and evaluation process for their children.
- Supports placement of children in inclusive environments and fosters collaboration among teachers, specialists, family members and other caregivers.
- It establishes an inventory of the types of stimulation and activities available to children in their homes.
- Provides a picture of children's previous experiences upon which a teacher can plan new learning activities.
- Provides parents with feedback about the strengths their home provides for their child's growth and development.
- It identifies areas for parent education and support for their child's growth and development.
- Provides an opportunity to build a linkage for a parent/teacher partnership.
- Teacher/parents interview during the teacher's visit to the child's home when the child first enrolls in the program, initiates the parent/teacher partnership.
- It allows teachers the ability to gain information about the way families define their own race, religion, home language, culture, and family structure.
- Home and Center based testing that determines a child's present level of functioning, developing meaningful Individual Family Service Plan or Individual Educational Plan goals/objectives, planning intervention and evaluating a child's performance over time on an individual basis through task oriented observations and interactions.

Curriculum goals checklists: PASS for Pre-Kindergarten-Kindergarten and Oklahoma Early Learning Guidelines:

- Copies of these learning goals are located online at the State Board of Education’s web site (documents for 2- and 3-year-olds can be obtained from the teacher).
- The teachers monitor a child’s acquisition of these learning goals with a checklist system, rating each item by one of the following criteria: Not introduced; introduced; emerging; mastered.
- Data is collected informally while observing children engaged in activities; if a child does not demonstrate a behavior in an informal setting, a teacher may set up an assessment activity in a quiet area of the room; more formal assessment is not done in blocks of time that exceed 10 to 15 minutes, or stops when a child loses interest.
- Data collected from these checklists guides curriculum planning.
- The results are shared in parent conferences twice a year and/or by a written report every nine weeks in the Pre-Kindergarten and Kindergarten.
- Checklists and copies of reports are saved in the child’s file.
- Suggestions of activities parents can do to help extend their child’s learning are provided at conferences and with the reports.

Early Childhood Environment Rating Scale (ECERS) and NAEYC Accreditation Criteria

- Assessment is done on the environment, instructional practices, administration, and leadership.
- Assessment is conducted by the director; staff; and parents, faculty, and ECE students.
- Data is collected by observation, surveys of parents and staff, and review of documents.
- NAEYC accreditation assessment is done every five years and ECERS is done annually, except in NAEYC years.
- Results are used to develop program improvement plans and shared with parents and other stakeholders.

Child and Family Information Sheet

- Collect information from parent/guardian about child’s developmental level.
- Establish information about child’s abilities and interest.
- Establish rapport between teachers and families of children.
- Provides curriculum/program plans to meet children’s needs/interest.

Stillwater Public Schools Comprehensive Health Program:

- Vision Screening Referral-Michigan preschool Acuity Test, Illiterate “E” Test, BRL Visual Acuity Test, Plus Lens Test, and BRL Visual Acuity Test-near or Illiterate “E” Test.
- Hearing Screening Referral-Audiometer and Tympanometry Screening.

Vision and hearing screenings will be performed on children with parental permission. The vision and hearing screening permission will be given when a parent signs the screening section on the SPS enrollment card. SPS school nurse will receive training regarding specific equipment used, appropriate screening process techniques, and interpretation of results. Screening information results will be sent to parents using Parent’s Report Form, with screening results, and staff will be notified using the Teacher’s Report Form. SPS school nurse will act as a liaison between parents and local agencies to provide vision examinations and glasses when financial assistance is sought.

Stillwater Public Schools Reading Assessments:

- Literacy First Screening-PAST (Phonemic Awareness Skills Test) & Phonics Screening-Oklahoma State Department of Education

Kindergarten children receive a reading assessment conducted by SPS Reading Specialist. Kindergarten children are expected to count the number of words in a sentence and recognize whether or not two words rhyme to satisfy the PAST requirements. Phonics Screening identifies a child's ability to recognize upper and lowercase letters and provide the sound for corresponding letters. Child's inability to complete the task is considered at risk according to the Reading Sufficiency Guidelines for the State of Oklahoma. Results of the pre and post assessment are shared with parent conferences and used to plan the reading curriculum.

Portfolio Assessment/Individual Child Portfolio

Portfolios are developed for each child at the program to document the child's development. Tracking the children's achievements using the curriculum objectives checklist (obtained from the office) provides the structure of the portfolio. Ten developmental areas are documented each year in each classroom so there are similar samples for the duration the child spends at the program. Analysis of change in development is assisted with these common documents. The documentation collected is examples of that which is most representative of the child's work at a specific time. For example, in September, Jason pushes his way into other's play. The teacher writes a narrative of a specific incident that most typifies this behavior and dates it.

Individual Child Portfolios

- Evidence of developmental progress and learning is gathered over time and organized in a folder.
- Includes samples of children's work, photos, dictations, drawings, writings, as well as anecdotal notes of teacher, student teacher, and parent observations.
- Documents and anecdotal notes are gathered informally throughout the day and then sorted, by the teacher, to select typical samples of work to save in the folder.
- Analysis of the data is done by teachers and parents.
- Curriculum and developmental goal checklists, and the portfolio data are used by parents and teachers to set goals for each child.
- Portfolios are saved from year to year and passed to the next teacher.
- Parents receive the portfolio when their child leaves the program. The portfolio can be a good tool to tell the next school about a child.
- Items to be Documented in Children's Portfolios:
 - **Social/Emotional**
 - child's use of language to communicate wants and solve problems
 - child's separating from and reuniting with parents
 - the nature of the child's relationships with other children and adults
 - **Language**
 - documented samples of the child's language in written and/or recorded form
 - child's ability to follow directions within the classroom
 - **Cognitive**
 - sorting, classification, and pattern recognition skills
 - development of number concept
 - understanding of the written word and use of books
 - **Gross Motor**
 - description of how child moves in space
 - **Fine Motor**
 - a sample of the child's drawing and/or writing
 - **Other**
 - how does the child make sense of the world (intellectual concepts)
 - how does the child approach learning
 - what interests the child

Every effort is made to conduct assessments and evaluations that are sensitive to culture, previous experience, abilities, and challenges. To be most effective, assessment and evaluation methods benefit from parent input into the planning. All preferences or suggestions are directed to the director for further discussion.

NAEYC 4.E.06, 4.E.07

Sharing Results with Parents

AEPS results are entered in the software program for scoring and the generation of a report to be shared with parents and teachers. Along with the AEPS, all assessment results are collected and used to formulate a summary to be shared with parents during parent teacher conferences. The report makes recommendations for follow up activities as needed. If a child's score exceeds the cut-off score, the teachers, parents, and director meet to discuss the next steps to be taken. Generally, more data is gathered before a referral is made to outside resources.

All communication to families is approached through a sensitive, supportive, and confidential manner with documentation from multiple screenings and assessments. The AEPS, along with other assessments, are used to inform families about the concerns of possible delays/disabilities or special needs. A meeting is held to develop an Individualized Care Plan that addresses the concern, suggested next steps, and information about the program and outside resources.

NAEYC 4.E.02, 4.E.06, 4.E.07

Family/Parent-Teacher Conferences

Family/Parent-Teacher Conferences are held in October, December, March, and May as deemed necessary; which include student led conferences, exploration night, and formal conferences. Before the conference, parents are invited to prepare by completing a questionnaire and observing their child's classroom. Family/Parent-Teacher Conferences are used to promote dialogue between families and the program staff.

Families/parents, teachers, and specialist (if applicable) meet to review the assessment data and discuss each child's progress in the various areas of the program. Families/parents and teachers collaborate to review progress to date, evaluate the effectiveness of the program in meeting each child's needs, and set new goals for each child. Experiences from within the classroom and from home will be recognized to determine a child's accomplishments and for setting goals for further progress. The teachers and specialist (if applicable) will work to achieve a consensus with families about the progress, assessments, and educational goals and plan for each child. Parents or teachers may request additional conferences if needed.

Documentation of all parent/teacher conferences includes a summary of the discussion, goals set for the child, and/or recommended action plans. Parents and teachers sign the documentation and parents are provided with a copy. Written documentation is provided for the parents at least twice a year and conferences on at least a quarterly basis. This documentation is kept in the child's file located in the teacher's file. Intern teachers should be included in parent conferences, if parents agree.

NAEYC 4.E.06, 4.E.07

Storage of Assessment Information

Assessment documents, summary results, checklist, and portfolios are kept by the teacher in the child's file in a locked cabinet in the teacher's office. Anecdotal notes and other data kept about the children are locked in the teacher's office files. The original, signed copy of the parent/teacher conference report is kept in the teacher's office. Stillwater Public School report cards are completed every nine weeks for the

PreK/K children and distributed to parents. One copy is put in the child's SPS file and a copy is kept in the child's file in the teacher's office.

NAEYC 4.B.03, 4.B.04, 4.B.05, 4.E.07

Evaluating the Effectiveness of the Screening and Assessment Program

Once a year, the staff meets to examine the effectiveness of assessment activities in meeting the purposes of the program, and make adjustments as needed. A family/parent questionnaire is distributed to determine parent satisfaction with the screening and assessment instruments (AEPS, checklists, and portfolios).

The effectiveness of the AEPS is evaluated by determining the proportion of children correctly identified as having intervention needs. It is anticipated that the percentage of children needing follow-up services will not exceed 10% of the number of children who were initially screened with the AEPS. The assessment checklists and portfolio collections are reviewed annually to ensure they align with curriculum goals and provide information useful for program planning and improvement. This information is presented to the Human Development and Family Science, Oklahoma State Department of Education, Parent-Teacher Organization and other stakeholder.

NAEYC 4.A.02, 4.E.06, 4.E.07, 10.B.08

Confidentiality/Privacy

Families/parents are informed that enrollment in the program means their child's development and growth will be studied by students and faculty approved to work in the lab. Permission to allow their child to be studied is implicit in their decision to enroll their child in the program.

The faculty and staff of the program assume the responsibility of protecting children's and families' privacy by monitoring who has access to what pieces of information. Child and family information and educational records are confidential and cannot be released without parental written permission. This includes permission to share information about potential health emergencies such as allergic reactions to particular foods or insects.

Families/parents understand that enrollment is permission to give their child's first name and date of birth to university students who have access to the program to complete course assignments. Intern students working in the lab have access to health and development information, assessment data, IFSPs or IEPs, and general family demographics necessary to plan lessons for the class, individualize the curriculum for each child, and support parents. Other lab students, as needed to complete a lab assignment, are given general information about a child's development and limited demographics to assist their understanding of a child's individual development and needs. All intern students sign a statement accepting their responsibility to maintain confidentiality of children's information.

Families/parents are asked to retain and keep information, events, and incidents confidential and report or discuss any concerns they have with the teachers or director, which includes, but is not limited to, observations within the classroom or observation booths, interaction with children and staff within the classroom, observation of other children within the program/classroom. Inappropriate sharing of certain information, events, or incidents can lead to immediate discontinuation at the program.

NAEYC 4.E.06, 4.E.07 10.B.08

Family Education and Rights Privacy Act

The program will ask for written permission from the parent in order to release any information from a child's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR& 99.31):

- School officials with legitimate educational interest.

- Other schools to which a student is transferring.
- Specified officials for audit or evaluation purposes.
- Organizations conducting certain studies for or on behalf of the school.
- Accrediting organizations.
- To comply with a judicial order or lawfully issued subpoena.
- Appropriate officials in cases of health and safety-emergencies.
- State and local authorities, within a juvenile justice system pursuant to specific state law.

Families/parents have the right to access their children's educational records. Requests to review the records should be made through the administrative office.

Suspected violations of confidentiality should be reported promptly to the director.

Non-custodial parents and grandparents

The right to information about a child, by non-custodial parent(s) and grandparent(s), is determined by court order and/or by the custodial parent(s). A copy of any custody papers issued by the court is to be kept on file in the office.

NAEYC 1.E.01, 3.A.01, 3.B.12, 4.A.03, 4.D.04, 4.E.07, 5.B.05, 7.B.04, 7.C.03, 7.C.06, 9.A.01, 10.B.08, 10.B.10

Children with Special Needs/Specialist

The program strives to make all reasonable accommodations to meet the needs of children with disabilities in an environment that is appropriate and supportive of the child. Parents are asked to speak with the director about a child's special needs. An Individual Education Plan (IEP) or an Individual Family Service Plan (IFSP) must be on file for each child with a diagnosed disability.

Collection of information about a child's disabilities or special health care needs is used to determine the most appropriate placement for the child and to establish an Individualized Care Plan. The program provides occupational therapy, physical therapy, speech and language therapy, and music therapy as resources to provide therapeutic interventions that a child may need. Other services or specialist may be contacted to implement a prescribed program.

Families/parents will be considered as the primary decision makers about services their children receive. The program will support and encourage families in advocating for services at the program and at other locations, such as their local school system.

Staff encourages families/parents to make primary decisions about services, goals, and objectives their children need and encourage families to advocate in obtaining those services. The second way parents are invited to evaluate the program is through an annual survey requesting feedback on the program's work. Sometimes this survey is in conjunction with accreditation review. Parent evaluation and feedback is important to the continual improvement of the program.

On the child's enrollment forms, families/parents must identify children who live with special health care needs, food allergies, special nutritional needs or delay/disability. The director will contact the parents, teachers, and specialized specialist in preparing an Individualized Care Plan. The Individualized Care Plan will be used to determine the services, adaptations or modifications, and interactions that allow the child to fully participate in the program's activities.

The program protects children with food allergies from contact with problematic food items. Families' consent is obtained before posting any information about that child's food allergy. The food allergy

posting will remain within the classroom and kitchen areas, as a visual reminder, until that child's attendance is completed at the program. All staff members will be notified of all children who live with food allergies.

The teaching staff is specialized in early childhood education methods and theories. If a staff member suspects that a child has persistent challenging behavior, developmental delay, or other special needs the director will be contacted by the staff member and an observation, documentation, and discussion about the child's growth and development will take place with the director and staff member. The teaching staff is not specialized to diagnose developmental delays or other special needs. Therefore, the director will communicate to families in a sensitive, supportive and confidential manner and provide documentation and explanation for the concern, suggesting the next steps and information about resources to families/parents within and outside of the program.

Individual Care Plans will focus upon a child's differing physical, social, or cognitive abilities. The plan will include modifications that support the child within their least restrictive environment. Identified modifications will be included to address the environment, learning activities, teaching strategies, and appropriate behavior for the child, families, and staff through an accepting and respectful atmosphere.

Staff and specialist will meet, share, and plan educational endeavors, objectives, and goals for children. As a team, staff members, specialist, and families will meet during parent teacher conferences, and at other requested times, to establish set objectives or goals for children. The plan will be implemented within the classroom and services with adjustments/modifications being administered to accomplish IFSP's and IEP's goals.

Documentation will be collected to determine the level of progress. Documentation will consist of, but is not limited to, informal anecdotal notes, checklist, screenings, assessments, child's portfolio-work, and photographs. At any time, any member of the team may request additional information or meeting through phone conversation, email, or other communication devices.

In addition, the program will work with families to be an advocate for their child when seeking other services or transitions between programs. Program staff will attend IFSP or IEP meetings and provide documentation of services rendered and progress reports. The need for additional information or services can be accommodated with a sufficient amount of notice.

NAEYC 1.E.01, 4.A.03, 4.E.07, 7.C.05, 7.C.06, 7.C.08, 8.A.01-8.A.06, 10.B.10

Specialized Consultants

Staff members will obtain written consent from families/parents before sharing information about a child with other relevant providers, agencies, or other programs.

The program provides therapeutic interventions that a child may need. A determination of action will be made upon the referral(s) given by the classroom teacher or families. After a referral has been documented by the director, specialists are then contacted within the program. Occupational therapist, physical therapist, speech and language therapist, and music therapist will be contacted to conduct specialized screenings. Information from specialists, classroom teachers, and families will be gathered and analyzed to determine adequate services. In addition, an Individualized Care Plan will be developed and include the child's interests and needs, developmental progress and learning of child, adaptations/modifications of teaching practices, and documenting communication with families.

The following list offers, but is not limited to, families as a beginning contact/information. Each agency provides information in regards to one or more of the following areas, disabilities, special needs,

behavior challenges, or family therapy. The program staff will assist and support families in making contact with other agencies for educational purposes or transitions. SPS provides services for children who live within the SPS district. Payne County Health Department and the following agencies provide a sliding scale fee determined by a family's income.

- **Stillwater Public Schools**-Families in need of their child being screened for general learning challenges that live within SPS district and are three years to 18 years of age may contact the Child Development Laboratory-RISE Director. The director will make the necessary contact arrangements and/or screenings with SPS. **Stillwater Public Schools 405-533-6300.**
 - As the parent/guardian/surrogate parent of a child or youth who is receiving or may be eligible for special education services, you have certain rights according to State and Federal laws. If you have questions about these rights and procedural safeguards, please contact your local educational agency (LEA)/public agency, or Special Education Services (SES) of the Oklahoma State Department of Education (OSDE). These rights and procedural safeguards are in accordance with Title 34 of the Code of Federal Regulations for implementation of the Individuals with Disabilities Education Act (IDEA) and the IDEA Amendments of 1997 and 2004.
- **Payne County Health Department**-Families in need of their child being screened for general learning challenges, and live within Payne County can contact Annette O'Connor, M.P.A., Administrative Director, 1321 West 7th Avenue, Stillwater, Oklahoma 74074, 405 372-8200.
 - **Screening, Special Services and Sooner Start:** The mission of the Screening, Special Services and Sooner Start Division is to provide statewide surveillance, screening, and specialized programs to protect the health of Oklahoma children and their families.
 - Genetics Program
 - Newborn Screening Program
 - Newborn Hearing Screening Program
 - Oklahoma childhood lead poisoning prevention program
 - Oklahoma Birth Defects Registry
 - Sooner Start
 - **Child Guidance Service:** Oklahoma State Dept. of Health have been serving Oklahoma families since 1956. The Child Guidance Service provides administration of the Child Guidance Program, Abstinence Education Program, and Developmental Screening Initiative. These programs provide support and training to parents, childcare providers, educators, and the medical community and youth.
- Families in need of their child being screened for learning challenges are referred to the **OSU School of Psychology: 405-744-5474.**
- Families in need of their child being screened for speech challenges are referred to the **OSU Speech and Language Clinic: 405-744-6021.**
- Families in need of their child being screened for behavioral or emotional challenges and/or family counseling are referred to the **OSU Center for Family Services: 405-744-5058.**
- Families in need of cultural and/or linguist services in translating and/or communicating are referred to the **OSU International Students and Scholars Services: 405-744-5453.**

NAEYC 7.C.08, 8.A.01-8.A.06

Community Resources

Staff members will obtain written consent from families/parents before sharing information about a child with other relevant providers, agencies, or other programs.

OKDHS requires the program to maintain a current list of available community resources for children and families, and assists parents in locating and connecting with these services. A directory of community resources to support child and family needs is available at the following web sites: www.strodefh.com or www.smartstartpc.org. In addition to sharing the resources, the staff will assist families/parents in locating, contacting, and using community resources that support children's and families' well-being and development.

The program has established linkages with other early education programs and local elementary schools to help families prepare for and manage their children's transitions between programs, including special education programs. Staff members provide information to families that can assist them in communicating with other programs, and help with transitions to other programs or schools with basic general information on enrollment procedures and practices, visiting opportunities and program options. The program holds a dual enrollment agreement with Stillwater Public School for the Pre-K/K classroom and children who qualify for special services who live within the SPS district.

In addition to the previous agencies, the following is a limited list of partnerships and professional relationships that have been established with the program from agencies, consultants and organizations in the community that further the program's capacity to meet the needs and interests of the children and families that we serve. Please see the director for more information.

- Payne County Smart Start, 1601 S. Main, Stillwater, OK, 405-377-2786: A statewide comprehensive and coordinating system of early childhood education programs that meet the needs of families and young children within the community, schools, and state.
- Warren Clinic, 1815 W. 6th, Stillwater, OK, 405-743-7300: A pediatrics office for children birth through eighteen years of age, Dr. Webb, Dr. Sublet, and Dr. Bullard.
- United Way of Stillwater, 109 E. 9th, Stillwater, OK, 405-377-2161: A forefront service program that matches volunteers with community and agency needs.
- Stillwater Domestic Violence, 115 E. 4th, Stillwater, OK, 405-624-3020: Service that provides confidential trained teams to assist families who experience violence within their lives.
- OSU International Students and Scholars, 076 Student Union, Stillwater, OK 74078, 405-744-5449: Language Translation and Cultural Orientation Center for individuals and facilities throughout Stillwater.

Family/Parent Observation

Families/Parents and their designated guest are welcomed to observe their child(ren) through the observation booths at any point or time of day. Confidentially is enforced by all staff, students, and parents are requested to follow the same procedures. The sharing of information about children with other individuals is prohibited and can lead to discontinuation at the program. Remember that families/parents only have partial information, policies or procedures when discussing information with other parents/individuals in the booths. Information and/or detail about other children within the room must remain confidential. If other parents ask and/or offer information about other children in the class-please ask them to speak to the director about the information and/or concern instead of sharing it.

[NAEYC 7.A.11, 7.B.02, 7.C.04, 7.C.07, 8.A.04, 10.B.08](#)

Operations

Calendar and Hours of Operation

The program calendar follows the Stillwater Public Schools' (www.stillwater.k12.ok.us) and OSU's calendar with a few exceptions. The program calendar is posted on the website and can be obtained from the administrative assistant. Families also receive a calendar in the enrollment packet.

A summer program, separate from the academic school year, follows the OSU summer class schedule. The summer program requires a separate enrollment process.

Program Hours are 8:00 a.m. to 3:30 p.m. Before and after school care is available for an extra fee from 7:00 a.m. to 8:00 a.m. and 3:30 p.m. to 5:30 p.m. Please speak to the administrative assistant or director for details.

The children's hours in the program are from 8:00 a.m. until 3:30 p.m. Children are requested to arrive not later than 8:15 a.m. to begin each day. Pre-K and Kindergarten children must arrive **NO LATER** than 8:10 a.m. so they will not be counted tardy and/or absent with Stillwater Public Schools. Pre-K and Kindergarten children must attend at least from 8:00 a.m. to 2:30 p.m. to prevent from being counted as absent, as stated in the collaborative agreement between the program and SPS. Information about before and after school care is available in the administrative office.

Regular attendance is expected for all enrolled children. When parents agree to enroll their child in the program they make a commitment to participate in an important function of OSU and the preparation of future early childhood educators. The program is designed for fulltime regular enrollment and frequent absences or tardiness may result in a recommendation that another program would be a better fit with a family's schedule. Adjustment for daily attendance applies to a child and families who qualify for an Individual Care Plan. The OSU lab students in the classroom have course assignments in which they are asked to observe an individual child and plan activities for their assigned child. When a child is frequently absent, the students have difficulty completing their assignments and children miss out on individualized instruction.

Children enrolled in the Pre-Kindergarten and Kindergarten classroom (age 4 or 5 before September 1) are dually enrolled in Stillwater Public Schools (SPS), which results in a tuition reduction. Dual enrollment means that the child attends school at the OSU site and attendance is recorded with the Stillwater Public School District. Families/parents are required to complete enrollment forms for both sites. Enrollment forms can be obtained from the administrative assistant or director. Further details on dual enrollment are available from the director.

All children receiving an OKDHS subsidy must have a W5 contract and attend a minimum of 17 days per month for at least five hours a day.

Application Procedures

In order to facilitate a smooth operation of the program and to ensure equitable treatment for all families, the following policies and procedures are identified and carefully followed:

Children are selected for enrollment in order of the earliest date of received application, and by factors related to the teaching and research mission of the program. The program is open to all children regardless of race, color, creed, need, or religious affiliation. Children are assigned to groups based on the child's developmental needs, teaching and research requirements of the program, and available space. Siblings of children previously enrolled are given first preference in the program. The director determines the final selection for regular, summer, and wrap-around programs.

When considering an appropriate school setting for your child, consider your child's needs. The most appropriate placement can be different for each child. For example, while most children enjoy the enthusiasm and presence of the college students and anticipate their return to the classroom,

occasionally a child may find the changes in a lab school environment to be disturbing to their sense of routine. If you sense this is a concern for your child, please speak to the director.

NAEYC 1.A.02, 5.A.01, 7.A.02, 10.D.05,

Enrollment Policies

Once a child is accepted into the program, a non-refundable tuition deposit and a non-refundable registration fee are required to hold a space for the child. The tuition deposit is applied as a credit to the last full billing period of the child's enrollment in the program. The registration fee is charged every year at the time of enrollment. A space will not be held for a child without this deposit and registration fee. A 30 day written notice of enrollment discontinuation/termination from families/parents is required for early withdrawal from the program.

Enrollment forms are obtained from the parents, or legal guardian, and utilized by the staff and teachers to assist in gaining information about families in how they define their own race, religion, home language, culture, and family structures. Office staff members will obtain written consent from families/parents before sharing information/records about a child with the teaching staff, specialist, or with other relevant providers, agencies, or regulatory authorities upon request.

Enrollment information/records are to be kept in the administrative assistant's office, which can be kept locked. Information/records are updated as needed and/or at least quarterly. All information/records are kept confidential.

All enrollment forms will be completed upon the child's arrival or upon arrival for first day of school. Before the child can attend and enrollment can be finalized, the following forms must be delivered to the office:

- Enrollment Form (signed and notarized).
- Enrollment Agreement.
- OKDHS Subsidy Agreement Form (if applicable).
- First Aid Non-Prescription Authorization.
- Emergency Information Card.
- Child Health Report with current and complete immunization record signed by a physician (all medical conditions must be listed and addressed with the classroom teachers).
- Food Substitute Form.
- General Release Form.
- Permission to Release Form.
- Permission to Participate on Fieldtrips/Transportation Release.
- Child and Family Information Questionnaire.
- Parking Tag Request Form.
- A copy of the child's birth certificate, if dually enrolling with Stillwater Public School.
- A copy of parent's insurance card/provider that covers the enrolled child.

Immunizations must be kept current during a child's enrollment in the program. A new copy of the immunization record should be delivered to the office each time a child receives shots. A copy of the Oklahoma Department of Human Services immunization schedule is available from the office.

All records are updated as needed and/or quarterly by SPS Elementary Health Specialist or Payne County Health Department-Immunization Field Consultant. The information is kept confidential, but available to staff that has consent from a parent or legal guardian for access to record, the child's parent or legal guardian, and regulatory authorities on request. Records found to be in a non-compliance status will be brought to the director and parents' attention. Parents will have five business days to address the non-compliance status. Proof will be produced to demonstrate parents' cooperation in addressing the issue (such as appointment cards, doctor notices, and written notification from a medical agency).

Enrollment policies and records will include, but is not limited to, the following guidelines:

- Maintain current health records for each child; each record must document the dates of service to show that the child is current for routine screenings, exams, and immunizations according to the OKDHS schedule, American Academy of Pediatrics, and the Centers for Disease Control of the United States Public Health Service.
- Current records will provide information about health insurance coverage required for emergency purposes.
- Provide results of health exams, up-to-date immunizations, screenings, and follow-ups for any normal or abnormal testing.
- Current emergency contact information for each child is kept up-to-date with daily changes noted on the classroom sign-in/sign-out sheets.
- Names of individuals authorized to access health information.
- Doctor's written instructions for children who live with special needs: food substitutions, allergies, chronic illness, or any other special issue to be addressed by the center if certain circumstances should arise.

NAEYC 10.B.08, 10.C.01

Registration Fee

A non-refundable registration fee is assessed on a yearly basis. The registration fees are determined each year by the director. Registration fees are due with the enrollment agreement each school year.

Tuition

The annual tuition is divided into ten equal monthly payments from August through May and billed at the start of each month. Payment due dates are five to seven days after invoices go out, and are stated in delivery of the invoice. A \$10 late payment fee is assessed if payment is not made on time. All payments are subject to the rules and regulations established by the university. If payments are 10 business days overdue without prior arrangement, a one-week notice of discontinuation of enrollment may be given. Billing will continue through the child's last day of school.

There are no tuition adjustments for holidays, semester breaks, or a child missing class for other reasons.

Supply Fee

The program charges a supply fee every semester for each child enrolled in the program. The supply fees are per semester. This fee is added to the monthly statement and billed in August and January. This money is used to provide supplies and activities for the classrooms.

Late Pick-up Fees

The program will assess late fees to families/parents who do not pick up their children before the closing time of 3:30 p.m. (or at 5:30 p.m. for those enrolled in after school care). A fee of \$10.00 will be assessed beginning at five minutes after closing and for every five minutes or portion thereof until the child is picked up. The clock in the classroom (synchronized with the OSU computer network clock) will be the official time for assessing these fees. The family/parent will be notified in writing and the assessed fee will appear on the next statement. **Please honor the pick-up time by arriving 15 minutes early to allow for a conversation with the teacher and gathering your child's belongings before our closing time.** If a family/parent arrives before the opening time of the day, they are asked to wait with their child in the foyer until 8:30 a.m.

Directory Information

Addresses, phone numbers, enrollment, and attendance information cannot be released without written parental consent. This includes releasing contact information to other parents in the classroom.

Withdrawal from the Program

Parents may withdraw their child from the program at any time by giving a 30 day written notice to the Director. The tuition deposit will be applied to the final full month invoice.

NAEYC 3.F.03, 10.B.08, 10.C.01

Grievance Procedures

It is the program's desire and policies to provide developmentally appropriate requirements and criteria that meet and exceed NAEYC and OKDHS requirements. The program's policy is to collaborate with parents when a difference of opinion, value and/or belief is identified with professional practices and/or strategies. The optimum goal is for the child to participate successfully at the program in all of his/her endeavors. Families/parents are asked to speak with their child's teacher if they have a concern. If the concern cannot or is not met by the teacher, the concern should be taken to the director. The director will set a conference with the parents to discuss their concerns, and will be followed with a conference with the teacher as applicable. The program's goal is to meet the needs of the children and their parents. If the director cannot or does not address the concern to the satisfaction of the parents, then the issue will be referred to the Department Head of Human Development and Family Science.

The OSU International Students and Scholars Services will work collaboratively with the program to offer written and verbal information/communication to families as needed in their native language. The program compiles and provides information to families in a language they can understand/comprehend. The information includes, but is not limited to, policies and operating procedures, enrollment forms, parent handbook, classroom newsletter, daily communication journals, negotiations of differences or difficulties, and other written communication sources.

Services Discontinued/Termination

The program reserves the right to discontinue services immediately to children under the following circumstances:

- The families/parents fail to pay tuition and fees within the designated time periods.
- The families/parents fail to reasonably cooperate with the program in the provision of educational services to their child, such as but not limited to, daily routines, implementation of curriculum, discipline and/or guidance, and maintaining a positive disposition.
- The child is dangerous to self or others due to delays/disabilities, behaviors, medical situations, or any psychological situation.
- After appropriate evaluation by staff, specialists, family/parents, or Department Head, it is decided that another educational setting would be more appropriate to meet the special needs of the child.
- The families/parents does not adhere to the program's policies and procedures; which include but is not limited to the following: completion and updated records, confidentiality, observations, arrival and departure routines, medical situations, special services, conferencing schedules, participation, usage of appropriate communication devices, supporting classroom routines, or maintaining a positive disposition.
- Any engagement by families/parents involving acts of intimidation (bullying), harassment or abusive behavior, assaults, serious threats, or acts of violence. An act of such behavior includes, but not limited to written or spoken communication creating alarm or concern, fear of immediate bodily harm, retaliation to staff, or when a stress-related situation develops/occurs due to actions of families/parents; whether verbal or written.

Family/Parent Review

Families/parents are entitled to review the following documents upon request given to the office:

- Copy of the OKDHS Licensing requirements and license to operate.
- Record of practiced fire and tornado drills.
- Copy of most recent OKDHS monitoring reports.
- Copies of most recent fire and health inspections.

NAEYC3.F.03, 7.A.02, 10.F.04 7.A.11-7.A.14, 7.B.01-7.B.04, 7.C.01**Family/Parent Information, Involvement, and Committees**

Family/parent information, involvement, and committee sections can be found and communicated to families/parents through the Family/Parent Handbook, Parent-Teacher Organization (PTO), email, phone conversations or direct contact with teaching staff, administrative assistant, or director.

Staff members use a variety of mechanisms such as family conferences, home visits, surveys, and daily written and verbal communication to promote dialogues with families. The program staff might ask adults to translate or interpret communications as needed or call upon OSU Office of International Students and Scholars (ISS). ISS provides services to OSU colleagues who need assistance with international communications to families in a language the family can understand if the director is contacted by the family. Assistance could include, but is not limited to, written and verbal information such as program policies and operating procedures, parent/teacher summaries/surveys, special health and safety instructions/directions, and awareness of special events/activities.

Families/parents are invited to an Open House before the start of the school year in August. During the Open House, parents meet the director, the teachers, and staff. Children and families have an opportunity to explore the classroom environment together at the Open House, familiarizing both the children and families with the anticipated routine of the day.

Newly enrolled children also meet their teachers in the comfort of their own environment at the home visit, to assist children with the transition into the program. In the comfort of their own home, children can get to know the teachers and show them the things that are important to them in their family life. Another benefit of a home visit is to give teachers and parents an opportunity to learn from each other. Teachers can answer parents' questions about the school day and parents can inform teachers about their child's routines and experiences.

The program values family/parent involvement. Communication between families/parents and the program is an essential element to a child's successful participation and development. Staff encourages families/parents to raise concerns and work collaboratively with them to find mutual satisfying solutions that the staff can incorporate into the classroom practices.

Families have an opportunity to volunteer in the classroom or participate in special activities, to serve on Parent-Teacher Organization (PTO) committees which provide numerous services to the program (i.e., develop special projects and help maintain accreditation standards), and to assist with curriculum development. The PTO conducts monthly meetings in which staff and families can meet to identify program planning, events, and ongoing program operations/improvements. Family members are included as active participants in making decisions to improve the program. Such collaboration and shared decision making opportunities allow the staff and families to build relationships of trust, support, and enthusiasm for program changes.

In addition, families/parents and teachers share the leadership positions and opportunities for the Parent-Teacher Organization (PTO). Such positions would include, but is not limited to, co-presidents, vice president, secretary, treasurer, homecoming committee, homeroom parent, and fundraising.

Families/parents participate in program evaluation and planning. During parent/teacher conferences, parents are asked to evaluate the effectiveness of the program in meeting their child's and family's needs, and are invited to join the teachers in setting goals and making plans for activities and services to meet them.

Families/parents are welcome any time at the program. Families may visit any area of the facility at any time during the program's regular hours of operation as specified by the procedures of the facility. Families/parents are welcome to observe their child from the observation booths or they may visit in the classroom. Families/parents may spend several minutes doing an activity with their child in the classroom at the beginning of the day before leaving between 8:00 a.m. and 8:15 a.m. Departure begins at 3:00 p.m. each day. Families/parents are asked to assist their child in collecting their items and then exiting the classroom and building in a timely manner due to limited spacing in the parking lot and building. In addition, families/parents are invited to attend classroom parties, go on fieldtrips, and/or share books, expertise, or interests with the children.

The program asks all parents to follow the example the teachers set in how to interact with the children in the classroom. These include following the children's lead in play, responding to their interests, focusing on the children, following the rules, and handling conflicts that arise between children. Parents are asked to let teachers help children resolve conflicts. Parents whose behaviors in the classroom are disrupting the class or threatening the children are asked to leave. Such behaviors could include, but are not limited to, allowing children to disregard class routines and rules, interrupting instruction time during group time, center time, or daily routine, and allowing unsafe situations at the Child Development Laboratory-RISE.

The program staff uses a variety of techniques to negotiate differences and difficulties that arise in their interactions with family members. Families/parents are asked to contact the classroom teacher and then the director if they have concerns or questions about a situation. If an agreeable solution is not achieved, then the situation will be taken the Department Head of Human Development and Family Science. Staff members will arrange to use techniques in a language the family can understand and comprehend.

The program provides many opportunities for parents/families to meet with one another on a formal and informal basis, work together on projects to support the program, and learn from and provide support for each other during the year. Staff works with families to plan events that are educational, informative, and social outings as well. Parent Orientation and/or Parent-Teacher Organization monthly meetings are planned by the program staff or officers each Fall and Spring semester. Parent-Teacher Organization holds monthly meetings which include pot luck dinners. Parents are encouraged to bring favorite dishes made at home to share with other families. Food items brought to be shared during the program's daily hours or requested by the program must be store bought or prepared in a licensed commercial kitchen.

Occasional parent education activities or other social events, related to classroom topic studies, are planned and provided for family involvement, and family availability is a consideration as part of this planning.

The program classroom and playground environment is intentionally designed to welcome and stimulate adult interaction at the child's level. The environment is set up to be a children's world, and the important adults in their lives are encouraged to come in and participate. The program avoids creating two worlds, one that is at the adult level with conversations occurring over the heads of children or

directed down at them, and the second at the lower level reserved for children interacting with each other and directing conversation up to the adults. Once inside the classroom or on the playground, adult-to-adult conversations are pleasant, but brief. The program's focus is on the children. The program staff delights in friendship that forms among families in the classrooms, but encourages lengthy and lively adult conversation takes place in the hallways.

Families/parents are made aware of the program's system for formal and informal assessment of children's progress and research opportunities through the Family/Parent Handbook. The information provides the purposes of the assessment, procedures used for assessment, procedures for gathering family input and information, timing of assessments, the way assessment results or information will be shared with families, and the way the program will use the information.

The teachers are specialized in early childhood education methods and theories. If a staff suspects that a child has a developmental delay or other special needs, the director will be contacted by the staff member and an observation, documentation, and discussion about the child's growth and development will take place with the director and staff member. The teachers are not specialized to diagnose developmental delays or other special needs. Therefore, the director will communicate to families in a sensitive, supportive and confidential manner and provide documentation and explanation for the concern, and suggest next steps and information about program and outside resources to families/parents.

We ask that you supervise your children in the hallway so they remember our hallway behavior rules and disruption to other departments sharing the hallway is minimal.

Communication

Communication between the staff and families is very vital in providing and meeting children's needs. Daily communication will assist in providing an environment that accommodates children's desires, abilities, and endeavors. It will offer teachers the opportunity to connect with families while understanding and modifying the daily structure to meet the diverse situations within the classroom and families.

Communication can be defined or observed as, but not limited to the following:

- daily verbal communication.
- daily written communication logs/journals.
- flyers, newsletters, phone, or email that addresses issues or concerns.
- classroom displays, classroom books, or shared photographs.

- addressing family concerns about a child's differing abilities, temperaments, activity levels, cognitive or social development.
- parent-teacher conferences or meetings.

NAEYC 10.B.08, 10.D.06

Parking

Family/parent parking is available on the west side of the Human Sciences West building. Access to parking is available from the south entrance between the playground and Stout Building. Spaces designated with "Child Development Laboratory-RISE Permit Required" are for loading and unloading children only, and anyone without a hanging tag permit for these spaces will be ticketed. The program office provides permits in this zone at \$1.00 per permit to families.

DUE TO THE LARGE NUMBER OF FAMILIES/PARENTS USING THE PARKING LOT FACILITIES: PERMITS DO NOT ALLOW PARKING IN THIS ZONE FOR CLASSES OR OTHER PERSONAL USE. ABUSE OF A PERMIT WILL RESULT IN FINES AND/OR REVOCATION OF THIS PERMIT.

Arrival and Departure

Families/parents are asked to be considerate of the program's policies for entering and exiting the building. In addition, families/parents are asked to place their cell phone and/or other communication devices on vibrate and to take all calls outside of the building. This procedure will assist families/parents in directing their attention on their child's safety in regard to entering and exiting the building.

Due to security policies and procedures, each family unit will be given one access code to the magnetic locked door system. Families/parents are asked to keep the door code confidential and sharing of the code with others is unacceptable. Individuals authorized to bring children to the program or to pick up children from the program will need to check in at the front desk area and be cleared to enter the secure door area.

NAEYC 10.D.06

Attendance, Arrival and Exchanging Information

Between 8:00 a.m. and 8:10 a.m. each day, one teacher per classroom is available to greet children and receive instructions for the care of each child. The other teacher is focused on the other children, helping them select activities and get their day started. The teachers rotate the greeting responsibilities.

At 8:15 a.m. the program school day is in full swing, and the teachers need to focus on the children's activities. **All children should arrive by 8:10 a.m. each day unless doctor appointments or other irregularly scheduled activities cause them to be late. Parents are asked to notify the program if a tardiness or absence occurs.** The teachers are engaged with the children at 8:15 a.m. and unavailable to visit with parents, except by appointment. The program's "instruction" may appear to be casual and interruptible from the outside, but classroom teachers and children are involved in complex interactions that require attention and focus.

Children who habitually arrive after 8:40 a.m. interrupt and compromise the effectiveness of the other children's learning and the overall effectiveness of the program. Children who arrive after 8:45 a.m. on a regular basis will be dismissed from the program. Regular basis is defined as more than once a week without the consent of a doctor or director. Teachers gladly assist children's quick transition into the classroom on those days that a late arrival is unavoidable, but parents are asked to respect the integrity of the program and support it by making sure children arrive by 8:15 a.m. each morning.

Additionally, parents who agree to enroll their child in the program make a commitment to join in the preparation of future early childhood educators, which is an important function of OSU. The OSU lab students in the classroom have course assignments in which they are asked to observe and plan activities for individual children or small groups of children. When a child is frequently absent, then the students have difficulty completing their assignments and children miss out on individualized instruction.

The program is designed for full-time regular enrollment, and frequent absences or tardiness may result in a recommendation that another program would better fit a family's schedule.

Children **MUST** be accompanied by a parent or another designated adult to and from the classroom. Children are prohibited from entering the building alone at all times. For safety's sake, all children,

including siblings and guests, must walk in the halls and be supervised at all times. Children are to walk in the hallways instead of running.

Parents are required to sign in their child by noting the time of arrival each day, providing any additional directions and naming the individual(s) picking up the child, which is a requirement by OKDHS and NAEYC.

NAEYC 10.B.08, 10.D.06

Departure and Exchanging Information

The time between 3:00 p.m. and 3:30 p.m. is set aside for one of the teachers to be available to greet parents, quickly update parents on events in a child's day, and help children transition out of the classroom. The other teacher supervises the remaining children's activities during this time. We understand how important it is for parents to learn about their child's day. Families/parents are asked to arrive and assist the teacher or children in collecting their items and exiting the classroom and building in a timely manner due to staff responsibilities and limited space within the parking lot and building.

Limited time prevents teachers from conferencing with any one parent for more than a minute or two at the end of the day. When necessary, or desired, parents can ask the teacher to set an appointment for an extended conversation. If the teacher senses that the conversation needs to be extended at the end of the day, he/she may suggest scheduling another meeting time. Perhaps a scheduled telephone conversation can provide the opportunity to exchange more information about a child than can be accomplished in the brief period for conversations at the door.

Communication between teachers and the parents of children enrolled in morning or after-school care can be addressed by sending a sealed note home, or to school, with the child.

During arrival and departure times, teachers do not initiate or encourage extensive discussions with parents about their concerns or observations of behavioral problems. It is inappropriate to have such conversations in a public place and especially in the presence of a child. Families/parents are encouraged to request a similar appointment for discussing or addressing their concerns.

Children are always busy learning about themselves and gaining skills for negotiating social interactions. Many mistakes are made as children increase their skills and these are embraced as a normal sign of their developing social skills, which is part of the curriculum. Minor infractions are not a lasting concern as teachers concentrate on the strengths and accomplishments of each child. Extensive and/or continuous concerns or behavior problems are addressed by teachers contacting parents and setting a separate discussion time without children present. Parents are asked to follow suit and request a separate meeting time for discussing any of their concerns.

Children are released only to parents/guardians or another adult approved by the parent/guardian. Teachers are notified by parents and/or receptionists when another individual, other than the regular designated person, is to pick up a child.

Permission to Pick Up forms must be filled out and kept on file in the office. The staff only releases children to those individuals listed on the Permission to Pick Up form after the parent has indicated on the daily sign in/sign out sheet that one of these individuals is picking up their child. The adult picking up the child must present a valid photo ID if asked, and must be at least 18 years of age. Changes can be made the Permission to Pick Up form during the year. Please speak to the director or administrative assistant for more information.

Only parents or legal guardians can give individuals permission to pick up their child. When parents/guardians notify the program by phone, secure information is requested to verify that the actual parent/guardian is providing the information. Voice mail instructions/directions cannot be followed unless confirmed. When necessary to call during the school day about a change, parents are asked to leave a call-back number so the message can be returned and validated.

It is unacceptable for any individual, listed or unlisted, to present a handwritten note with instructions from a parent to pick up the child. If it is necessary to suddenly change who is picking up a child, then a Child Release Form is the appropriate authorization. This form is valid only for a period of time indicated by the parent. Any unknown or unfamiliar individual picking up a child must present a valid photo ID and be at least 18 years old.

Families/Guardians and any individuals are to notify the teaching staff (or staff during after school care) anytime they are leaving the program with a child, as well as signing out and indicating the time of departure.

All individuals must notify a teacher or afternoon care staff when they leave with a child, and sign out noting the time of departure.

Children must be picked up by the designated closing time. Classroom staff has responsibilities which prohibit them from providing adequate supervision of children after program hours. A child's sense of security and trust becomes depleted when arrival times vary. Therefore, parents are asked to please be sure their child is picked up on time each day. Late pick-up fees are assessed as stated previously in this handbook, and frequent late pick-up can result in termination from the program.

NAEYC 5.A.01- 5.A.05, 10.B.08, 9.C.10, 10.D.01, 10.D.09

Children's Health

Information about children's health helps teaching staff plan activities to support their growth and development. At enrollment, families/parents are asked to submit a doctor's statement and provide information about special health needs that a child might have. A child's health information is kept confidential. Only the information necessary for a child's care is shared with staff and student teachers who need to know. When families/parents provide the program with information about allergies, diet restrictions, or special health care needs, that information is shared with those individuals who provide care for the child. By regulation, some of it may be posted in the classroom so all adults who care for the child can be informed.

Children who have chronic health conditions or special developmental needs may need additional assistance. Families are asked to provide the program with written medical instructions from their health care provider for handling such conditions as asthma, orthopedic or sensory problems, seizures, and serious known allergies. Physicians or health care providers directions/instructions will be adhere without any exceptions. Conditions that require regular medication or technology support will need to complete the appropriate forms required by OKDHS. The program works with families to ensure that a child receives the necessary protection and care.

NAEYC 5.A.04, 9.A.01, 10.B.08, 10.D.01,

Illness

The program follows the requirements of the Oklahoma Department of Human Services, Division of Child Care. Children with the following signs or symptoms of an illness are excluded from the program as long as the signs or symptoms exist:

- Fever of 100 degrees or higher (auxiliary)

- Vomiting (defined as two or more times in a 24-hour period)
- Diarrhea (defined as runny or watery stools with increased frequency of loose stools)
- Undiagnosed body rash
- Sore throat with fever
- Conjunctivitis with discharge from the eye or pink eye
- Yellowish skin or eyes
- Severe coughing where a child gets red or blue in the face or makes a high-pitched whooping sound after coughing
- Asthmatic distress uncontrolled by current medication
- Or if the director or a designated representative judges that the child's symptoms interfere with the child's abilities to fully participate in the program or pose a potential health risk to other people, then that individual is excluded from participation until the signs/symptoms improve.

Children are not admitted to the program if any of the above symptoms are obvious upon arrival. If these or other symptoms develop during the day and/or they are unable to participate comfortably in activities, children will be kept comfortable, within the director's office or other designated area, until a parent can arrive.

Families/parents are notified immediately when a child shows any signs or symptoms requiring exclusion from the program. Families/parents, or those designated as persons to be contacted in case parents cannot be reached, must come to get ill children as soon as possible (within one hour) to minimize the spread of disease and to maximize the comfort of the child.

Since the program does not have facilities to care for ill children, parents must make alternative arrangements when a child is ill. If teachers suspect that a child is ill or is becoming ill, they provide a written report of observed behavior that is given to the parent and put in the child's file.

NAEYC 5.A.05

Exclusion Periods

When a child has been exposed to a communicable disease (for example: strep throat, chickenpox, etc.), parents are required to report that information to the classroom teachers or the director. If a child contracts a communicable disease, parents must keep the child at home for the appropriate exclusion period. A written documentation may be requested from a health provider if signs/symptoms continue to persist for more than 24 hours.

All families/parents with children in that particular classroom are notified when a child in the group has contracted a communicable disease. The teaching staff will verbalize and post information within the classroom to notify parents about all communicable diseases. The posted information will be taken from the OKDHS Good Health Handbook. It states the symptoms of the disease, mode of transmission, period of communicability and control measures to be taken within the classroom and at home. The program is a collaborative partner with SPS and Payne County Health Department; both agencies will provide current and relevant health information when outbreaks of communicable diseases occur.

The exclusion periods for common illnesses are:

- Fever: 24 hours after fever has returned to normal **without the use of a fever reducing medication**, normal activity level has returned so the child can participate in regular activities.
- Vomiting and diarrhea: 24 hours after vomiting and diarrhea have ceased and normal eating behavior and bowel functions have returned.

- Body rash: with a doctor's statement allowing the child to return to the classroom.
- Strep infections: 24 hours after fever has returned to normal, antibiotic treatment has begun, and normal activity levels have returned.
- Respiratory infections: 24 hours after fever (if any) has returned to normal, 24 hours after antibiotic treatment (if needed) has begun, the symptoms have ceased to interfere with child's activity level so the child can participate in regular activities.
- Severe cough and asthma attacks: discomfort has subsided and the child is no longer in distress and can participate in regular activities.
- Conjunctivitis (pink eye): 24 hours after antibiotic treatment has begun and there is no longer any discharge from the infected eye.
- Chickenpox: six days after onset of first vesicles and crusting has begun.
- Impetigo: 24 hours after antibiotic treatment has begun and the area is covered or dry.
- Lice infestation: Until treated with adequate insecticide shampoo and nits are removed.
- Ringworm: 24 hours after treatment has begun and the area is covered.
- Pinworms: 24 hours after treatment has begun.
- Shigella, Giardia, Salmonella: after obtaining two negative stool cultures, diarrhea symptoms have ceased, and a note from the doctor releasing the child to return to school is received by the office.
- Thrush/Yeast Infections: until treatment has begun.
- Whooping Cough (Pertussis): 21 days after onset of illness.
- Hand, Foot, and Mouth: fever free for 24 hours.

As a general rule, children who have been ill may not return to school until they are no longer contagious and are ready to participate in the full program, including outdoor play.

NAEYC 5.A.11, 10.B.08, 10.D.09, 10.D.10,

Administering Medications

Medication and special medical procedures can be administered to a child in the program only with the written, dated, and signed instructions of a licensed physician, and the parent(s) or guardian(s) of the child. Medication permission forms are available in the office. The program reserves the right to contact the child's physician or pharmacist for clarification of instructions. Certain medical treatments, such as feeding tubes, may require the staff be trained by a licensed health professional. It is the parents' responsibility to arrange for program staff member(s) to be trained by their child's licensed health provider, instead of the program's health professionals. A child's health care provider and/or Stillwater Public School nurse or local physicians may be contacted for special instructions/directions/training in administering medications and/or medical staff at Payne County Health Department. The program adheres to SPS and/or PCHD policies in administering medications.

Prescription and over the Counter Medications

Prescription medications must be in their original container bearing the pharmacy label which shows the prescription number, date filled, physician's name, child's first and last name, strength of the medications, and directions for administering and storing, and expiration date.

Non-prescription medications such as over-the-counter cold and allergy remedies or pain and fever reducing medicine can only be administered by the staff if these medications are part of a prescribed therapeutic treatment. Written instructions from the child's parent or guardian, which corresponds with the physician's instructions for administering the medication is required.

ALL medications must be supplied by the parent in the original container with a visible expiration date. Parents must sign a written permission form before any and all medications are administered. Medications must be labeled with the child's full name and the date they were brought to the program. Medication Permission forms must be on file in the office in order for the staff to administer any medications. All medications are kept in a locked container in the office or other designated cool storage area.

A Stillwater Public Schools nurse or Payne County Health Department nurse may be contacted for special instructions/directions/training in administering medications. The program will adhere to Stillwater Public Schools and Payne County Health Department policies in administering any and all medications.

Any program staff member who administers medication must have specific training and written performance evaluation updated annually by a health professional or consultant on the right practices of medication administration. Person giving medication signs documentation for items that and is required to demonstrate competencies in the procedures and use written guidelines in how to perform the procedures by the health care provider, such training includes, but is not limited to, pediatric CPR and First Aid.

NAEYC 5.A.07

Sun Block

The program encourages the use of sun block with a UVA and UVB protection of SPF of 30+ to protect children from the harmful rays of the sun. Families/parents are asked to apply sun block in the morning when dressing their child. Teaching staff applies sun block in the afternoon after naptime. A child-friendly SPF30 sun block that is supplied by parents can only be applied with written permission parents provide on the First Aid and Non-Prescription Authorization enrollment form.

NAEYC 5.A.07

Insect Repellents

Child friendly insect repellents are applied as needed by the teaching staff if written parental permission has been given on the First Aid and Non-Prescription Authorization enrollment form. Families/parents are asked to apply insect repellent in the morning when dressing their child. Teaching staff applies repellent in the afternoon. If local health authorities recommend the use of insect repellents with a Deet formula to protect against West Nile Virus, the parents are notified. The applicant will be applied to children who are older than two months and only once a day.

NAEYC 5.A.03, 9.C.10, 10.B.08, 10.D.01, 10.D.09,

Accidents/Emergencies and First Aid

If the occasion arises that a parent is away from the phone numbers listed on the emergency card during the day, families/parents must leave their child's teacher an alternate phone number where they can be reached for the day.

Family/parent authorization is kept on file and given to the program to access x-ray examination, anesthetic, dental, medical, or surgical diagnosis or treatment by any physician, dentist, or hospital licensed by the State of Oklahoma that may be rendered to said minor while attending the program. Every attempt is made so the child's physician is notified of such emergencies. Children will be transported by Stillwater Ambulance Service to Stillwater Medical Center and/or by parent. A child's Emergency Information Card and staff member will accompany the child until he/she receives medical attention and until a family/parent member arrives. Emergency Information Cards identifies the child's parent and emergency contact, physician, insurance card information, special instructions or individual

emergency care plans for injury or illness, allergies, health concerns, child health report and copy of parent's insurance card.

Program staff members who work directly with children are Adult and Pediatric First Aid and CPR trained. Each staff member will hold a certificate showing satisfactory completion of pediatric first aid training for infants and children, including managing a blocked airway and providing rescue breathing. At least one staff member certified in Pediatric First Aid and CPR will be present in the program at all times. In the event that a child receives a minor injury at school and the first aid authorization form is on file, the classroom teacher gives first aid to the child. Student teachers are not allowed to administer first aid or CPR.

An accident report is completed and given to the parents. This report includes information about the incident such as what happened, specifics about the injury, and the first aid procedures used. In the event of a serious injury, parents are notified immediately and necessary measures, such as CPR, contact with the child's physician, or transportation to the Stillwater Medical center, are secured. The program provides secondary medical insurance coverage for injuries that occur while the child is under the program supervision. The program insurance covers any amount not covered by the parent's insurance carrier. Parents work, cell, and home phone numbers, as well as an emergency contact person's phone number are on file in the classrooms, field trip and emergency backpacks, and administrative office.

During an emergency and/or injury, classroom teachers evaluate and address the situation immediately. Uninvolved students are moved from the scene to a calmer location. Teachers may discuss the injury and any appropriate information/detail with students. Families/parents are encouraged to contact the teachers for further information and/or reassurance if needed because a child brings up the situation at home. If necessary, further discussions within the classroom may take place.

All staff wears latex gloves for any injury involving blood or bodily fluids. A container of liquid absorbent pellets is kept in all classrooms and used on spills of bodily fluids such as blood or vomit. An injury report is completed for each accident, and information is relayed to the custodial services for proper cleanup procedures.

First Aid Kits

Program staff members have access to fully equipped first aid kits readily available and maintained for each group of children. First aid kits are stored within the classroom and taken to the outside play areas, field trips, and on outings away from the site. Each teacher receives First Aid and Pediatric CPR training.

Program first aid kits are stocked according to OKDHS Licensing requirements. Each classroom has a first aid kit in the classroom backpack as well as first aid supplies in the cabinet above the sink. Classroom backpacks also contain copies of emergency information for the children and these backpacks travel with the class whenever outside the classroom. The after school program has a first aid kit on the supply cart. The administrative office has a first aid kit in the emergency backpack, and there is also a first aid kit in the evacuation room. The administrative assistant is responsible for replenishing first aid supplies as necessary.

NAEYC 10.B.08, 10.D.01

Injury

If a child becomes injured, the program staff is expected to respond quickly and calmly, assessing the situation to provide appropriate care. Staff should seek help from other adults so that someone can specifically tend to an injured child. Immediately call 911 if a child has stopped breathing or has difficulty breathing.

Staff wears latex gloves for any injury involving blood or bodily fluids. A container of liquid absorbent pellets is kept in all classrooms and used on spills of bodily fluids such as blood or vomit. An injury report is completed for each accident.

Child Development Laboratory-RISE Incident/Accident Report Form

Child's Name: _____
 Date of Accident: _____
 Time of Accident: _____
 Brief Summary of Incident/Accident: _____

 Action taken: _____

 Comments: _____

 Teacher's Signature: _____ Date: _____
 Parent's Signature: _____ Date: _____
 Director's Signature: _____ Date: _____

Incident/Accident Reports

An "Accident Report" must be filled out when an injury occurs to a child. If there is any kind of mark (red, teeth marks, bruise, scratch, etc.), blood is visible, or the child continues to complain, an "Accident Report" must be filled out, no matter how minor the injury. No other child's name should be mentioned on the report.

An "Incident Report" may be filled out when the family/parent needs to be notified of the behavior of a child such as biting, seriously hurting others, unusual behavior, etc.

If a child was hurt or bitten by another child, do not use that child's name, instead write "another child." A copy is given to the family/ parents and a copy is placed in the child's file.

NAEYC 10.B.08, 10.D.08

Evacuation Emergency Plans

If the director is not on-site during an emergency, then the following procedural steps will be implemented. The director's location will be determined and contact made immediately. If the director is not obtainable then the administrative assistant and classroom teachers will continue to implement the evacuation/emergency procedures. A contact must be made to the Human Development and Family Science office to identify the procedure and location being implemented.

Listed below are the procedures the program follows in the event of an emergency such as fire, severe weather/tornados, chemical spills, and gas leaks, dangerous or suspicious persons on the premises, child abduction, or some other serious event.

Inclement Weather

The program follows the decisions of OSU when closing for inclement weather. In the event weather conditions warrant the closing of school, it will be announced on local radio and television stations.

Emergency Lighting

Classrooms and evacuation room have flashlights. Batteries are routinely replaced or recharged.

Preparedness

Fire drills are practiced monthly. Tornado drills are practiced every three months. Other evacuation procedures are practiced on a yearly event with the collaboration of OSU Fire and Police Departments. Teachers discuss these emergency procedures with children so they are prepared and less likely to get upset.

Disaster Evacuation Plan

The director, administrative assistant, classroom teachers and other staff members are familiar with and prepared for all evacuation scenarios.

Obtaining Emergency Assistance

The director or classroom teachers ensure that all children are evacuated from the building or otherwise are in a safe place. After the children are safe and accounted for, someone is named to contact the OSU Fire Department if the OSU Police Department has not already done so (by activation of the alarm system). The classroom teachers are responsible for bringing their attendance sheets and classroom backpack containing children's emergency information. All staff with cell phones will carry them when evacuating to the designated location, to use for contacting parents, if necessary.

The receptionist, administrative assistant and director are responsible for checking each of the classrooms and observations booths for any child or adult that was left or unable to hear/see the alarms.

Teacher Supplies for Emergencies

The classroom backpack contains items necessary for emergencies, including copies of children's emergency and contact information. Teachers carry cell phones with them whenever they leave the classroom. The administrative assistant is responsible for maintaining the emergency backpack and Human Sciences West evacuation room supplies.

Parent Contact Information

Notice of changes in parents' contact information – cell/work/home phone numbers, addresses, places of business, should be given to the administrative office. Families/parents need to make certain that they or their designated emergency person can be reached at all times. On the daily sign-in and sign-out sheet, families/parents are expected to leave a phone number where they can be reached if different than their usual/regular routine.

Fire Emergency

The fire alarms are linked to Stillwater Fire Department and OSU Safety. If the alarms sound, Stillwater Fire Department and OSU Safety are automatically dispatched to the building. Evacuation plans are posted in each classroom. Fire drills are conducted monthly. In the event of a fire related emergency, teachers gather and count the children, take the daily sign-in book and the classroom backpack and evacuate the building to a safe place. Once in a safe designated location, Teachers take attendance and account for all children. Teachers are responsible to verify that all children are accounted for and present. (During fire drills: children practice walking out of the building, taking attendance, and remaining in the safe location/place during the fire drills.)

Generally, in the event of a fire, evacuation of the classrooms is onto the playground. The director, administrative assistant, and receptionist all have keys to the playground gates. Also, all OSU police vehicles carry bolt cutters so that, if necessary, exiting the playground area can be done quickly.

The director, administrative assistant, and receptionist check rooms in the process of leaving the building to ensure no one is left behind. In the event that evacuation through the west entry doors of Human Sciences West is necessary, all staff and children congregate on the grass area on the north side of Parker Wentz dormitory. If reentry to Human Sciences West is prohibited, everyone would then be moved to the amphitheater of Stout Hall and families/parents called.

Shoes in an Emergency

When children remove their shoes for naptime or dramatic play, teachers should encourage them to always place their shoes in a central basket in the classroom. That way, if an evacuation is necessary, teachers can grab the basket and put shoes back on children after they are out of the building. When evacuation is necessary during cold weather, extra adults in the classroom should gather coats.

Tornado

If the OSU campus civil defense tornado sirens sound, the children are immediately evacuated to Room 121 or women's restroom in Human Sciences West. These rooms are in the center of the building and have no windows. The teachers are responsible for bringing attendance sheets, emergency cards, and first aid kits to the evacuation room. The administrative assistant is responsible for bringing the office first aid kit with back-up emergency cards to the evacuation room. The director is responsible for checking all rooms to make sure no child or staff is left behind. Teachers check attendance sheets once the children are in the evacuation room. The evacuation room is supplied at all times with a civil defense talking radio and batteries, first aid supplies, bottled water, snacks, flashlights and batteries, quilts, a collection of things to entertain the children, diapers, Kleenex, and wet wipes. Tornado drills are practiced quarterly.

Children are kept in the evacuation room during a tornado warning for north-central Payne County, or if the City of Stillwater tornado sirens sound. Parents are discouraged from leaving the center with their children during dangerous weather conditions.

Chemical Spill or Toxic Fumes

The likely scenario of something like this would be due to a traffic accident near Human Sciences West. The program would receive notification by the police to provide protection from outside air or to evacuate the area. Teachers and all adults are to turn off fans, especially at the thermostats for central heat and air; bring children inside the building; if necessary, seal doors and follow other directions ordered by the police or fire departments. The director or administrative assistant notifies the families/parents to come and pick up their children immediately. In the case of a leak in a gas line or a chemical spill (large quantities of bleach, for example) the children are evacuated in the same manner used for a fire drill.

Bomb Threats

The program is evacuated if notified by the OSU police to evacuate. If Human Sciences and Human Sciences West are considered to be in the safe zone, the program evacuates to the north basement of Human Sciences. In the event Human Sciences and Human Sciences West are not in a safe zone, the program evacuates to the basement of Scott/Parker/Wentz.

In such circumstances, the program relies on instruction from the OSU police. In the event that children and staff would need to evacuate off campus, OSU transit buses would be directed to the program to pick up and transport everyone to the Stillwater Public Library at the corner of 12th and Duck Street. Families/parents would be expected to pick up their children from this location immediately upon notification.

Shelter-in-Place Procedures

Shelter-in-Place occurs when a threatening situation is posed and escape from the building is not advisable until instruction has been received from appropriate authorities. In the event of a shelter-in-place situation, before contacting anyone else, teachers or other adults are to immediately contact the police by calling 911.

If children are on the playground and teachers become aware of a dangerous situation (strange behavior of an individual outside the fence, entry onto the playground of a strange individual who will not leave or appears dangerous, the sound of gunfire in the area) or are notified of a dangerous situation and told to go into shelter-in-place, the children are moved to the brick storage closets on the porch areas. Teachers should close and lock the door and immediately call 911.

If children are inside their classroom and the teachers become aware of a dangerous situation either by their own observation or by notification from appropriate authorities, they should immediately lock their hallway, outside doors, move the children into their office, and have them lie down on the floor, lock the door, turn off the light and call 911.

Child Abduction

If an unauthorized person (including a non-custodial parent) abducts a child (takes the child from the premises without authorization), teachers and staff are required to take note of the person's physical description, as well as a description of his/her vehicle and license plate number if possible, then call the OSU Police immediately. The staff will then follow the directions of the OSU Police and contact of the parent will be immediate after contacting OSU authorities first.

Dangerous or Suspicious Persons

Any unknown person who enters the building or loiters on the property outside of the building should be identified. A person with no legitimate business in the building should be asked to leave. The police are called if such a person refuses to leave.

In the event of a hostile or volatile adult entering the building or classroom, teachers should attempt to move the children to another room and contact the front office for assistance. Call the police if the danger is severe. Avoid behaviors that would increase the likelihood of a violent response from the individual. Keep the children calm until help arrives.

NAEYC 1.B.09, 10.B.08, 10.D.03**Child Abuse**

Child abuse in any form is not tolerated. No one, including parents or teachers, is allowed to abuse a child physically or mentally while at the program. Staff members are to never use physical punishment such as shaking or hitting, or to engage in psychological abuse or coercion. Program staff is never to use threats, derogatory remarks or withhold food as a form of discipline. All forms of abuse must be reported immediately to the Director.

The program is required by Oklahoma and federal law to report any suspected evidence of physical, mental, or sexual abuse or child neglect to the Oklahoma Department of Human Services Child Welfare. OKDHS will determine if a situation warrants investigation. Teachers and staff are required to report any suspicion of child abuse to the director. Verification is not required. Oklahoma and federal law requires that suspicions be reported in good faith. Protecting a child from an abusive adult, even if it is another staff member who gets stressed and reacts harshly to the children, is the responsibility of all staff. Physical punishment of children in a child care or early education setting is considered child abuse by Child Care Licensing and must be reported.

In accordance with Section 7102 of Title 10 of the Oklahoma Statutes, any person who has reason to believe a child has been abused or neglected is required to report the matter promptly to OKDHS. It is a misdemeanor for any person to fail to report. A person making a report in good faith is immune from civil or criminal liability. The name of the reporter is kept confidential. A report should be made when there is reasonable cause to believe that a child has been abused, neglected, or is in danger of being abused. A report of suspected abuse is a request for an investigation. Investigation of child abuse reports is the responsibility of Child Welfare workers and, when a crime may have been committed, law enforcement officials.

[NAEYC 3.D.01, 3.D.02, 3.D.03, 3.D.04, 3.D.06, 3.D.08, 3.D.09, 3.D.10, 3.D.11, 3.E.01, 3.E.02, 3.G.09, 3.G.11, 3.G.12, 6.A.02,](#)

Daily Schedules and Routines

The daily schedule is posted in each classroom. It is designed to allow children adequate time to explore and have a balance of active and quiet activities, indoors and out. The routine allows children to know and prepare for what is coming next and provides a sense of security. Some flexibility is anticipated in response to individual and group needs, special needs, special times such as fieldtrips, visitors, and weather conditions.

Children are provided the opportunity to have time for free choice and accessibility to activity learning centers throughout the daily schedule. Teachers provide children the opportunity to acquire certain skills through indirect and direct teaching strategies. The Oklahoma Common Core and Oklahoma Early Learning Guidelines are incorporated and used in the daily schedules and curriculum.

Such teaching strategies provide children the opportunity to expand, explore, and reserve their creations, projects, and learning within the classroom and on the playground. Teachers purposefully plan and prepare the environment so children are allowed to have child-initiated and interest-topics to be discussed, explored, and researched. Each child is supported and provided through planned lessons, special interest centers, and collaborative inquiry to play individually, in pairs, small groups, and whole group.

Teaching strategies will also include opportunities for children to be exposed to curriculum content, routines, learning opportunities, task and skills in a holistic approach, and segmented sections as applicable, that are meaningful and suitable for children. Teachers will also provide children the opportunity to engage and be immersed in emerging skills and activities that support and enhance repetitive learning opportunities.

The teaching staff assists children's learning by interacting and playing with the children within centers or activities. Teachers use this opportunity to gather documentation of children's learning, reflecting-assessing upon children's interaction, learning, and modifying plans or teaching strategies to increase children's learning opportunities.

Teaching staff's interactions will be demonstrated or portrayed by:

- interacting with children without using any form of physical or psychological abuse.
- recognizing and protecting children from health and safety hazards.
- interacting, encouraging and providing children with a variety of learning opportunities and social experiences.
- adapting and responding to conditions that require changes and demanding responses that support the quality of the program.
- communicating with families, children (if applicable) and other staff members.

In addition to other planned activities, teachers encourage and help children to become independent and competent in toileting, hand-washing, personal hygiene, dressing, and eating. Children are encouraged, guided, and provided the opportunity to clean up equipment and materials within the classroom and on the playground area.

NAEYC 1.B.09, 1.B.10, 1.E.01, 1.E.02, 3.B.08, 3.B.12, 10.B.08,

Guidance and Discipline

The philosophy of the program is that discipline is based on the developmental level of the child. All expectations for children's behavior are developmentally appropriate. Staff members will observe children to determine patterns in a child's behavior to provide planned, reflective, and consistent individualized responses.

An important goal in the curriculum is helping children learn to regulate their emotions, and interact in appropriate ways with other children. Because these are learning goals, guidance and discipline is focused on teaching children instead of punishing them for their mistakes. Young children have to learn how to wait for their turn, cope with disappointment and frustration, join others in play, solve social problems within a group, respect differences among their classmates, take care of their classroom, organize their time, and much more. Teachers use routines and clear expectations of behaviors to provide consistency and predictability.

Families/parents are asked to follow the rules of the classroom when they visit so children learn to appreciate the partnership between the program and families. Individuals are asked to speak with classroom teachers or the director when they have concern about behaviors seen in the classroom. The program wants to work and develop a partnership with all parents.

The program staff uses a number of positive guidance techniques, both direct and indirect, to ensure safety and order in the classrooms. These techniques are implemented for children to learn and understand the limits while developing positive self-esteem and a greater sense of self-control. For example, to assist children in understanding and developing a greater sense of self-control, children will be redirected with other options or materials, given a choice between options, or be allowed to gain self-control by thinking about their behavior while sitting in a designated area.

Teachers will utilize a number of resources to determine a child's inability to display a positive self-esteem and/or self-control. Teachers and staff will document a child's persistent, serious and/or challenging behavior through daily anecdotal notes, accident/incident reports, running records, and/or daily communication logs, both oral and written, as a method to collect and analyze data about a child's reoccurring behavior. The documentation will assist in determining factors that contribute to the child's challenging behavior with events, activities, and/or interactions with others. This information will be collected and kept in the child's portfolio within the teacher's office.

Teachers will notify the director of children who need additional assistance in developing positive self-esteem and self-control. The director will then contact the parents and a meeting will be set to discuss alternative strategies, which supports the child. A team will be developed that consists of the parents, teachers, the director, and other resource specialists (as needed) to focus upon developmentally appropriate practices/strategy plan that can be developed and implemented for the child on an individualized basis that supports the child's inclusion and success within the program. In addition, therapy specialist can be contacted to assist with the team decision in regard to screenings and/or assessments to determine the level of support for individual children.

Staff uses a quiet, understanding, yet firm voice with the children. Staff is prohibited from slapping, spanking, shaking, screaming at, ridiculing or subjecting a child to physical or psychological punishment in an attempt to maintain order in the classroom. Staff is forbidden to use food as a discipline tool or remove a child's right to play outdoors for a behavior that occurred indoors. Families/parents are prohibited from using, or threatening to use, physical or psychological punishment or profanity toward children or staff while on the premises.

NAEYC 5.A.09, 9.C.05, 10.B.08, 10.D.01

Hand Washing

Hand washing is the most important means of limiting the spread of diseases. All individuals participating in the program wash their hands before preparing and serving food, after helping a child with the bathroom or changing a diaper, after cleaning a child's face, before and after tending to a child's injuries, after handling pets, and after outside play. Children are encouraged to wash their hands at the same times using soap and rubbing their hands together under running water for several seconds.

Staff and children follow proper hand washing procedures in order to eliminate as many germs in the environment as possible. Staff and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and periodically monitored. Hand washing is required for all staff, volunteers and children when washing would reduce the risk of transmission of infectious diseases to themselves and to others. Children may wash either independently or with staff assistance, staff should always assist children with hand washing as needed to successfully complete the task.

Everyone is required to wash their hands at these times:

- When arriving for the day.
- Before and After:
 - meals and snacks, preparing, handling, or preparing food
 - feeding a child
 - administering medicine
 - playing in water activities that are used by more than one child
 - moving from one group to another that involves contact with infants and toddlers/twos
- After:
 - diapering
 - using the toilet or helping a child use the toilet
 - handling bodily fluids (mucus, blood, vomit) from noses, mouths, eyes, or open sores
 - handling any raw food that requires cooking (eggs, meat, poultry)
 - after playing in water that is shared by two or more people
 - handling pets and other animals or any material such as sand, dirt or surfaces that might be contaminated by an animal
 - playing outdoors
 - handling garbage or cleaning up items or areas
 - wash hands thoroughly after removing gloves when handling blood or body fluids that might contain blood
- Hand washing how-to:
 - use warm running water
 - wet hands and wrists
 - use a thumb-nail size dab of liquid soap
 - rubbing and working soap vigorously into a lather and washing hands between fingers, back and inside of hands up to wrists, and under fingernails for at least 20 seconds

or two verses of "Row, Row, Row, Your Boat," making sure that all jewelry area is cleaned under and around the item.

- rinsing all areas well
 - dry hands thoroughly using a clean paper towel
 - avoid touching faucet by using paper towel to turn off faucet
 - if in the bathroom, open bathroom door with paper towel and throw paper towel in trash receptacle
- ALCOHOL-BASED HAND RUBS ARE NOT USED IN LIEU OF HANDWASHING PRACTICES AND/OR PROCEDURES.

NAEYC 5.A.08, 9.A.01, 9.C.05, 9.C.17, 10.B.08, 10.D.01

Toileting and Diapering

Preschool II through PreK-K classrooms have a toileting area that is closely supervised. Preschool I Classroom (toddler's room) contains a changing table area-no toilets. Toddlers who are in the process of toilet training will be escorted to the Preschool II or PreK-K Classrooms.

Each classroom has a toileting area that is closely supervised. In the younger classroom, toileting facilities are open to allow for close monitoring by teachers. Natural curiosity and questions about gender differences are responded to, openly teaching children respect for their own bodies and those of others. Child-sized stall heights in older children's classroom allow for adult supervision while respecting children's privacy. Families/parents are asked to dress their children in clothing the child can manage independently.

Children are reminded to follow proper hygiene rules such as flushing the toilets and washing their hands with soap. Smaller sized sinks and lower toilets help the children to feel competent and to master toileting. The program has automatic shut-off valves on the faucets at the sinks, installed to reduce the spread of infection. Therefore, a child may fail to turn off the water at manual faucets until he or she learns the difference.

Teachers are aware of which children are being toilet trained and which children need reminders to use the bathroom, or need help in the bathroom. Learning about the toilet is an important developmental step for young children. Teachers are attentive and calm when helping children in the bathroom. Toileting accidents are handled in a calm, supportive manner. Teachers assure children that accidents are a normal part of learning and assist them in cleaning and changing clothes when necessary. Older children may be able to do most of this for themselves. Both the teacher's and child's hands should be washed thoroughly after an accident. OKDHS regulations restrict the program from cleaning any soiled articles of clothing belonging to the child. Soiled articles are placed in a sealed plastic bag in the child's bin and sent home.

Diapers are checked hourly and changed as needed. Disposable diapers are required for children who are not toilet trained. Cloth diapers are prohibited at the program due to health and safety issues. Families/parents that change their child's diapers at the program are asked to follow the required sanitation procedures posted in the diaper changing area.

Before beginning to toilet train a child, teachers ask families/parents to meet and plan together for a successful new step in a child's development. Teaching staff wants to work with families/parents and help make this a successful new step in their child's development. Expect a child to engage in toilet play before he or she is ready to toilet train. Children like to imitate other things and toileting is another area they will explore. Toilet training comes when a child is ready to take responsibility for eliminating in the

toilet and handling his or her own clothing. This is generally around two-and-a-half to three years of age, but differs among children.

Check diapers and the clothing of children who are toilet training at least every hour. Change a child's diaper/clothing any time you notice it is soiled. Safety and proper sanitation are critical for the health of children.

Children are never left unattended on a changing table.

The following are requirements when implementing toileting practices:

- Commercial disposal diapers or pull-ups are used unless the child has a documented medical reason signed by a health provider.
- Required cloth diapers must have an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and outer covering are changed as a unit-not individually.
- Diapers and clothing items that are soiled by urine or feces are immediately placed in a plastic bag without rinsing or avoidable handling and sent home that day for laundering.
- Children are checked every hour when awake and when they awaken from rest/nap times.
- Diapers and clothing are changed when wet or soiled.
- Staff changes children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
- Each changing area is separated by a partial wall or is located at least three feet from other areas that children use and is used exclusively for one designated group of children.
- At all times, caregivers have a hand on the child when the child is being changed on an elevated surface.
- Changing procedures must be posted and followed as outlined in the TORCH Cleaning and Sanitation Frequency Table.

NAEYC 5.A.07

Children's Clothing

Families/parents must maintain a complete change of clean clothing (including underwear, socks, pants, and shirt) and an extra pair of shoes (flip-flops are prohibited) in their child's locker at all times. Please check appropriate seasonal clothing for a complete set of clothes.

It is important for children to have a complete change of clean clothes in the event of an accident (toileting, food-related, or curriculum-related). Children may be upset about soiled clothing and, in such cases; it is more comfortable for children to change into their own clothing. All clothing must be marked with the child's name or initials. Clothing should be exchanged to accommodate children's growth and seasonal weather changes.

During the course of each day, children are involved in active exploration and play. Many kinds of materials and equipment are available. Children are expected to wear clothing appropriate for active play. Although teaching staff do their best to protect a child's clothing, the program does not guarantee the condition of a child's clothing and accessories after a day of play.

The following guidelines help determine suitable clothing for children.

- Wear clothing the child can get messy or dirty.
- Clothing easy for the child to put on and take off when using the toilet.
- Clothing loose enough to allow free movement without being so loose that it becomes entangled in equipment.

- Clothing is suited to the weather – layers are most suitable.
- Tennis shoes are either worn or kept at school.
- On sunny days, dress children in appropriate clothing and apply sunscreen or sunblock of SPF 30 or higher before arriving to class.

At school, smocks are provided for painting, water play, and similar activities; however, smocks do not always prevent accidental stains on clothing.

Hats, gloves or mittens, and coats need to be available to children during the fall and winter seasons. On cold days, children need to have long pants or other covering for their legs. Children are encouraged to wear clothing that is dry and layered for warmth in cold weather.

On especially wet days, it is helpful to have waterproof shoes/boots for outdoor play, along with an extra change of clothing if needed.

NAEYC 3.D.07, 3.D.12, 10.D.01, 5.A.14, 5.B.15

Meals and Snacks

The program employs two food service employees who prepare a nutritional meal and snacks. All snacks and meals follow the OKDHS required Food and Nutrition and Food Service and Sanitation guidelines. The food service is checked on a regular basis by OKDHS and the State Department of Health. Both agencies use the U.S. Department of Agriculture Guideline for the program's evaluation. In addition, Human Sciences Nutritional Science Department works with the program by analyzing the nutritional value of items on the menu by calculating fats, sugar, carbohydrates, vitamins, minerals, as well as proteins, fruits, vegetables, grains, and dairy food groups. Then a meeting is held to review the analysis and suggested changes to meet the national dietary requirements.

Children attending the program are provided with a morning snack, lunchtime meal, and a mid-afternoon snack. The menu is posted every two weeks on the family/parent bulletin board in each classroom, on the website, and emailed to all families/parents. The menu is planned to include a variety of foods and to meet one-third of a child's daily nutritional requirements. Children are encouraged to try each food and develop a liking for a variety of foods.

When children require a specific diet, either for medical, religious, or cultural reasons, parents should discuss the dietary needs/restrictions with the director and the classroom teachers. A plan to ensure that a child's nutritional needs are being met can be discussed. A doctor or cleric signature is required for food substitutions. Food substitution forms can be obtained from the director at enrollment or during the year. If the program is unable to provide an adequate substitution for prescribed diets, families/parents are asked to provide additional foods their child can eat.

Meals are served in a family style atmosphere. Several children and at least one adult share meals and snacks together at a table and engage in conversation. As they are ready, children serve themselves and pour their own drinks. Developmentally appropriate table manners are taught and encouraged. Families/parents are invited to eat lunch with their child for a fee of \$3.00 per adult (added to the monthly invoice). Families/parents need to give one day notice to the teachers if they wish to join their child for lunch.

NAEYC 5.B.02

Food, Drinks, and Candy from Home

The program requests that food, drinks, and candy are not brought to school. Children should complete snacks or meals before entering the classroom. The program provides nutritious snacks in the morning

and afternoon, and a nutritional lunch. This menu provides the children with energy they need to get through the school day.

NAEYC 5.B.02

Celebrations

Children’s cultural heritage and celebrations are important parts of their personal-social development. Fostering respect for cultural diversity is an important goal at the program. Emphasis is always placed on respecting individual differences and beliefs. Families/parents are encouraged to share their cultural heritage with others in the program. Activities related to traditional U.S. holidays such as Halloween, Thanksgiving, Christmas, Valentine’s Day, and July 4th are low-key, age appropriate, and avoid specific religious beliefs. Plans are discussed with families/parents to ensure celebrations are sensitive to cultural diversity. Any family/parent wishing to share their cultural celebrations is asked to contact their child’s teacher or the administrative office. Equally, families/parents may ask that their child not participate in these activities.

Any foods brought in for parties must be purchased from a facility with a commercial kitchen. Home-made snacks are prohibited by OKDHS regulations. If a family wishes to share a cultural cooking activity with the classroom children, they must arrange with the teacher to prepare the items at the program following regulated guidelines.

NAEYC 5.B02

Birthdays

Families/parents who wish to celebrate their child’s birthday at school are welcome, but not required, to provide a special snack for the children in their classroom, remembering that **all snacks brought into the program must be purchased from a facility with a commercial kitchen, and home-made snacks are prohibited by OKDHS regulations.** Families/parents are asked to notify the classroom teacher at least one week in advance if they plan to provide a birthday snack. Birthdays are important to children and every effort is made to make the day special but not overwhelming to children. Teachers assist in simple observances such as singing “Happy Birthday” and passing out snacks to friends. Muffins or other lower sugar items are recommended. **Balloons are not permitted, as they may be dangerous.**

If a child’s family does not observe birthdays, please let the teacher know so an alternate activity can be planned for that child.

Party invitations may not be distributed at school unless all children in the child’s classroom are invited. Selected invitations should be delivered outside of school hours.

NAEYC 3.C.02, 3.C.03, 5.A.14, 10.D.01

Naptime

All children enrolled in the program are expected to rest for a minimum of 30 minutes on their assigned cot. Children may bring a small pillow, blanket, and soft sleep toy such as a doll or stuffed animal to sleep/rest with them on their cot (cot sheets are provided by the program). Children who do not sleep are able to play at centers designated by the classroom teachers after a required 30 minute rest period. Children are taught to play quietly and to not disturb their sleeping classmates.

Teaching staff will assist the children with naptime transitions with music, rubbing backs, and reading stories. The teaching staff will not require, force, or punish children for not sleeping during naptime.

Families/parents are requested to retrieve all sleeping items brought from home on Fridays (or other designated day due to holidays or breaks) to wash/sanitize and brought back on the returning day.

NAEYC 5.A.06**Outdoor Play**

Children are expected to participate in outdoor play with their class each day. Outdoor play takes place each morning and afternoon unless the weather is determined to be detrimental to health and safety (i.e., electrical storms, temperature above 100 degrees F, or wind chill below 0 degrees F). Children should come to school dressed appropriately for changing weather conditions.

Special attention to clothing and footwear protects children from injuries on the playground. Rubber soled shoes and shoes that fit securely on a child's foot help to prevent falls on slippery surfaces when children run and climb. Necklaces, scarves, and strings on hoods of jackets should be avoided as these items can choke if a child falls and the item is entangled in playground equipment. Teaching staff constantly survey the playground and other equipment to discover and correct potential hazards, but parents' attention to these matters adds to each child's safety. Flip-flops are a potential hazard and prohibited as footwear.

Children need to have layered clothing items during the colder temperatures so drastic weather changes can be tolerated by the children during outdoor play.

NAEYC 5.A.10, 5.A.15, 9.C.12, 10.B.08, 10.D.01,**Water Play**

The playground has a water-play system that allows children to run through sprays and fountains of water. If a child is unable to participate in this activity or must wear ear plugs, parents should note this information on the health form, speak with the teacher and make necessary arrangements.

Additionally, the classrooms plan water play experiences at specially designed tables that are closely supervised and precautions are taken to prevent infectious disease. Children are prohibited from drinking and/or immersing their bodies in the water and/or other substances. Children with sores on their hands are not permitted to participate in communal water play.

Water table materials are changed on a daily basis or as needed to prevent the spread of communal disease/germs. Fresh potable water is used and is changed before a new group of children participates in the water play and the water is drained with each group of children when they complete their play. When cleaning the water play table fresh potable water flows freely through the water table and out through a drain in the table.

Children are encouraged and reminded to wash their hands before and after playing at the water-play activities.

Special attention with supervision is implemented with toddlers/twos during water play activities. Only designated water play equipment will be utilized for water activities. Toddlers/twos will not have access to large buckets that contain liquids of any type.

NAEYC 9.C.10, 9.C.14, 9.C.15, 10.B.08, 10.B.12, 10.D.07**Fieldtrips/Transportation**

The classroom staff plans fieldtrips to supplement and extend the curriculum. The program implements and follows OKDHS Transportation/Fieldtrip Requirements, Oklahoma Statute 47 O.S. Section 11-1112. Most fieldtrips occur on foot, staying on or near the OSU campus. The campus is rich with learning opportunities for children to explore. Teaching staff-child ratio will be maintained at all times during fieldtrips and transportation of children from one location to another.

Occasionally, the children may use the OSU Bus and Transportation vehicles (vans) for off campus or far campus trips. Announcement of major fieldtrips are made 48 hours in advance and posted by the classroom sign-in sheets, giving parents trip details (date, time, destination, and purpose). Parents are invited to accompany the group.

Fieldtrip consent forms are signed by parents at enrollment and placed in the child's file. Further written consent for a fieldtrip is not required. Should a parent not want his or her child to participate in a particular fieldtrip, the teacher or director should be notified, and an attempt will be made for other arrangements while the class is on the trip. A first aid kit and each child's emergency information and consent forms are taken on all fieldtrips. Teachers carry cell phones and post a map of their traveling route in their classrooms, including a plan for handling emergencies while on the trip.

Sometimes unexpected opportunities for the children to experience new things occur in the Child Development Laboratory-RISE campus neighborhood. When these opportunities come up during the day and involve a short walk of a few blocks, teaching staff may take advantage of them. For example, a new piece of construction equipment might be in the area and the children notice it from the playground. After discussing it with the driver and assessing a safe way for the children to observe the activity, teaching staff may arrange to take the children closer to the construction site and let them watch how the piece of equipment works. In these cases, parents do not receive advanced notice, but will receive a report about the children's experience at the end of the day.

Another kind of field trip experience may be set up as a regularly scheduled event, such as a walk to Theta Pond every other Thursday so the children can observe and record the changes that occur throughout the year. The teachers inform the parents if they design such a schedule. Should a parent not want their child to participate in these impromptu learning opportunities, they should speak to the director and have instructions documented in their child's file. In this case, the teaching staff would provide alternative arrangements for the child while the class is on the trip.

OSU Bus and Transportation vehicles (vans) are held to local and state regulations as a public source of transportation. OKDHS has approved the use of OSU Bus and Transportation vehicles for the fieldtrips. Each bus or vehicle is marked with the OSU logo and designed route. Maintenance is performed according to recommended manufactures, state, and OSU regulations. Documentation of maintenance can be obtained from the OSU Transportation Department showing date of regular and quarterly inspections and preventative maintenance, such as daily logs, air pressure inspections, and routine checks. Since the program uses the OSU Bus and vehicles as its major form of transportation, the staff will implement and use safety-restraint devices that are approved and/or in accordance with the bus manufactures guidelines and those for the transportation vehicle (vans). Limited usage of private vehicles for transportation must implement OKDHS regulations.

One staff member with current documentation of training in OKDHS approved child passenger safety course training will be present during the transportation for children younger than six years of age. Proper staff-child ratios are maintained without counting the driver when children younger than four years of age are transported.

Child Passenger Safety Requirement Exemptions:

- School buses or any public transportation vehicles not required by law to be equipped with seat belts.
- Children weighing more than 40 pounds being transported in a back seat using only lap belts. A lap belt only is acceptable when the back seat of the vehicle is not equipped with

lap/shoulder belts OR when the lap/shoulder belts are being used by other children more than 40 pounds.

- Medical issues prohibiting use of belt or restraint system.

Child Passenger Safety Requirements:

- A schedule showing accurate route and itinerary is planned and kept at the center to show approximately where the vehicle is at all times. When the vehicle is equipped with a mobile communication system, route information is not required.
- Safe conduct to and from all vehicles and safe off-street loading space is provided to protect children from backing vehicles, being between vehicles, and all traffic hazards.
- Children are not permitted to ride more than 60 minutes one way on regular outings, exceptions for a special field trip may be allowed, with exceptions being infrequent, and allowance is made for rest and stretch stops during the trip.
- Children remain seated while the vehicle is in motion, and no part of a child's body extends from windows.
- Vehicles containing children are never left unattended at any time.
- Booster seats for children more than 40 pounds must be positioned and properly secured with a lap belt on the child's lap and hip bones rather than the abdomen. High-back boosters are recommended for positions in vehicles that do not have head rest and backless boosters are sufficient for positions that do have head rest. Both seats achieve the same goal to boost the child high enough so the seat belt fits properly.
- Booster seat, car seat, or infant seat is used according to the manufacturer's instructions and federally approved.
- Ensure the passenger restraint system is used properly with the type of seat belt that is installed in the vehicle and properly maintained.
- Verify that the car seat is appropriate for the specific height, weight, and physical condition of the child being transported.
- Each seat belt is properly anchored to the vehicle and fits snugly across the child's hips or securely anchors the car seat.
- All adult passengers, except those in/on a bus, and the driver are properly secured by individual seat belts unless the driver or passenger has written verification from a doctor licensed in Oklahoma and that person is unable to use a seat belt for medical reasons.
- Vehicle's maximum seating capacity is not exceeded. Maximum seating capacity is based on the manufacturer's designated seating capacity.
- When transporting children, vehicles, with the exception of public transportation, are visibly marked with the name and number of the facility or sponsoring organization.
- Each vehicle operated for transportation of children has door locks.
- The transporting vehicle is covered by medical and liability insurance required by Oklahoma laws.
- A first aid kit is available in the vehicle at all times.
- Written documentation is kept of regular maintenance of all vehicles to include quarterly inspections of tire wear and pressure, brakes, lights, and functioning seat belts.

Each classroom has a bag of first-aid kits/supplies (tissues, wet wipes, first aid) to carry to on field trips or during the events that require transportation. Classroom teachers are responsible to make certain these supplies are always well stocked.

Toys from Home

The program requests that no toys from home be brought to school. Bringing toys from home can be an overwhelming problem for both children and teachers in the classroom. Toys from home are usually not

as durable as the program toys and may be easily broken. The program is not responsible for toys brought from home.

Security items are very important to a child and teaching staff support their use, especially during transition times. Security items often include blankets, stuffed animals, or dolls. These transitional items or self-comforting items are respected by teachers. Families/parents should clearly label their child's items. As children adjust to the program and their need for a security item lessens, teachers put these items in a child's cubby where it is accessible as needed. Teachers do not force a child to separate from a security item, but help a child find new ways to be comforted and feel safe.

The best items to bring from home are found "treasures." The teachers are always eager for a child to share these with the class. Shells or stones, wildflowers, snails, bugs, seeds, bird nests, magazine pictures, interesting bottles or containers, old jewelry, small broken appliances to dismantle, and many more things are valued by the children and the teachers. Children often like to share things from their house. The interest to bring a toy from home can be redirected from toys to treasures.

NAEYC 5.C.05, 10.B.08

Animals

Animals offer exciting additions to the curriculum. The classrooms may have small caged animals which are kept clean and healthy according to OKDHS regulations. Animals should only be brought to the center after permission has been granted from the classroom teachers and the director.

There are certain regulations that must be followed when animals are brought to the program. Documentation is required from a veterinarian or an animal shelter to show full immunization of the animal, animals must appear to be in good health, and animals must be free of fleas, ticks, and worms before entering the classroom. Staff members and teachers will closely supervise all interactions between children and animal visitation and instruct children on safe behavior when in close proximity to animals. Staff members will also make sure children within the classroom have no allergic reaction/symptoms to animals.

Insects may be brought into the classroom if they are contained in an insect cage, plastic insect keeper, or plastic jar with a lid. If plastic jars are used, there should be small air holes in the jar's lid.

Insects or other small creatures in glass containers are prohibited.

Reptiles of any type are not allowed as classroom pets because of the risk for salmonella infection.

Child Development Laboratory-RISE Facility Codes

The Child Development Laboratory-RISE's facilities, physical infrastructure, is maintained by the OSU Physical Plant and kept in compliance with all local, state and federal guidelines related to fire safety, air and water quality, electrical, plumbing, and meet ADA (Americans with Disabilities Act) accessibility requirements. Accessibility includes access to building, sinks, drinking fountains, outdoor play space and all classroom and therapy areas. The program is asbestos free. A certified Document of Occupancy is on file in the Director's office.

Breathe Free Campus

The OSU Stillwater campus is a BREATHE FREE facility (including the Human Sciences West Building). No tobacco or tobacco products are allowed in or around these facilities and smoking is entirely prohibited. No smoking is permitted in the presence of children at any time.

Operations, Policies, and Procedures Statement of Agreement

Statement of Agreement for all Families

I, _____, have read, understand, and agree to adhere to the Operations, Policies and Procedures as stated in this handbook. My signature on this agreement holds me responsible for following the methods, strategies, professional and ethical codes of conduct. I agree to comply with the designated roles/responsibilities as a parent and/or care giver while my child participates in the program.

I also understand that I am expected to maintain open communication with the staff, teachers, and faculty. Confidential information that I obtain will only be used as appropriate to complete academic education for my child. I agree to share confidential information only with the director and/or classroom teachers. I will refrain from sharing confidential information about children with other individuals.

The operations, policies and procedures information was presented to me and discussed with me upon my introduction/orientation of the program by the following method:

Please check that you have read and agree to adhere to:

_____ Operations, Policies and Procedures Handbook for Parents

Parent Printed Name

Date

Signature

Date

Parent Printed Name

Date

Signature

Date

Director's Signature

Date

NAEYC Program Criteria

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