



The Fishback Center for
Early Childhood Education

Family Handbook

for the SDSU Preschool,
the SDSU Kindergarten,
and the Out-of-School Time (OST) Program



2023-2024



Family Members,

You are invited...

- To build a partnership with the teacher(s). We recognize families are children's first teachers and together, we can create a rich experience for your child.
- To contribute, to ask, and to discuss with us our vision, direction, and goals throughout the year.
- To participate often in our busy, happy, noisy, creative classrooms.

The faculty and staff of the Fishback Center for Early Childhood Education welcome your family! We are delighted that your child will be participating and learning here. We look forward to building a warm and sharing relationship with you and your child. We consider it a privilege to share with you these precious and important years of your child's life. We have an open-door policy. Please feel free to discuss ideas, concerns, interests, issues, and potential projects at any time with mentor teachers, the preschool coordinators, the kindergarten teacher, or with the OST coordinator.

This handbook has been prepared to introduce each family to the Fishback Center for Early Childhood Education and to acquaint you with the program's policies and procedures. We encourage family members to read this book carefully and discuss any questions you may have with the mentor teachers and coordinators.

Family members are a special part of the Fishback Center for Early Childhood Education. You are essential to the success of our program! We invite you to visit often and share your ideas, interests, talents, and energy with us. We look forward to working with you and your child!

Sincerely,

The Fishback Center for Early Childhood Education Teaching Team

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Program, History, Mission, Philosophy, Conceptual Framework, Values, and Curriculum

Quality Early Childhood Education Program

We take great pride in knowing that the Fishback Center for Early Childhood Education is a quality early childhood program. We are accredited by the National Academy of Early Childhood Programs (an office of the National Association for the Education of Young Children) and have been since 1978. Accreditation is given only to programs who demonstrate substantial compliance with the Academy's criteria for outstanding early childhood programs. The SDSU Preschool & the Out-Of-School-Time (OST) Program are also licensed for a childcare center and after-school program. We were reaccredited in 2022 and have the only NAEYC Accredited Kindergarten in the state!

History of the Fishback Center for Early Childhood Education

The Fishback Center for Early Childhood Education began in 1928 as an afternoon play group organized by Helen Young, a faculty member in Home Economics, for the Home Economics majors to observe child development principles. In 1929, the playgroup moved into a permanent home, the basement of East Men's Hall. It remained there until 1978 when it moved to its current home in Pugsley Center. In the mid-1980s, the toddler program was implemented. In 1999-2000, the preschool rooms underwent renovation. In 2004, the kindergarten program began, and in 2006, the center grew to include the family gathering area, documentation room, conference room, and art studio. Additionally, the center received its new name, the Fishback Center for Early Childhood Education. In 2009, the playground received a re-design. Currently, the Fishback Center for Early Childhood Education serves 94 toddlers and preschool children and 22 kindergarten children.

Program Mission Statement

The Fishback Center for Early Childhood Education is a model of inclusive early childhood education that:

- Ensures optimum experiences for education and professional preparation of early childhood professionals who will serve children and their families on local, state, and national levels.
- Connects with families to form family-school partnerships in order to enrich one another's experiences and lives.
- Provides a unique environment for faculty and student research that contributes to knowledge about child development and quality early educational experiences.

Program Philosophy & Reggio-Inspired Concepts

At the Fishback Center for Early Childhood Education, the philosophy is grounded in social constructivism, inquiry-based learning, and is Reggio-inspired. Children are seen as capable, competent, and able to build their knowledge through exploration and social interaction.

Relationships with caring and responsive teachers are not only children's rights, but are crucial to their growth, learning, and development. These relationships help children to nurture, sustain, develop questions, and hypothesize so that they may make meaning of their world.

The Fishback Center for Early Childhood Education sees families as the children's first teachers. Teachers and college students are seen as their second teachers and the environment of learning as their third teacher. Special consideration is given to the materials that are chosen for the children's opportunities for learning and how teachers construct the spaces where children will play, learn, and interact with their peers and adults in the center.

Reggio-Inspired Concepts:

Image of the Child – The child is viewed as a competent and capable individual, rather than a needy individual. Each child is equipped with the tools and potential for learning. This view assists teachers in supporting children to reach their full potential.

Listening to the Children – As competent and capable individuals, children will show others what content motivates them. They will actively engage in learning and the process of understanding their environment. Often, adults may miss their indications of inquiry if they are not listening. This idea reminds teachers to closely listen to what the children are telling them – verbally and nonverbally.

Image of the Teacher – The image of the teacher concept is closely tied to the image of the child concept. The different views of the image of the teacher influence the roles a teacher may take on in the classroom. For example, if teachers see themselves as the sole provider of information to children, they will not be listening to the children's answers and how they think – it will not be important. Therefore, the concept of listening to the children may be ignored. However, if teachers see themselves as a facilitator of learning, they may answer questions with a question to deepen the children's investigation or bring materials into the classroom for the children to explore the question and guide their interaction with the materials. How teachers view themselves influences how they teach and how they plan lessons.

100 Languages of Children – Loris Malaguzzi, one of the founders of Reggio-inspired practices, described children as having "100 Languages" and the education system stripping children of most of those languages in the poem, 100 Languages of Children. This concept is similar to Howard Gardner's idea of Multiple Intelligences. In order for children to learn a concept in a full and complete manner, they need to represent the concept in many different ways. This assists them in constructing their own knowledge about the topic. So, in order for children to 'fully' learn about something, they need to experience it in many different ways. For example, a child may draw a butterfly and learn that it has four wings, then sculpt a butterfly in clay and learn that it stands on six legs, then create a tissue paper butterfly and learn about its color symmetry in its wings, and then build a Paper-Mache butterfly and learn its body parts. In each activity, the children will learn something more about butterflies, making their concept of butterfly more and more complex.

Environment is the Third Teacher – The environment should be comfortable and culturally relevant for the children who are present in the classroom. Children learn best when they are in a state of relaxed alertness. Comfortable, non-institutional, homey settings assist children in getting to the state of relaxed alertness, so teachers try to make the classroom as home-like as possible.

In addition, children seek to understand their environment. Learning is influenced by what is offered to children in the environment. Provocations or offerings (e.g., a novel material or interesting set-up) often spark or re-spark learning to occur that then can be observed, documented, and studied to assist in further lesson planning, so teachers tend to add some new or interesting materials in each lesson plan, hopefully building on experiences children have already had.

Documentation as Visible Traces of Learning – In order for children to think about what they are learning; it needs to be made visible to them and given back to them. This facilitates children's thinking about their thinking. When children think about how they think, it builds their cognitive organization processes and helps to develop their abilities to reflect.

In addition, it helps to jog their memory of what they did and spurs them on to additional thinking/experiences with the same concepts. It helps them to ask more questions about their experiences. For family members, documentation helps to share specific events, studies, and learning occurring in the children's lives while in the classroom.

Teachers share children's thinking through the daily notes and observations, Seesaw posts, the children's investigation notebooks, documentation panels, and by other means.

Negotiated Curriculum – Curriculum, the overall plan of activities in the classroom, is something that is built from within rather than poured on from the outside. Children, family members, and teachers all help to build curriculum. They all take an active role. Curriculum is not something that is developed solely from outside standards. It is not solely developed from children's ideas and interests. It is not solely developed by teacher's ideas. It is not solely developed through families' ideas. It is developed through a combination of all the actors' ideas. Children's ideas, family's ideas, teachers' ideas, and curriculum standards are all considered. Everyone's ideas will lead to potential study topics, and content standards are woven into the process. Children's ideas help guide the direction taken in the classroom, while families and teachers' frame the curriculum through environmental set-up and interactions. This is how content standards are woven into the process. This is how curriculum is developed at the center.

Inquiry Investigations – Children are encouraged to inquire about their environment. From these inquiries, investigations arise to guide children through the knowledge construction process. Teachers listen clearly to children and carefully develop experiences to facilitate children in finding, discovering, and developing the answers through experiences. An inquiry investigation may include and often cycle through these steps several times: developing questions, exploring, investigating, and utilizing knowledge for a purpose which often leads to more developing questions and exploring. While investigations vary in scope and depth, they are the heart of the daily planning process.

Role of the Art Studio

The Art Studio is part of our school's environment. The space is inspired by the schools in Reggio Emilia, Italy. Its purpose is a place to explore the many languages of expression and to support the work occurring in the classroom. Loris Malaguzzi saw the Art Studio environment as instrumental in "recovering the image of the child, which we now saw as richer in resources and interests than we had understood before, a child now understood as an interactionist and constructivist" (Gandini, et al., 2006, pg. 7). It is a place to sensitize one's senses to the many possible languages. It is a place of possibility.

For the children and teachers, it is a place to explore, touch, invent, create, and dialogue. It is also a shared space, which means that as teachers, scheduled times will need to be made to use the space, and all members of the community will be responsible for keeping the space clean and ready to use.

Role of the Mini Studios

The mini studios are also part of our school environment. They are there to support long-term study of negotiated curriculum topics. The mini studios are also there to support children's need to "shop" for recycled materials to bring back to their classrooms as they work on a project in the classroom. There are mini studios available for the children and teachers in the Fishback Center for ECE to use, the Maker Space, the Light Studio, the K-3 Reading Room, the OST/Assessment Room, the Documentation Room, and the Conference Room. We also use the Art Studio for investigations as well. There might be more than one group in there at a time. These spaces are shared spaces and the calendar for scheduling time is used to make sure there is access when needed.

Ongoing Strategic Planning Process

On an annual basis, the center's teaching team will engage in strategic planning to implement the program's vision and mission statements. The strategic planning process goals include: (1) achieving desired outcomes for children; (2) achieving professional development goals; (3) maintaining high quality services for children, families, and teacher candidates; and (4) reviewing long term sustainability of the program operation. The center's annual

declaration of intent focuses the teaching team's strategic planning energies. Ongoing evaluation includes conversations about high quality services for all stakeholders which occur informally throughout the year and includes family feedback on student teacher meet and greets, family questionnaires each semester, and teacher candidate questionnaires in spring. In addition, the teaching team reviews the program's declaration of intent and goals throughout the year. Planning for sustainability occurs at the department and college levels.

Fishback Center for Early Childhood Education's Program Evaluation Process

The annual program evaluation consists of a review of: (1) the program policies and procedures, (2) the quality of the program, (3) the process of children's progress and learning, (4) the quality of family involvement and satisfaction, and (5) the community awareness of the program and satisfaction with that awareness.

The stakeholders who give feedback regarding the program include: (1) family members of enrolled children, (2) mentor teachers, (3) teacher candidates, and (4) ECE faculty members.

The evaluation data is collected through (1) family questionnaires, (2) teacher questionnaires, (3) discussions with mentor teachers, (4) teacher candidate IDEA surveys, and (5) discussions in ECE Area faculty meetings.

The results of ongoing program evaluation are reported in the center's annual report, which can be found on the website. These results are used to inform professional development and program quality-improvement.

Fishback Center for Early Childhood Education's Conceptual Framework

The Fishback Center for Early Childhood Education's Conceptual Framework is one of social constructivism. Learning occurs through socially constructed inquiries engaged in by teachers and children. For example, children may discuss how a worm got under a rock and why it might be there. Several children may contribute to the conversation and have different ideas that may build on each other.

Children use different intelligences as they engage in inquiry. Howard Gardner outlines nine different intelligences found in individuals when learning: Visual/spatial, interpersonal, intrapersonal, bodily/kinesthetic, musical, linguistic/verbal, logical/mathematic, and natural. For example, children may use their visual/spatial intelligence as they build a car, and then use their bodily/kinesthetic intelligence as they act out how they would drive a car.

Values of the Fishback Center for Early Childhood Education

The Fishback Center for Early Childhood Education holds many values as we engage in teaching and learning with students, family members, and children. Our values include: (1) Relationships (2) Respect, (3) Communication, (4) Time, (5) Passion, (6) Creativity, (7) Sharing, (8) Giving, (9) Learning, (10) Fun, (11) Collaboration, (12) Hope, (13) Competence, and (14) Joy.

Curriculum Development Framework

From the conceptual framework of social constructivism and inquiry discussed above, curriculum is developed through an overall teaching team's intent that is then connected to clearly outlined and related goals. These goals, both for the classroom and for individual children, must have observable, evaluation objectives. The curriculum framework focuses the learning experiences, the materials used, and the schedule which is followed for the experiences.

In the labs, teaching teams prepare a written curriculum with general learning questions and focused activities through a negotiated curriculum process. These curriculum plans are generated according to learning observations made, by knowledge of developmental levels of the children in the classroom, with reference to the SD Early Learning Guidelines and SD Kindergarten Content Standards, and by discussions with the families and children. Individual children's goals are developed in partnership with family members. Classroom goals are developed as a

teaching team.

Curriculum activities encourage children to progress in communication skills, intellectual development, social and emotional development, physical development, creative expression, and self-esteem. Concepts and skills are introduced in concrete experiences that are developmentally appropriate. While individual classroom schedules vary, children are introduced to art, science, music, dramatic role-playing, sensory exploration, books, math, and group projects. Dramatic play opportunities reinforce learning of practical life experiences. Teachers will also counter potential bias and discrimination by initiating activities and discussions that build positive self-identity and teach the valuing of differences. They will provide models and visual images of adult roles, differing abilities, and ethnic or cultural background that counter stereotypical limitations.

Fishback Center Curriculum Areas:

Large/Small Motor Development

Movement activities including free dance, parachute handling, climbing, crawling, running, and balancing help develop large muscles. From the handling of simple tools to completing puzzles, children are continually offered opportunities to develop their smaller muscles, which is an important prerequisite for writing.

Communication and Language

The balanced language approach is our model. This is one in which children are exposed to print and language that is integrated into each area of the classroom. Each classroom offers many opportunities for literacy awareness and emergent literacy activities. Books are readily available for children's use daily.

Mathematics

Activities include concepts of introductory geometry, number sense, counting, sorting, estimating, quantity, length, weight, use of simple graphs, simple addition and subtraction, and money.

Reading and Literacy

Teachers and peers support language development by modeling appropriate speech, using verbal and sign language to communicate needs, reading, and examining literature, and naming objects and actions to develop a greater English vocabulary. Each classroom also sings songs and strengthens language through music and movement activities. Children are encouraged to write and record information when they want to remember it, whether through dictation, pictures, inventive spelling, or early writing.

Science and Inquiry

Hands-on activities include using simple machines, sensory table exploration, and plant and animal life. Children discover properties of light, shadows, colors, and size using sensory and light tables. Children learn chemistry concepts when cooking to explore, measure, and pour.

Social/Emotional Development

Children develop a positive self-concept and self-confidence by successfully acting out social play roles with others. This provides the opportunity to practice the regulation of emotions while playing with others and in everyday tasks. Throughout the school day we encourage the recognition and appreciation of our similarities and differences in play and everyday tasks.

Dramatic Play

From “playing house” to being a cashier in a pretend grocery store to building a house out of blocks, the children are encouraged to practice roles that productive adults hold. We believe that children learn essential cooperation and collaboration skills while playing with their peers in the dramatic play areas.

Weekly plans including general learning questions and focused activities are shared with families through newsletters/emails and Seesaw posts.

Inquiry Projects/Investigations

Throughout each semester, the children engage in inquiry projects. Some of these projects may only take a few days, while others can continue during the entire semester and are considered to be long-term investigations. For the toddler children, inquiry investigations are introduced through exploration of concepts and materials. They are supported by interactive learning centers in the classroom, the mini-studios, and throughout SDSU’s campus. The teachers are continually challenging the children, which broadens their communication skills, understanding of self, and the community in which they live.

For the preschool- and kindergarten-aged children, investigations include core critical thinking in the math, science, and literacy curriculum by integrating with practical, real-world applications. Children collaborate in the planning of each project, helping to determine the direction, materials, documentation, and communication of the process. The children’s learning is made visible through written documentation, photographs, displays, artwork, and project work, which creates a rich, comprehensive, and joyful learning process. It is supported by interactive learning centers in the classroom, and the mini studios.

Field Trips

Field trips are part of the Fishback Center curriculum. Field trips may range from a walking field trip on campus to a driving field trip to a local destination. For walking field trips, the adult/child ratio is often 1:2 for the preschool and 1:7 with the children using a buddy system for the kindergarten. Walks to the Campanile and across campus are taken by the preschool and kindergarten children throughout the year.

For driving field trips, the Fishback Center’s policy is that the field trip must be held within the regular schedule, unless discussed with all families in the planning and all families agreed with the arrangements. Sometimes, when the destination is local, the field trip arrangements include dropping off and picking up at the field trip site (e.g., the Children’s Museum of SD). For any other field trips that require driving, BATA or a school bus will be used for transport to and from the field trip site.

All field trips require family permission and information will be posted on the classroom door the day of the field trip. The posting will contain the following information: where children are going, what will be accomplished, arrival and departure times, and any other applicable information.

Children’s Ongoing Developmental Assessment and Evaluation Process

The Fishback Center teaching teams assess children’s development and learning on an ongoing basis as part of the children’s experiences while attending the Fishback Center for ECE. Families are always welcome to be part of the assessment process. Teacher candidates are trained to do developmental assessments in the following courses: ECE 240/241 (developmental observations), ECE 360 (child descriptive reviews), ECE 325 (intro to Ages & Stages Screening Tool), and ECE 488 (Ages & Stages Screening tool, Child Portfolios, and Developmental Checklists). The assessment process consists of daily observations and documentation of overall development, of the children’s individualized goals, and of their experiences within a small group, developmental screenings, developmental checklists, and Brookings School District standard kindergarten indicator assessments. The curriculum goals and objectives connect and follow the children’s progress.

Children are informally assessed during their typical daily schedule. Taking a child to a small, quiet room will only occur when assessing children using developmental screenings, using standardized developmental checklists, or using standardized curriculum indicator assessments in kindergarten.

Timeline for Assessments:

<u>Type of assessment</u>	<u>When does it occur</u>
Ages and Stages Screen	This screen occurs within the first 90 days that a child is enrolled in the program.
Individual & Small Group Developmental Baseline Data – based on individual children’s goals & class goals	During the first three weeks of the school year and then for the preschool – during the first three weeks of the second semester.
Daily observations of Individual, Small Group & Class Goals	Occurs on a Daily Basis
Denver Developmental Screen/Checklists	When needed – discussed with family members
Kindergarten Standard Indicators	Quarterly
Child Portfolios	Developed Each Semester (two times a year) and shared with families.

Developmental Screening: Developmental Ages and Stages Screening determines a child’s growth regarding developmental milestones. It is used to determine if a child may benefit from more in-depth developmental assessments. Mentor teachers will discuss screening outcomes & possible potential benefits with family members including the purpose, the scoring, and the training process for teacher candidates, and interpretation of the screening for their child. Screening information or copies of the developmental screening instrument is available to family members at any time upon request.

If a child may have a developmental delay, the mentor teacher will set up a 1:1, confidential meeting with family members to discuss the possibility of an additional developmental screen, such as the Denver screen, or a selected checklist or work sampling may be used as a second tool in determining the benefit for early intervention. The meeting will also include the documentation and explanation of the concern from the first screen, suggested next steps, and information about further community resources in the early intervention B-3 services system or the school district system if the child is older than 3 years. We encourage families whose children may benefit from early intervention to seek services and advocate for their children. As a teaching team, we will advocate for families who are seeking services, too.

Individual & Small Group Baseline Data: This data’s purpose is to determine children’s interests and their initial quality of development with the aim of refining and planning for developmental opportunities at school. Areas of children’s development and learning include cognitive development, language development, social-emotional development, approaches to learning (such as learning dispositions and life-long learning skills), health, and physical development (including self-help skills).

Daily Observations & Documentation of Goals – Individual, Small Group, and Class: Individual, small group, and class goals are based on conversations with family members, conversations in teaching teams, the SD Early Learning Guidelines, and the SD DOE Kindergarten Standards.

The individual goals and baseline data are shared informally with families at conference time, or prior to this time

if any developmental concerns are present. Family members are encouraged to raise concerns, help make decisions for next steps, and add ideas to be incorporated into classroom practices. Children's individual goal information will be kept in their record files and only used in the curriculum planning log and individual portfolio development.

The daily observations' purpose is to capture and describe daily developmental progress and learning of children. It is to capture their insights, thinking, and developmental achievements to make them visible to the teaching team and family members. Observations and documentation are also used to improve curriculum, to adapt teaching strategies, to adapt environments, and finally to make overall program improvements.

Kindergarten Standard Indicators: The SDSU Kindergarten follows the South Dakota DOE curriculum standards for kindergarten. The Standard Indicators assessment's purpose is to assess children's learning and progress regarding selected standards.

Teacher candidates are being trained to use assessments and observations in their Early Childhood Education Methods and Curriculum Assessment courses. Mentor teachers have been trained to use screenings, checklists, and observations as part of their Early Childhood Education degrees.

Communication with Families about Assessment Process

All information gathered is available to families at all times and will be communicated to families through daily conversations, conversations to establish individualized goals, in 1:1 meetings, family conferences (offered two times per year), and in the children's individual portfolios (which are completed two times per year). The Fishback Center has also adopted the use of the Seesaw app, which provides a platform to post images and content from the day. It is also used to send out daily observations and for the development of children's portfolios.

Confidentiality

All information shared regarding children and families is kept in confidence.

Information in regard to individual child screenings/assessment results will only be shared with the following individuals:

- Family members (for personal use)
- Student teacher conducting an assessment
- Mentor teacher (for guidance/advice of developmental needs or possible referrals)
- Appropriate professional (if referral takes place and is permitted by the family)

Individual children's files will be kept in confidence and will only be seen by the following individuals:

- Family members (for personal use)
- Child's student teacher (for better understanding of child's lifestyle/development)
- Child's mentor teacher (for better understanding of child's lifestyle/development)
- Preschool coordinators (for licensing requirements/issues)
- Child Care Licensing Authority (during annual licensing center visit)

Family members have the right to refuse certain individuals from viewing their child's file. Please let the preschool coordinators know your preferences.

These guidelines are provided by the SD Dept. of Child Care Services.

Guidance & Supervision

Guidance is used in the classroom to help the children understand limits in the classroom and to help them learn self-regulating skills, such as self-control. Appropriate guidance encourages children to respect themselves and

others and to cultivate respect for each other within the classroom setting.

Guidance begins even before the children arrive through thoughtful planning of appropriate environments and placement of materials within the classroom to prevent potential problems.

When working with children, our approach to guidance will be characterized by:

- Treating all children with equal respect and consideration.
- Consistency, firmness, and benevolence.
- Clear, consistent limitations that are gently enforced.
- Encouragement of internal, self-discipline.
- Modeling and teaching positive behaviors.
- Facilitating positive self-esteem by accepting children's feelings.
- Modeling problem-solving techniques.
- Avoiding stereotypes in language when talking with children.
- Providing discussions with children to intervene and counteract teasing, rejecting, or bullying interactions.

We believe that positive reinforcement, encouragement, offering choices, redirection, limiting setting, and joint problem solving are the most effective tools of guidance. The teachers within the classroom evaluate and decide the most appropriate form of guidance to use with each situation.

Guidance is not equated with punishment. Isolated time-out practices are not utilized. Children, when their bodies are out of control, may be directed to sit down with a teacher to take a break, calm their bodies, and discuss appropriate choices or how to use calmer bodies while inside.

Teachers will never use physical punishment (including shaking or hitting) or will not engage in psychological abuse or coercion. In addition, teachers will not use threats, or withhold or threaten to withhold food as a form of guidance/discipline.

Examples of physical punishment: shaking, hitting, spanking, paddling, slapping, jerking, squeezing, kicking, biting, pinching, excessive tickling, and pulling arms, hair, or ears; requiring a child to remain inactive for a long period of time.

Examples of psychological abuse: shaming, name-calling, ridiculing, humiliation, sarcasm, cursing at, making threats; frightening a child; ostracism, withholding affection.

Examples of coercion: rough handling (shoving, pulling, pushing, grasping of any body part); forcing a child to sit down, lie down, or stay down, except when restraint is necessary to protect the child or others from harm; physically forcing a child to perform an action (such as eating or cleaning up).

When working with some behaviors, mentor teachers may ask for information on how you, the family members, deal with the behavior at home. The teacher will strive to incorporate your successful and appropriate guidance strategies into the classroom approach. Likewise, families are invited and encouraged to ask questions of the mentor teachers and/or teacher candidates concerning different approaches to handling your child's behaviors.

Levels of Supervision: Supervision occurs at three different levels, based upon the age of the children: (1) teaching teams for the toddlers always have children in sight and sound supervision; (2) teaching teams for preschoolers primarily use sight and sound supervision, with short intervals of sound only when in the classroom (e.g. if a child uses the toilet, which is located in the classroom); and (3) teaching teams for kindergarteners, when in the classroom environment, primarily use sight and sound supervision and may use sound only supervision for short periods of time (e.g. when a child uses the toilet in the art studio or goes into the art studio for a material to bring back to the classroom). Teachers will check on children if the children do not return promptly.

Another aspect of supervision includes the teaching teams using developmentally appropriate staff/adult to child ratios for each group size. The ratio is maintained throughout the day, both during indoor and outdoor time. For field trips, the staff/adult to child ratio is often greater than indicated below with many times at the ratio of 1 to 2.

Teaching Ratios:

<u>Age Group</u>	<u>Teacher-Child Ratios Within Group Size</u>									
	Group Size									
	6	8	10	12	14	16	18	20	22	24
Toddlers 12 to 28 months	1:3	1:4	1:4	1:4						
Toddlers 21 to 36 months		1:4	1:5	1:6						
Preschool 2.5 to 3 years				1:6	1:7	1:8	1:9			
Preschool 4 years						1:8	1:9	1:10		
Preschool 5 years						1:8	1:9	1:10		
Kindergarten								1:10	1:11	1:12

Addressing Persistent & Challenging Behavior

For children who may have persistent, serious, or challenging behavior, families and teachers will meet as a team to develop and implement an individualized plan that supports the child's inclusion and success in the classroom. The discussions will focus on determining the potential cause of the behavior and brainstorming positive behavior strategies to create an individualized plan.

Challenging behavior is defined by "...any behavior that (1) interferes with children's learning, development, and success at play, (2) is harmful to the child, other children, or adults, [or] (3) puts a child at high risk for later social problems or school failure." (Kaiser & Rasminsky, 2007, p.8). Persistent is defined by continuing over time, worsening, or not responding to preventative measures.

When interaction where children are hurting other children or themselves (physically or social emotionally), children may be temporarily removed from the interaction to calm their bodies and to discuss the consequences of causing harm to themselves or others.

Suspension & Expulsion Policy

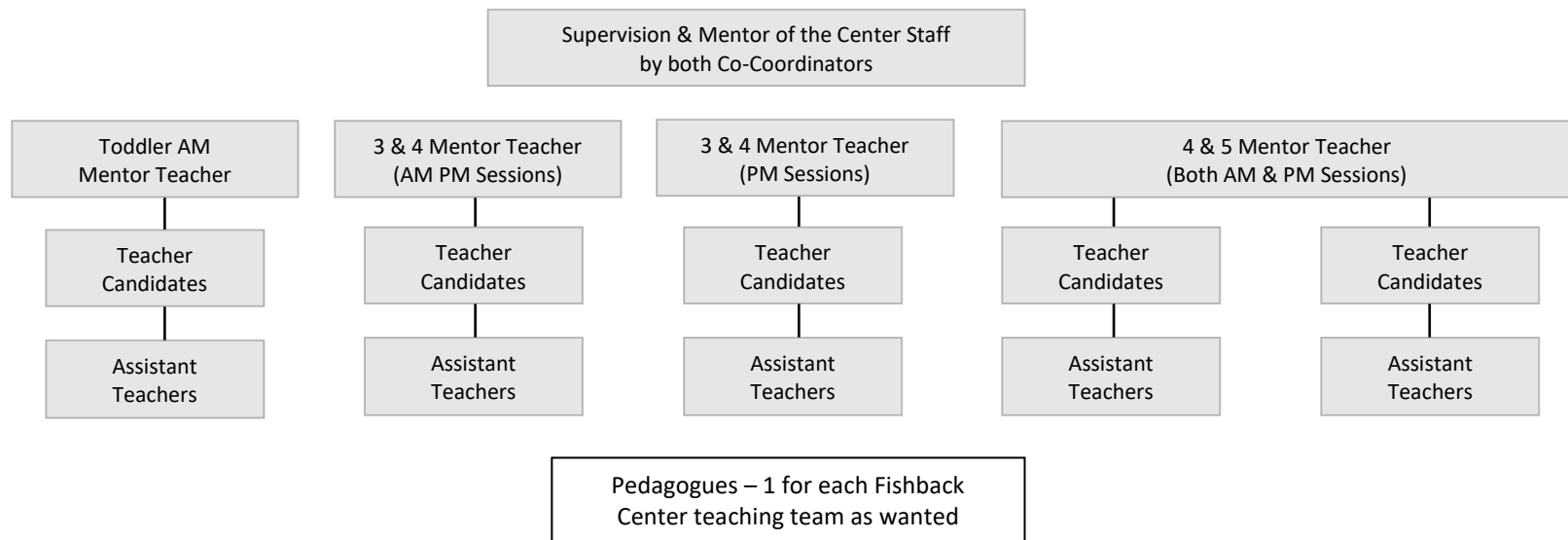
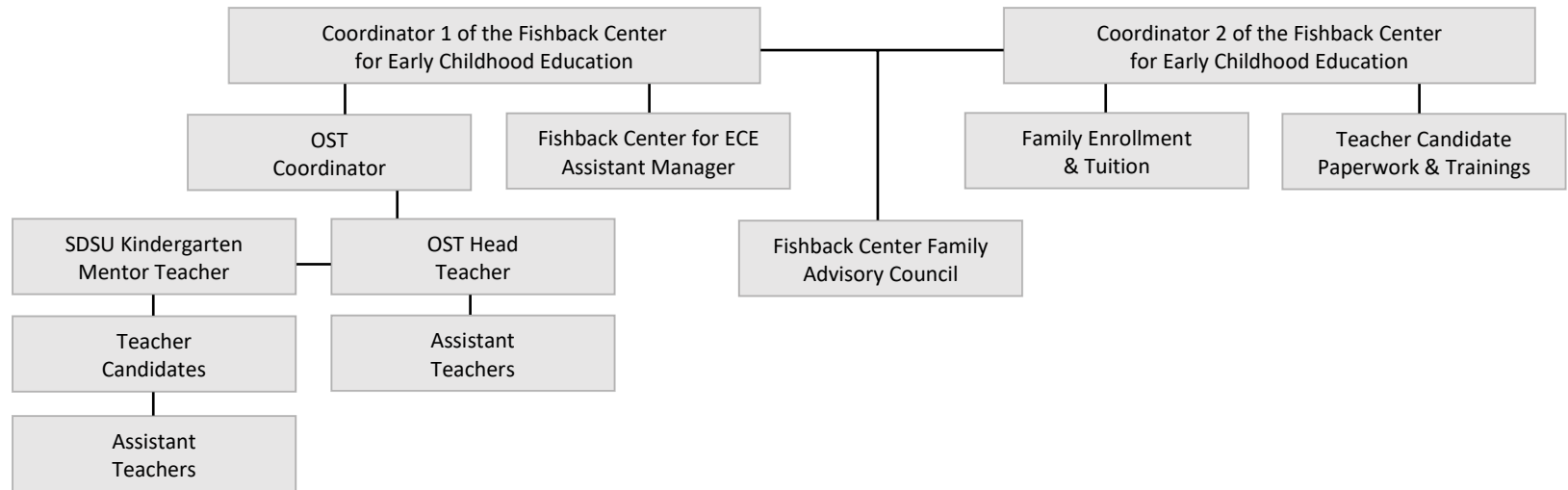
The practice of suspending or expelling a child from attending the Fishback Center for ECE is rarely used. The Fishback Center teaching team believes that all children should have access to learning environments that support their growth and development, including their social and emotional development.

When a challenging behavior is ongoing, families and teachers will develop an agreed upon plan for when the behavior occurs again. The child will know this plan and that he or she will be expected to follow the guidelines. In extreme circumstances, the plan may include the child knowing they will be going home for the day as a consequence if the behavior hurt other children or him/herself and was not safe so he/she can calm down and regroup for the next day. This plan will also be part of a larger family/teaching team discussion of other possible supporting strategies or intervention avenues, including developmental screening as a step towards employing additional intervention resources.

Suspension or expulsion periods beyond the above plan will not be considered without taking the steps outlined above. If exclusionary steps must be taken, the Fishback Center team will assist families in accessing additional services and alternative placements. This policy complies with federal and state civil rights laws.

SDSU's Fishback Center for Early Childhood Education adheres to federal and state civil rights laws and offers equal opportunities in employment and for access to and participation in education and other services at the University to all persons qualified by academic preparation, experience, and ability for the various levels of employment or academic program or other University service, without discrimination based on sex, race, color, creed, national origin, ancestry, citizenship, gender, gender identification, transgender, sexual orientation, religion, age, disability, genetic information, veteran status, or any other status that may become protected under law against discrimination.

Organizational Chart of the Fishback Center for Early Childhood Education Team Members



TRAINING & RESEARCH

Teaching Team Make-Up

In the SDSU Preschool & the SDSU Kindergarten, a University Mentor Teacher, who is either an Early Childhood Education (ECE) faculty member or an ECE graduate student, supervises each lab classroom. The mentor teacher is responsible for working with the group of children, families, teacher candidates, and the student assistants. Responsibilities include supervising students, monitoring curriculum and the process of planning and implementing a Reggio-inspired, inquiry-based curriculum. This includes developmentally appropriate activities and projects related to the children's interests and needs, involving family members, and helping students to apply child development information to the classroom setting.

In the SDSU Kindergarten, the mentor teacher and an associate teacher co-teach during the winter finals week and May Interim. During this time, the teachers who co-teach are responsible for working with the group of children and family members. Responsibilities are like those outlined in the preschool classrooms.

In each classroom, college students are present. Within the SDSU Kindergarten and Preschool, students who are enrolled in the student teaching experience and the assistant teaching experience will be present.

During these classes, teacher candidates apply theoretical information to a functioning classroom. Teacher candidates are responsible for curriculum planning and implementation, observing and collecting information on children, family/staff relations, and overall classroom management. The degree of responsibility increases over the course of the semester.

The teaching assistant experience is the first professional semester for Early Childhood Education (ECE) and represents another set of earlier sequenced classes. A teacher assistant's responsibilities include learning to interact with young children, learning about family/staff relations, learning to observe, creating initial curriculum experiences, collecting information about young children, and guiding young children in group situations. They are enrolled in a set of courses, which cover topics including experiences with young children, play and inquiry, curriculum and assessment, and methods of using different materials for young children.

As a result of these different classes, the staff-child ratio is high within the Fishback Center. Each semester a new group of teacher candidates and student assistants participate in the classrooms. In most cases, the mentor teacher remains all year. The result is an infusion of creativity and new ideas into the school curriculum each semester.

All teachers participate in a continuous program of in-service education and classes to respond effectively to the ever-changing needs of today's families. All teachers, including mentor teachers and teacher candidates, are required to have a complete background check, a physical examination, a TB exam, be CPR and First Aid certified, and have taken the SD Child Care Orientation training modules.

Research Program

Faculty and students in the School of Education, Counseling and Human Development, as well as other departments across the university, are regularly involved in research projects in child development, early education, and family relations. One of the benefits of a lab school is it provides research opportunities for campus faculty. Families should anticipate that their child may be asked to participate in a research project.

First, the SDSU Human Subjects Review Committee must approve all proposed research. Then, the Center Research Committee, consisting of the two Fishback Center Coordinators, Kindergarten Teacher, and the Director of Research, will review it. The proposed research is evaluated in detail before it is approved by the Center Research Committee. Families will be asked for written permission before their child participates in any research study conducted at the center. Families, children, and staff have the right to decline to participate in the study, as well as having the option of terminating participation once involved. Individuals will never be forced to participate in any study. The reviewing process screens out research that is not respectful or is harmful to children.

ENROLLMENT & TUITION

Enrollment Procedures

SDSU Preschool Enrollment

Currently, we have two toddler labs, and four preschool lab sessions enrolling approximately 94 children. Children already enrolled in the preschool have the opportunity each spring to continue enrollment for the following fall. A priority selection process then fills all remaining openings. Children on the waiting list are offered open positions first. Priority is given to siblings already enrolled in the center, children of SDSU employees and students, along with application date. Each spring, open slots are advertised in the Brookings community by newspaper and radio announcements. New families who wish to have their child in our program are invited to complete an enrollment form. When a child has been selected, the family will be notified to confirm that his/her child will be enrolled in the fall semester. At that time, all families pay a non-refundable \$30 fee to hold their child's space for the fall semester. This payment is due within one week of the confirmation call or letter and this amount is deducted from the semester tuition fee. The school accepts payments by check or money order unless other arrangements have been made. Enrollment is also ongoing as spots become available; we encourage interested families to inquire at any time about possible openings. We keep a waiting list for each year. This is a rolling waiting list.

SDSU Kindergarten Enrollment

There are approximately 22 children within the SDSU Kindergarten. Children are enrolled in this lab through two steps: (1) family choice at the kindergarten screening followed by; (2) a lottery drawing. Since the SDSU Kindergarten is affiliated with the Brookings Public School District, there is no tuition or enrollment fee required.

Out-of-School Time (OST) Program Enrollment

Enrollment for OST is open to those families whose children are enrolled in the Kindergarten Lab. The OST program is purely optional for families who choose to use it. OST tuition is paid monthly (usually the last Monday of the month). A reminder note is sent home a few days before payment is due, but you will know the dates when payments are due at the beginning of the semester for planning purposes. A late payment (after 5:15 pm on the due date) of \$5.00 will be added every week after the due date specified. The OST tuition fee is based on individual families' needs/wants. The tuition is \$3.30 per hour (rounded up to the nearest ½ hour) and a flat rate for Friday of \$30. The OST program is open from 7:30 am until school starts at 8:15 am and from 2:30 pm to 5:15 pm after school, Monday through Thursday, and all day on Fridays from 7:30 am to 5:15 pm. **You will need to bring a bag lunch if attending OST on Fridays, as there is no hot lunch from the school district.**

If you are planning to drop your child off at school before 8:15 when the kindergarten doors open, we ask that you utilize the OST program. We recommend all families signing up for the program just in case you need it. We must have your paperwork on file in order for you to use the program. This way if something comes up last minute, you can call and let us know and your child can stay for OST. There is also a late charge if your child stays after 5:15pm when we close. One time will be excused, but after that, we charge \$2 for every 5 minutes late.

Children's Requirements for Enrollment Age

To enroll in the Toddler Labs, children must be at least 15 months of age for the Younger Morning Toddler Lab and 24 months of age for the Older Morning Toddler Lab. To enroll in the Preschool Labs, children must be age 3 by Sept. 1st to enroll in the 3 & 4-Year-Old Lab and must be age 4 by Sept. 1st to enroll in the 4 & 5-Year-Old Labs. To enroll in the SDSU Kindergarten or OST program, children must be 5 years of age by Sept. 1st and enrolled in the Brookings School District.

Minimum Age	Lab	Days
15 months	Younger Morning Toddler Lab	T, TH
24 months	Older Morning Toddler Lab	M, W
3 years old (by Sept. 1 st)	3 & 4-Year-Old Labs	M, T, W, TH
4 years old (by Sept. 1 st)	4 & 5-year-Old Labs	M, T, W, TH
5 years old (by Sept. 1 st)	SDSU Kindergarten/OST Program	M, T, W, TH (OST also on Friday)

Tuition

SDSU Preschool

For the toddler and preschool labs only, the **first** payment is a non-refundable \$30 deposit sent after receiving notification that your child has been enrolled in the SDSU Preschool Program. The **remaining** tuition is due on the first day of school (or at our Open House).

Current tuition is:

Toddler Programs (2-days a week): \$380.00 per semester

Three-Year-Old Programs (4-days a week): \$480.00 per semester

Four-Year-Old Programs (4-days a week): \$480.00 per semester

When children enroll in a program, it is expected that they will complete the school year. If withdrawal from the program during the academic year becomes necessary, a 30-day notice is required to receive a pro-rated tuition refund.

Health, Immunization, & Birth Certificate Records

At the time of enrollment, up-to-date health records, including (1) documentation of a physical exam, (2) a current immunization record, (3) current emergency contact information, (4) a copy of child's birth certificate, and (5) current information of health insurance coverage required for treatment in an emergency is required. If information is not provided within the first four weeks of enrollment, the child will not be able to attend the program.

Reason for Dismissal from the SDSU Preschool and OST Program

1. Failure to pay tuition or make arrangements to pay tuition for preschool, if not completed by the third week of school, your child will not be able to attend for that semester.
2. Failure to complete and return mandatory school forms, including immunization forms and medical forms.
3. Abusive relations with children or lab teachers.
4. Cases of continual tardiness in arrival or departure times.

Refund Policy for the SDSU Preschool

Refunds for the preschool tuition will be made for families only after giving a 30-day withdrawal notice. All refund requests must be completed through the preschool coordinators.

ARRIVAL AND DEPARTURE

Overall Process

At the Fishback Center for Early Childhood Education, arrival times are at 8:15 am for the SDSU Kindergarten, 8:15 am for the morning preschool sessions and 1:00 pm for the afternoon preschool sessions. OST program begins at 7:30 am for those requesting that specific time. We ask that you carefully plan your arrivals to take place at these times.

Children arriving earlier will need to wait to enter the classroom since teacher(s) will be busy with classroom set-up and the teacher candidate pre-conferences that take place prior to the beginning of class. We also know it may not be possible to be on time every day, and we will welcome your child at whatever time he/she arrives. We do ask that you help us by making late arrivals the exception rather than the rule.

Departure times are 10:30 am for the morning preschool sessions and 3:15 pm for the afternoon preschool sessions. SDSU Kindergarten departs at 2:30 pm each day. OST services end at 5:15 pm and are available for only those families requesting that specific time.

It is important that pick-up times be closely observed. Teachers have responsibilities after the school session and cannot be expected to supervise children during this time. When picking up your child, please use this time to discuss the day's events with your child's teacher and ask any questions that you may have.

If the child is going to be dropped off or picked up by someone other than yourself, please make sure that you have included that person on the Authorized Pick Up/Drop Off Form. Authorized Pick Up/Drop Off individuals must be at least eighteen years old. You may add additional individuals at any time. See Authorized Pick Up/Drop Off section for more information.

Arrival – Daily Health Check

Families are welcome to wait in the Family Gathering Space or in the classroom hallway prior to the classrooms' opening. The family member, or adult authorized to transport the child, must remain with the child until the child has been welcomed into the classroom by the teachers (i.e., made eye contact with you and have greeted you both). In addition, family members or guardians are requested to provide information about how the child is doing that day to the greeting mentor teacher or student teacher. The information is especially needed if one of the following areas of the child's life has changed or is not routine:

- How the child slept the night before (i.e., change in hours of sleep).
- The child's mood and demeanor that day.
- If the child had eaten well, or what he/she has eaten so far that day.
- If there had been any change in routine/activities for the family at home that may impact the child.
- If there had been any sign of illness: fever, skin eruptions, vomiting, diarrhea, discolored mucus with frequent sneezing or coughing, extreme fatigue, swollen glands, discharge from the eyes, or a sore throat.

The greeting teacher also takes attendance. The above information constitutes our Daily Health Check.

In the Fishback Center for Early Childhood Education, a family member or authorized adult must accompany the child to the classroom each day and greet the welcoming teacher to let the teacher know that the child is now in the teachers' care. When leaving the classroom, the family member or authorized adult must say good-bye to the child so that the child knows the person is leaving the classroom. If you anticipate that your child may have a difficult time with separation, please speak with your child's teachers to develop a plan to support your departure.

If the child will be arriving at school using the Brookings Area Transit Authority (BATA), families need to make arrangements for individualized pick up and drop off with BATA. A teacher will meet the bus at the appropriate time on the west side of the Pugsley building. The teacher will greet the child and bus driver and walk the child to

the classroom for school. Please send information along with the child or communicate through email about how his or her day has been to that point each day.

If the staff have not been notified and if the child has not arrived at the Fishback Center for Early Childhood Education, the mentor teacher will contact families to determine the cause of the absence.

Departure

At the end of the day, family members and authorized adults are encouraged to take a moment to chat with your child's teacher, student teacher or the mentor teacher. We welcome questions and feedback. We ask that you and your child say good-bye to his/her teacher and classmates as he/she leaves. This good-bye is a signal for the child, family members, and teachers that the child has made the transition from teacher supervision to family supervision.

To facilitate communication between home and the preschool, we will post Seesaw posts of your child's day, which might include noting activities the child was involved in, what the child liked/disliked, and other information to summarize the school day. In return, we invite you to share comments with us. Occasionally, we may ask a question of you. It is important to check Seesaw and emails often to stay in communication with each other.

In addition, you are encouraged to read the class's newsletters, lesson plans, classroom whiteboard, etc. There is much information about your child's day and experiences provided in these items/areas. Finally, families are encouraged to read the documentation panels posted in the classroom and the hallways that illustrate learning that has occurred in the classrooms.

If the child will be leaving school using the Brookings Area Transit Authority (BATA), families need to make arrangements for individualized pick up and drop off with BATA. A teacher will accompany the child to the bus pick up location at the appropriate time on the west side of the Pugsley building. The teacher will greet bus driver and say good-bye to the child, and make sure their backpack accompanies the child. The teaching team will send information along with the child or communicate through Seesaw and/or email about how their day has been.

Safety at Arrival and Departure

The Fishback Center for Early Childhood Education recognizes the less than ideal conditions for parking and walking young children in and out of the center. Because of the concerns associated with the parking lot and walking through a building with many halls, we ask that families observe all the safety recommendations below. The safety and wellbeing of your child are always our number one concern. Vehicles should not be left on and idling during drop-off and pick-up except for when it is in extreme heat or cold to maintain interior and engine temperatures.

For Children:

1. Once the car is parked, children should stay in the car until an adult helps them out. **Children must not be left unattended in cars when dropping off siblings.** This can be considered a form of child neglect. If a pattern of leaving children unattended is observed, it will be reported to child protection.
2. Children should stay near their car until an adult accompanies them into the laboratory.
3. Children should walk or be held (rather than running) into the building and down the halls. Walking increases awareness and lessens the chance of tripping or falling.
4. Exercise caution when walking on the steps near the east entrance of the Pugsley Center.
5. Children should be near an adult until safely in their classroom. Although children are anxious to practice their growing independence, we ask that families help ensure their child's safety by remaining with them at all times as they enter and leave the building.

Family Members: Please help us by helping your child to remember and practice the above safety recommendations.

Authorization to Pick up Child

Your child will only be released to family members or an authorized person who is eighteen years or older. When you complete our Emergency Form, you are asked to list people who may pick up your child from school without prior notice to the teacher. We ask that you have at least two back-up people that your child may be released to if you are not able to pick up your child. Under no circumstances will a child be released to anyone not on this form without written authorization from the family. Therefore, if it is your wish during a special circumstance that another person, not on the release form, picks up your child, we will need written permission to release the child into that person's custody. We recognize that it is legal for either parent to pick up a child unless we have a copy of a court order restricting visitations.

Parking

Families receive a parking permit that **must be displayed** in the front window of the car. These permits are good for the drop-off & pick-up on the east side of the building and in the designated parking spaces on the west side of Pugsley. Parking in reserved spots or in other parking lots may result in a large fine from the University police or towing of your vehicle. Also, please refrain from parking in front of the fire hydrant and in front of the entrance doors on the east side of the Pugsley Center.

HEALTH & SAFETY

Immunizations

Your child's health and safety are very important to the Fishback Center for Early Childhood Education. Upon enrollment, an **immunization record, a physical exam form, and a copy of your child's birth certificate** are needed for our records. Preschool families will receive the health forms during the summer before their children's enrollment year. Kindergarten and OST families will receive the forms during kindergarten registration. Children are required to have the following immunizations before entering our early childhood program:

- **Hepatitis B (Hep B)** needs 3 doses by 18 months according to the age chart below.
- Four doses of **Diphtheria, Tetanus, and Pertussis containing vaccine (DTaP)**, with at least one dose administered on or after age chart below.
- **Hemophilus Influenzae Type b (Hib)** needs 3 to 4 doses (*depending on the type of series given) by 15 months according to the age chart below.
- **Inactive Poliovirus vaccine (IPV)** needs 3 doses by 18 months according to the age chart below.
- **Measles, Mumps, Rubella (MMR)** needs 1 dose by 15 months according to the age chart below.
- **Varicella (Chicken Pox)** needs 1 dose 15 months according to the age chart below.
- **Pneumococcal (PVC)** needs 4 doses by 15 months according to the age chart below.
- **Hepatitis (Hep A)** needs 2 doses (6 months apart) by 23 months according to the age chart below.
- Signature of physician and date

REGISTERED AND LICENSED CHILD CARE PROGRAMS IMMUNIZATION SCHEDULE

Effective November 1, 2016: The chart below indicates the age, or age range, each immunization must be obtained for children enrolled in a registered or licensed childcare program. If a child has a medical reason for not receiving an immunization, or is behind in receiving immunizations, an explanation from the child's doctor is to be included in the child's file. If immunizations are not given due to a family's religious belief, a family explanation must be included in the child's file.

<u>Vaccines</u>	Birth	1 Mo	2 Mo	4 Mo	6 Mo	12 Mo	15 Mo	18 Mo	19-23Mo	4-6 Yr
<u>Hepatitis B (Hep B)</u>	#1	#2			#3					
<u>Diphtheria, Tetanus, Pertussis (DTaP)</u>			#1	#2	#3		#4			#5
<u>Hemophilus Influenzae Type b (Hib)</u>			#1	#2	#3	#4*				
<u>Inactivated Poliovirus (IPV)</u>			#1	#2	#3					#4
<u>Measles, Mumps, Rubella (MMR)</u>						#1				#2
<u>Varicella (Chicken Pox)</u>						#1				#2
<u>Pneumococcal (PCV)</u>			#1	#2	#3	#4				
<u>Hepatitis A (Hep A)</u>						2 doses, 6 mo. apart				

For the SDSU Preschool, if your child has a special need, please contact the coordinators Laura Gloege, 605-688-6477 or Jen Johnson, 605-688-4751. For the SDSU Kindergarten, if your child has a special need, please contact Carrie Benson, 605-688-6701.

Under-Immunized Policy:

If a child who is under-immunized or not immunized for religious reasons is present at school, when a vaccine-preventable disease has been reported to have been present within the group of enrolled children at the school, the family of the child who is under-immunized will be contacted to let them know that they were potentially exposed to a vaccine-preventable disease so they can take action accordingly.

Illness

The teacher who greets each child upon arrival will also do an observational health check of the child. Your child may be sent home if he/she looks too ill to be at school. If your child becomes ill at school, we will contact you immediately and remove your child from the classroom. If called, you are responsible for picking your child up immediately. Please carefully consider the wellbeing of your child and teachers when deciding how soon after an illness your child should return to school. We expect that children will fully participate in the school day. **If you prefer your child to not be outside due to illness, he or she is not ready to return to school.**

We suggest these guidelines when questioning if your child should stay at home:

- Has a fever (above 99 degrees) or has had a fever during the previous 24-hour period.
- Has just started taking an antibiotic. Ask your doctor when the child's condition will no longer be contagious (usually 24-48 hours).
- Has a heavy nasal discharge.
- Is fussy, cranky, and generally out of sorts.

- Is just tired. Rest at such times may prevent the development of serious illness.
- Has vomited or had loose stools more than once in the past 24 hours.
- Has an unexplained rash.
- Has symptoms of a possible communicable disease.

Reporting Absence from SDSU Preschool: For the SDSU Preschool, if your child is ill, please call or email your child's mentor teacher that your child will not be attending that day.

Reporting Absence from SDSU Kindergarten: For the SDSU Kindergarten, families are expected to follow the above guidelines by contacting Carrie Benson, Kindergarten Mentor Teacher, at 605-688-6701 so that the teacher and school district are aware of your child's location.

Allergies

If your child has any known allergies or has any special environmental health requirements due to these allergies, please inform your child's teacher at the time of enrollment. You and your family will be requested to complete an Allergy Action Plan for your child's specific allergies at the time of enrollment.

For food allergies and food intolerances, such as gluten-free restrictions, peanut-free restrictions, or dairy-free restrictions that are medically documented, the Fishback Center for ECE will provide alternative snacks that are close to the snack on the daily menu. Medical documentation of the allergies will need to be in the child's file for accommodations to be made, please see the Snack Accommodations section of this handbook.

Communicable Diseases

If your child is exposed to or breaks out with a contagious disease, please let the mentor teacher, kindergarten teacher and/or OST teacher know the date of exposure so families can be made aware of the possibility of exposure.

Following is a list of communicable diseases, their symptoms, and control measures. The Fishback Center for Early Childhood Education is responsible to report all cases of communicable diseases to the SD Department of Health.

<u>Communicable Disease</u>	<u>Symptoms</u>	<u>Control Measures</u>
CMV (Cytomegalovirus)*	Mainly a silent infection, when present symptoms may be like cold symptoms. Detected by a blood test.	<u>Spread by contact with bodily fluids. Control: Hand wash, control for surface-to-surface contact. Separate to minimize exposure.</u>
<u>Chicken Pox*</u>	<u>Fever, red rash with blister like scabs.</u>	<u>Incubation/ 2-3 weeks after exposure. Control: Exclude children 5-6 days after first eruptions.</u>
<u>Conjunctivas (Pinkeye)</u>	<u>Swelling of the lids, yellow discharge from eyes, and redness of white portion of eye.</u>	<u>Incubation/1-3 days after exposure. Control: Exclude until treated and no discharge is apparent.</u>
<u>COVID</u>	<u>Fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, etc. (this list does not include all possible symptoms, please check the CDC website for updates).</u>	<u>Incubation 2-14 days after exposure</u> <u>Control: Exclude children per the CDC and the SD Dept of Health guidelines.</u>
<u>Impetigo</u>	<u>Infection of skin. Forms crusty, moist lesions on face, hands, nose, and ears</u>	<u>Highly Contagious! Incubation/2-10 days after exposure. Control: Exclude until lesions have been treated for 24-48 hours.</u>
<u>Lice</u>	<u>Itching of scalp, behind ears, and base of neck.</u>	<u>Incubation/Nits hatch in 1 week. Control: Exclude until treated. All nits must be eliminated before returning to school.</u>
<u>Fifth's Disease*</u>	<u>Bright red rash on face, especially cheeks.</u>	<u>Contagious before rash appears. Control: Exclude child if known exposure to Fifth's Disease.</u>
<u>Common Cold</u>	<u>Slight fever, chills, runny nose, fatigue, muscle, and headaches.</u>	<u>Control: Exclude first day or two. Watch for further complications: earaches, bronchitis, croup, pneumonia</u>
<u>Ringworm</u>	<u>Infections of skin, scalp, or nails. Oval lesions that may be moist and crusted or dry and scaly.</u>	<u>Control: Exclude until treated with a fungicidal ointment.</u>
Rubella*	Rash on skin. <u>Rash on skin.</u>	<u>Spread through air or close contact. Contagious 1 week before rash appears until 1-2 weeks after the rash disappears. Control: Exclude child during contagious period.</u>
<u>Scabies</u>	<u>Burrows under the skin, especially between the fingers, around wrists, elbows, waist, buttocks, and thighs.</u>	<u>Incubation/1-4 days. Control: Exclude child until anti-parasitic treatment is started.</u>
<u>Strep Infections</u>	<u>High fever with sore throat. May experience vomiting, headache, white patches on tongue, and enlarged glands.</u>	<u>Incubation 1-4 days. Control: Exclude child for 36 hours after antibiotic treatment is started.</u>

Medications

Prescription or over-the-counter medicines will not be given to preschool and kindergarten children by teachers while at school, with the exception of life-threatening allergy medications. Children who attend OST may not be given medications.

If your child is **allergic** to any foods or other materials, please let the teaching team know so that necessary adjustments can be made. You will also need to complete an Allergy Action Plan form for your child with your mentor teacher.

Field Trip Policy

For all fieldtrips, families will receive a field trip notification letter approximately a week in advance. On the day of a fieldtrip a fieldtrip notification form will be posted on the classroom door.

If taking vehicles for transport to and from fieldtrip site, the lead teacher needs to choose an appropriate loading site and needs to be first on the bus to first count how many children and teachers are on the bus. When all the class is loaded, the teacher will walk around the bus to do a safety check. At the end of the fieldtrip, prior to leaving the site, the teacher will do a second count of all present and do a safety check around the bus. A third count will be completed at the center upon return. Finally, a first aid kit will be present in all vehicles transporting children to and from field trip sites.

Accident & Emergency Procedures

In case of accidental minor injury of a child, a teacher will provide immediate first aid. Additionally, the teacher will complete an Ouch Report that is sent home that day with the family and communicated about in person if possible. A copy of the report is added to the child's file.

For accidental injury, which needs first-aid and then emergency room care or further medical assistance, the teacher will provide first-aid, the coordinators or another mentor teacher will call the family using the Emergency Form. The Emergency Form asks for emergency contact persons and for a listing of physicians authorized to call in case medical attention is needed, and families cannot be reached. In addition, medical and dental insurance information from the Emergency Forms will be accessed if emergency medical or dental care is needed.

If your child has a known medical or developmental conditions that may require special medical care in the case of an emergency, an individualized emergency care plan will need to be created with your child's mentor teacher at the beginning of the school year.

Our Permission Forms informs you of possible steps and obtains permission for authorized personnel to take whatever steps may be necessary to obtain emergency medical or dental care if warranted. It is for your child's benefit that you keep the school up to date on phone numbers, emergency numbers, and other pertinent information.

If members of the teaching team are unable to reach you or a contact person, we will call the child's physician. If necessary, we will call the Brookings ambulance service. Until the arrival of a family, physician, or an ambulance, the mentor teacher, kindergarten or OST teacher, and school coordinator will be in charge and will make decisions about the care of your child. The center has Class II accident insurance if children are injured while at school. This insurance may cover costs that your own insurance may not.

The center policy requires that an adult with current pediatric CPR and First Aid Certifications will be always with all groups of children.

Evacuation Plans – Emergency Preparedness Plan

Each classroom practices fire evacuation drills twice a semester (four times a year) to prepare the children to follow appropriate procedures. Tornado drills are practiced in the once per year (in April).

Fire Evacuation: In case of a **fire**, the children would be taken to the **Wintrode Center classroom**, which is the building east of the school. The Wintrode Center classrooms are located towards the back of the building.

Tornado Evacuation: In the event of a **tornado warning**, the children would be taken to the inner hallway/elevator area of the **Pugsley Center or Pugsley Center Basement**.

Bomb Threat Evacuation: In the event of a **bomb threat** at the University, children would be taken to **Mt. Calvary Lutheran Church**, 629 9th Ave, Brookings, SD 57006, and families would be notified to coordinate pick-up.

Security Threat Evacuation: In the case of a **security threat**, the children will be in their classrooms in a shelter in place procedure. The shades on classroom windows will be closed to lessen the ability to view classrooms. The children will be engaged in a quiet activity away from direct sight of classroom doors/windows, if possible. If it is possible to safely evacuate the building, the children will be taken to the **Wintrode Center**, which is the building opposite of the east entrance of the Pugsley Center.

Reunification Communication Plan: If an emergency evacuation occurs, family members will be notified by the teachers from the evacuation site in a phone tree fashion. The teachers will provide an evacuation notification and request that children be picked up. When picking up children from the evacuation site, the teacher will have the attendance and will be checking out children as they leave with their family member.

If family members need to contact the teachers during an evacuation, please call your mentor teacher's cell phone, or one of the coordinators' cell phones: Jen Johnson 712-291-1743 or Laura Gloege 605-691-4575. As the last phone number to try, please use the landline phone number at the evacuation site.

Fire Evacuation – Wintrode Center: 605-688-4155

Bomb Threat Evacuation – Mt. Calvary Lutheran Church: 605-692-2678

Security Threat Evacuation – Wintrode Center: 605-688-4155

Protection from Environmental Hazards Policy

The Fishback Center follows SDSU's Environmental Hazards Policy and Procedures. It seeks to protect children and adults from air pollution, lead, and asbestos. Renovations that involve lead or asbestos will be completed in the summer months or when children are not in session. If you would like to see the entire Environmental Hazards Policy, please contact one of the coordinators.

School Closing

SDSU Preschool

The SDSU Preschool follows the SDSU Holiday Schedule and Brookings Public School District Weather Closings. Local TV stations and radio stations (KBRK) will broadcast weather related closings. If the Brookings Public School District has a late opening, then there will be no morning toddler or preschool sessions. If the Brookings Public School District has an early closing and the afternoon children are not yet present (i.e., a noon closing), then there will be no afternoon preschool sessions. If the school district closes for the day, there will be no preschool for either session.

In addition, we strongly encourage families to use their own judgment when the weather is questionable for young children. If you consider the weather or road conditions unsafe, please keep your child(ren) home and call us to inform us of your decision by calling your mentor teacher.

SDSU Kindergarten and Out-of-School-Time (OST) Program

The SDSU Kindergarten and OST Program follow the Brookings Public School District Closings and Weather-Related Early Releases. Local radio stations (KBRK) and television stations will broadcast these weather/school situations. To break this down further: When there is a 2-hour late start, kindergarten will start at 10:30am. We will have

morning OST available starting at 9:30am. The kindergarten student teachers will supervise the OST program at this time if it is a regular school day (Monday through Friday). If there is an early release from school, the kindergarten and/or the OST program will end at the time announced by the school district. You will need to pick your child up from school before that time. If they call off all day, we call off all day as well.

SDSU Campus Closing: When the university closes due to weather, the Fishback Center will also be closed. No one will need to report to class, except for feeding/caring for the pets (fish) which will be done by a member of the Fishback Center team if reasonable to travel.

Child Abuse/Neglect Reporting Policy

In accordance with state law, teaching teams will report any suspected incidence of child abuse and/or neglect to the Department of Social Services (1-877-244-0684).

Enrolled Student Background Policy

If any student enrolled as an assistant teacher or teacher candidate is reported as an abuser or a neglecter of children and there is an open case against a student, the student's experience in the laboratories will be suspended until a decision has been made regarding the reported case. It is against South Dakota State Law to have a criminal record of child abuse/neglect, sexual assault, domestic abuse, any felony, or any drug related crime and work with children. Students who have such backgrounds will not be allowed to work with children and will be counseled into a more appropriate area of study.

Tooth Brushing Policy

Children in the SDSU Kindergarten & OST program who are present at the lab school longer than 6 hours, are given the opportunity to brush their teeth in the afternoon. Appropriate toothbrushes and toothpaste are supplied by the OST program.

Hand Washing Policy

Hand washing is one of the best ways to prevent the spread of illnesses or disease.

Children and teachers wash their hands:

- at the beginning of the day
- after diapering or toileting has occurred
- after handling body fluids (e.g., blowing or wiping nose, coughing on hand/arm, or touching mucus, blood, or vomit.)
- before & after snacks or meals
- before preparing or serving food
- after playing in water that is shared by two or more people
- after handling a guest animal
- after touching sand or dirt
- upon returning from another classroom/environment

Teachers/adults also wash their hands:

- before and after feeding a child
- before and after administering medication (including sunblock)
- after assisting a child with toileting
- after handling garbage or cleaning an area

Proper hand-washing procedures to be used by adults and children include:

- Using liquid soap and running water
- Rubbing hands vigorously for at least 20 seconds including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails

- Rinse well
- Dry hands with a paper towel, using a single use towel – avoid touching the faucet with just-washed hands
- Turn off faucet using a paper towel for sinks that are controlled by handles

Mentor Teachers and teacher candidates will periodically evaluate and monitor handwashing with children to make sure all steps are being followed.

Health – Care During the Day Policy

Dressing for Outside: To protect against the different types of South Dakota weather, teachers and family members will work together to help children have optimum protection. During winter months, children will need to wear clothing that is dry and layered for warmth. If there is snow on the ground, boots and snowpants must be worn.

Sunscreen Policy: On sunny days, when families have given written permission, children will have UVB and UBA protection through sunblock of SPF 15 or higher applied to exposed skin once before going outside if provided by the families.

Insect Repellent Policy: When public health authorities recommend the use of insect repellents due to high-risk times, and when families have given written permission, teachers will apply insect repellent, (but not more than once per day) if provided by families.

Air Pollution Policy

Although South Dakota is rural and tends to have low air pollution percentage, if an air pollution alert is issued, teachers and child shall stay indoors. Teachers will monitor air quality daily. Monitoring will occur at this site: <https://www.weather.gov/safety/airquality-aqindex>

Sensory Table Policy

When water play is occurring in the sensory table, there are precautions taken to keep the spread of infectious disease to a minimum. Children are directed to wash their hands prior to and after playing at the table. Children are directed not to drink the water from the table. To protect children's health, children who have visible sores on their hands will be asked to not participate in water activities until their sores heal. Finally, the water will be changed between classroom groups of children.

Cleaning and Sanitation Policy

The center staff follows the National Association of Education of Young Children's (NAEYC) Cleaning and Sanitation Schedule. If you would like to see a copy of the Cleaning and Sanitation Table, please ask your child's teacher. As recommended in that schedule, toys that a child has mouthed will be set aside in the teacher preparation area for washing and sanitization. If the toy is in high demand, teachers may wash, sanitize, and dry the toy and then bring it back into the classroom environment.

Cleaning supplies, when possible, will be fragrance-free and least-toxic cleaning products used. We currently use QT-3 and alcohol wipes to clean and sanitize the program spaces and items. This is done at a minimum after each lab or as needed.

FAMILY EXPECTATIONS & INVOLVEMENT

Expectations for Families

When children are enrolled in the program, families are expected to:

Complete required forms: For the SDSU Preschool, these include:

1. Enrollment Forms – Including the child’s date of Admission, Name of Child, Date of Birth, Child’s Address, Home Phone Number, Family(s) Name, Family(s) Employer(s), Emergency Contact Name & Phone, Child’s Physician and Phone, photo, and website permission, etc.
2. Allergy Form – including what reactions occur when exposed and how to treat.
3. A copy of an Immunization Record (updated as new shots occur)
4. A copy of a physical within the last year (provided when first starting school)
5. A copy of a birth certificate

For the SDSU Kindergarten and OST program these include

1. Enrollment Forms – Including the child’s date of Admission, Name of Child, Date of Birth, Child’s Address, Home Phone Number, Family(s) Name, Family(s) Employer(s), Emergency Contact Name & Phone, Child’s Physician and Phone, photo and website permission, OST enrollment/scheduled use form, etc.
2. Allergy Form – including what reactions occur when exposed and how to treat.

Participate in Student Teacher Meet and Greet, Open Houses, and Family Conferences: Student Teacher Meet and Greets are conducted at the beginning of each semester for preschool families so that families, children, and primary teacher candidates can get to know each other. Be sure to share your family’s home values and experiences that you would like the teachers to be aware of to build a curriculum that reflects and respects your family’s values and experiences. In addition, please share important home language words that may be helpful for your child’s transition into a new school environment if your child is learning English as a second language.

Open House is also at the beginning of each semester for the preschool and kindergarten program. This offers the opportunity to meet all children, families, and staff and to become familiar/reacquainted with the school.

Family conferences are held at the end of each semester for preschool families and scheduled once per semester for kindergarten families. These opportunities are utilized to mutually share information about the semester, and to discuss the child’s progress.

Become Involved in the Center at a Level of Participation that is Comfortable for Your Family: We welcome you be part of the center and encourage family involvement on many different levels. Opportunities to volunteer in a variety of ways exist. We would like to match your interests and skills to the many types of program involvement. Please look below at the section on Family Involvement to see the different ways to be involved. Also, please complete a Family Involvement Interest Form to be placed in the Family Interest/Classroom Requests Binder at the Front Entrance of the Center. Classroom Requests will be completed throughout the year as they arise. Family Interest forms can be completed at any time during the school year too.

Family-Home Connections Plan: Each semester, teaching teams develop an action plan to communicate and create planned events and/or family/school connections. When you have ideas for this plan, please let your teaching team know, we would love to hear them.

Tuition Payment: For the Toddler & Preschool Programs, tuition is due by the Open House Day each semester. Contact the school coordinators if other tuition arrangements are needed. If tuition is not paid or arrangements have not been made, your child will not be able to attend school after the third week of the semester.

Arrive and depart at scheduled times: The SDSU Preschool morning labs run from 8:15 to 10:30 am, afternoon labs run from 1:00 to 3:15. The SDSU Kindergarten operates from 8:15 am to 2:30 pm. OST services are provided from 7:30 am to 8:15 am and 2:30pm to 5:15pm, Monday through Thursday, and from 7:30am to 5:15pm on Fridays. We cannot be responsible for your children before or after these times. In the event of continual tardiness within the preschool labs, we reserve the right to discontinue your child’s enrollment.

Report Absences: For the SDSU Preschool and Kindergarten program, call your child’s mentor teacher if your child will be absent.

Family Involvement

Families are welcome to participate in the program as much as desired. If you are interested in participating in

classroom functions, trips, or sharing ideas with the class, let your child's mentor teacher or OST teacher know. All offers of involvement are welcomed! How may you become involved? Below are a few ways for preschool families. It's not an exhaustive list; please let us know if you have other involvement ideas. The kindergarten mentor teacher or OST teacher may have special projects or involvement opportunities for families. Please inform your child's teacher in the ways you would like to participate.

Providing information about your child at arrival time – the Daily Health Check: Please tell us how your child's day is going so far. What kind of night did they have? Did they eat lunch? Are cousins visiting?

Participate in the Student Teacher Meet and Greet: The Student Teacher Meet and Greets are a time when children and families can meet the child's teacher, discuss details of the preschool or kindergarten program, and ask questions as the new year or semester begins. This is also a time to assist in developing individualized goals for your child. Consider what you would like for your child to learn/focus on each semester and contribute to developing your child's learning goals.

Provide a family photo: Teaching teams work to bring children's families and their identities into the classroom. One of those ways that they do this is by having children's family photos present in the classroom. Children often talk about, carry (especially younger children), and look at their family photos throughout the day. It is a way to create an identity of all children in the classroom for it to become their classroom.

Enroll in Seesaw: Seesaw is an app that each classroom uses as a communication platform. It can be seen on any type of technology from smart phones to computers to tablets. Enrolling in your child's Seesaw environment will allow you to receive either posts throughout the day or one combined post, one time a day. Seesaw is used for general communication, daily journals, and sharing of newsletters/portfolios by each classroom.

Observe your child at play: Families are encouraged to observe their child in the classroom as often as possible. You may visit the program at any time. We feel that our observation booths provide families with a unique opportunity to see their child interacting with others outside the family. Please plan to observe at least once per semester. We do ask that all children who accompany you into the observation booths remain under your supervision at all times.

Visit your child's classroom: We love to have family members visit our classrooms. Family members can help with classroom activities, such as reading a story, sharing a talent during group time, or discussing with the children what you do in your occupation. If you have an idea of something you would like to share with your child's class, please talk with your child's mentor teacher.

Assist with Field Trips: We plan occasional field trips throughout semester/school year. They include walking field trips where we need families to help us by holding children's hands and walking with the children. On field trips that involve transportation, we often ask families to drop off and pick up their children at the field trip site. On riding field trips, we may need families to help us by staying with the class during the field trip. We always solicit family members' help in advance.

Participating in Family Nights: Family nights have different topics including curriculum discussions, small group work sharing, material explorations to share what the children are doing at school, or project nights to work on a specific project. During all these family nights, please share your ideas and comments.

Fishback Center Family Advisory Council: Family members of children enrolled at the Fishback Center can serve on the Family Advisory Council (FAC) with at least one representative from each class. The council includes 8 to 12 members. Their role is to annually review and provide feedback on the parent handbook, collaborate with center staff on various projects and updates such as social and fund-raising events, and to be family member leaders/liaisons in each classroom setting. FAC meets once or twice a semester or as needed.

The FAC is an advisory body rather than a governing body. Given that the Fishback Center is a lab school, the coordinators, the ECE faculty members, and the Director of the School of Education, Counseling and Human Development oversee it. Please join this council, if you are interested, and share your ideas and talents.

Participating in Committees: Each year there are committees in need of family input. If you are interested in serving on a committee, please indicate on the family involvement information form, and please inform your mentor teacher.

Library Donations: Because of heavy usage of the children's books from our resource library, we are always in need of quality, gently used or new children's books to add to our collection. You may bring in book donations at any time. If you desire, you can make a note inside the front cover of donated books.

Home Help Requests: As teachers plan for the curriculum, they may have requests regarding special projects that can be completed at home or at school. These requests may also include collecting items to bring into a classroom. Please periodically check the Family Involvement Binder near the front desk to see the most recent requests.

Family Recipes for Snacks: We are looking for help in expanding our snack menu to include recipes of foods you typically eat at home or recipes that are family traditions or from your family culture. We are seeking recipes that are moderate to easy in complexity and that could be eaten in snack portions. If you have a recipe that you would like to share within the preschool labs, please contact your mentor teacher or the kitchen assistant.

Family-Teacher Communication

We welcome ongoing family-teacher communication and offer communicating in many different shapes and forms. When your child is enrolled in our school, the teaching team assumes a responsibility of communicating your child's growth and invites you to initiate communication as well. If you would like the center's preschool forms in a different language (e.g., Mandarin) or if you would like a translator present for 1:1 communication, please let your mentor teacher know and a translator will be arranged. To effectively communicate with each other we have established the following forms:

Daily Communication: We encourage families, teachers, and teacher candidates to discuss the daily events at every contact. Please feel free to make comments, provide information about your child's interests and ways they like to learn, or ideas regarding your child's curriculum goals, and ask questions of the mentor teacher or your child's teacher candidate at arrival and departure times.

Written daily communication is facilitated through Seesaw, whiteboards (located outside of individual classrooms), and a community communication area (located within the northeast entryway). Also, teachers often use email as a written way to communicate with families. Please let us know your preferences.

Whiteboard Communication: Each day, notices about preschool events will be posted on the whiteboards outside of each preschool classroom. For example, future field trip plans, requested recycled items from home, and topics of the day's conversation will be posted there. The SDSU Kindergarten will post such information in their newsletters.

Bulletin Boards: Newsletters and lesson plans for families are posted on the bulletin boards outside each classroom.

Family Questionnaires: Families may be asked to complete questionnaires related to the overall functioning of the individual classrooms and/or laboratory school. This information will be used to determine specific needs and/or strengths related to the subject at hand.

Documentation Panels: Throughout the semester, the teaching teams and kindergarten teacher will be developing documentation panels of the children's work. Each panel will tell a story of the children's learning and experiences. Raw documentation, webbing, and feedback about what might be happening will be placed in the hallways. Please feel free to respond and give your insight. Your perspective of what may be happening is very valuable and needed for the documentation process.

Student Teacher Meet and Greets: Each semester preschool families will have the opportunity to participate in a Student Teacher Meet and Greet. This visit is an excellent way to introduce your child to his/her special teacher and allows you time to ask any questions you might have about the program. Teachers will also share classroom expectations, developmental assessment information, and the confidentiality policy that we use in the program

during this virtual visit.

Development of Individual Child Goals: During the virtual Student Teacher Meet and Greet, each family is asked to assist in the formation of individual growth and development goals for their child. These goals are developed together with the teacher candidate and mentor teacher. About three to four weeks after the semester begins, the teacher candidate or mentor teacher will share with you a draft of goals based on both your input and the teacher candidate's input. These goals will become the basis for documentation of your child's growth and development over each semester.

Open House: An open house/orientation is held at the beginning of each semester for the preschool and once during the first week of the kindergarten academic school year. All families are invited to attend, and all teaching staff are present for open houses. Open houses are, for teacher candidates, a time to introduce/reacquaint the child and family to the classroom and to facilitate relationships among families. Teachers will also share classroom rules and daily routines at the open house.

Family Conferences. These conferences will be scheduled at the end of each semester for the preschool program and once per semester for the kindergarten lab. The conference is designed to discuss with families their child's development in class, program philosophy, and any concerns or suggestions. This time also provides an opportunity for the family members and teachers to reflect on the semester and the learning process. The conference provides an excellent experiential educational occasion for teacher candidates too. Each preschool family is required to participate in at least one conference each year and will be offered a family-teacher conference each semester.

Developmental Conversations & Developmental Screening: One of the mentor teachers' responsibilities is to informally evaluate children's ongoing development. In the first three months of your child's arrival at the Fishback Center for Early Childhood Education, your child will be assessed using a developmental screening tool, such as the Ages and Stages Screen or the Denver Developmental Screen. Prior to this or any other screening, a letter will be sent home to you explaining the screening and asking your permission for your child's participation. Because these screenings are the teacher candidate's first time conducting developmental assessments, the screenings are considered practice for the students. The results of the screens should be viewed in the same light. Yet, the results will be discussed with you upon your request. If the results indicate a possible delay(s), mentor teachers will discuss with you the results of the screening, what it may mean for your children, and what community resources are available for further evaluation. If you agree to the process, referrals will be made for additional developmental assessments with appropriate professionals.

Individualized Educational Plan (IEP) or Individualized Family Service Plan (IFSP) Participation: If your child has a diagnosed disability, the mentor teacher will closely monitor your child and meet with other specialists to plan an appropriate educational program for your child. The teaching team will work in conjunction with the Public School System to implement the IEP or IFSP. If needed, appropriate teaching in-services will be made available to the teaching team to ensure that care and education provided in the school is appropriate for each individual child.

Ongoing Support Policy

If a child/family find that ongoing support for a developmental delay or diagnosed developmental disability is desired and the child has an IEP or an IFSP developed, then the child's teaching team will work with the support staff identified to provide ongoing inventive experiences. The child's developmental services may be carried out in the child's classroom or in another room of the center, if the IFSP/IEP team so chooses.

The child's teaching team will work to support the development of each child.

Significant Changes in Services

If the Fishback Center for Early Childhood Education significantly changes the preschool, kindergarten, or OST services provided, families will be informed one semester in advance of the change or as close as possible to that.

GENERAL POLICIES AND INFORMATION

Clothing

Comfortable Clothing: Children should be dressed in comfortable, washable, play clothes. To fully explore the classroom, children must not be concerned with spills, spots, or rips. The general rule is that children will get messy!

Shoes: Since we encourage outdoor play, we recommend tennis shoes as the best choice for running and climbing. Slick-soled shoes are discouraged. Snow boots are mandatory for play in the winter and spring. Please make sure they fit well, and that children can get them on and off without assistance.

Winter Clothes: We will be going outside every day unless it is raining or below 20 degrees Fahrenheit for toddlers or 0 degrees Fahrenheit for older children. We use the NOAA site for temperature (<http://www.weather.gov/>). It is very important to make sure children have warm, appropriate clothing to enjoy their time outdoors. Snow pants and boots are required if there is snow on the ground. Children should also have mittens and a hat. Layered clothing in the winter months is important to keep children warm and dry. Simplicity is extremely important to us at the school. If children can put on their own outdoor clothing, they gain a sense of independence. For ease of dressing, zippers should have large pull-tabs and fastenings should be Velcro or large buttons and buttonholes (if possible). Please put your child's name on every piece of your child's outerwear. This will help the teachers when dressing all the children in the class for going outside.

Diapers: If your child is wearing diapers, please bring a bag of disposable diapers. The teachers will notify you when more diapers are needed. If cloth diapers are required by a health provider for a medical reason, please contact your child's teacher.

Warmer Months: During the sunny, warm parts of the school year (fall and late spring), dressing children in sun-protective clothing (i.e., hats) and applying skin protection with UVB and UVA protection of SPF 15 or higher is recommended. Teachers, if given family permission, will apply sunscreen when provided. Typically, insects, such as mosquitoes, are not an issue during the school year, yet insect repellent may be recommended in warm fall weather. Teachers will only apply insect repellent when public health authorities recommend it and when it is provided by families, and they have given permission.

Observing in Observation Booths

Please observe your child at any time in the observation booths. Please do not talk while in the observation booths, as voices do travel into the classrooms. Secondly, with the installation of audio and video equipment in the booths, we ask that families refrain from bringing food and drinks into the booths. Due to confidentiality reasons, we also ask that you refrain from photography or videography while in the observation booths, as well as discussing confidential information in the observation booth. Finally, we ask that children who accompany you into the observation booths remain in your supervision at all times to ensure your children's safety.

Items from Home

If children bring items from home, the toy or object will remain in their locker during the day. "Security objects," such as blankets or teddy bears, are sometimes needed to facilitate the transition from home to school. Children's families may also be encouraged to bring items to school as it fits with the curriculum. This will be requested through newsletters, Seesaw, or email.

Addressing Teachers by First Name

At the SDSU Preschool and OST Program, we like the warm informality that the use of first names creates. Children may use the word "teacher" in front of a teacher's name (i.e., Teacher Ann or Teacher Mike). We generally address families by first names also. If you feel more comfortable being addressed in another manner, please feel free to let us know.

The kindergarten teacher(s) sometimes request to be formally addressed (i.e., Ms. Smith, Mr. Johnson) by the children. This is to facilitate the development of formally addressing adults in the school system.

Outside Play

Children need a balance of inside and outside play. Children attending the Fishback Center for Early Childhood Education will be outside for at least part of each school day. Families must anticipate this and dress their child appropriately for weather conditions. Teachers may decide to keep children inside, based on the needs and abilities of the children, severity of the weather, and conditions of the playground. Our general rule of thumb is for the toddlers to stay inside if temperatures and/or wind chills are below 20 degrees Fahrenheit. The remainder of the classrooms (3 & 4-year-olds, 4 & 5-year-olds, Kindergarten, and OST) will stay inside if temperatures are below 0 degrees F, or if the wind chills are below 0 degrees Fahrenheit. Mentor teachers may choose to go outside with the children during colder weather if it is appropriate as well. Please do not ask the teacher to keep your child inside. Children who are not well enough to play outside should be kept at home until such time that they are able to fully participate in the school day.

When changes are made to the outdoor environment, the space is inspected by a Certified Playground Safety Inspector. The inspection includes checking for safety of equipment, reviewing maintenance of fall zones, and mulch depth and accessibility of outdoor equipment.

Activity Food Use Policy

The Fishback Center for Early Childhood Education teaching teams follow the tenant that **food should be used wisely, rather than something to waste.** Exceptions may occur in the area of science, art, or sensory when no other nonfood substitute can be established.

School Snacks

Each day a nutritious snack is served midway through the day (~10:00 am and ~2:00 pm). The kindergarten snack is served ~9:30 am each day and OST snack at ~3:00. Nutritious means low-sugar, low-fat, low-preservatives, whole grains, and fresh whenever possible. If your child is a toddler, the teaching team offers children fluids from a cup as soon as the families and teachers decide together that a child is developmentally ready to use a cup. If your child is enrolled in the SDSU Kindergarten, please discuss with the kindergarten teacher the snack opportunities for the year. Milk may be purchased through the Brookings School District lunch program for the kindergarten classroom snack.

Our kitchen assistant prepares our snacks. Some days your child may be involved in classroom cooking and/or food experiences as part of snack preparation. This may cause a deviation in the planned snack menu. Selection of our snacks follows the US Dept. of Agriculture - Child and Adult Care Food Program guidelines. Our snacks must include two of the four component groups: milk products, meat or meat alternates, vegetables and fruits, and bread and bread alternates. The Fishback Center does not serve hot dogs, whole grapes, nuts, popcorn, peanut butter, large pieces of carrots, or large pieces of meat. For the Toddlers, snack selection will be cut into pieces for chewing purposes. Children in the Younger Toddler Lab will be served Whole milk when on the menu. Children in the Older Toddler Lab and the Preschool Labs will be served 2% milk when on the menu. If your child is allergic to any foods or other materials, please let the teaching team or teacher know so that necessary adjustments can be made.

Our kitchen assistant prepares a menu and posts them on the Family Communication Board on the bulletin board at the front desk. Also, the snack menus are published in the classroom newsletters bi-weekly. Families may have a copy of the menu for each semester. Please ask your child's teacher for one.

Snacks Brought from Home

All snacks/treats brought from home for school consumption should be commercially prepackaged. We highly discourage any homemade baked or prepared foods due to safety reasons. However, you are welcome to make food/drinks within your child's classroom for snack consumption or as an activity. If you choose to bring a

homemade or prepared food to your child's class, the teachers will hand them out during departure time, thus allowing each family to make a final decision about what was distributed.

The center has a licensed health professional that visits and checks our program's physical, social-emotional, nutritional, and oral health practices two times per school year. The program documents any compliance and/or corrections needed according to the recommendations of the professional.

Snack Food Allergy/Intolerance and Medical Accommodations

Each child who has a medically documented food allergy will have an individualized snack care plan developed in consultation with family members and specialists involved in the child's care. Accommodations may be made for children who have a food intolerance and for those who have a medical disability. Food intolerance is when there is a reaction to a food, such as a stomachache.

For children who have food intolerances, families will need to complete the Food Intolerance Substitution Form.

For children on a special diet, a medical statement on an Individualized Snack Care Plan from a physician must state: (1) the diagnosis or disability, (2) the limitations of his/her diet, (3) foods that the child may not have, and (4) foods that may be substituted. For each individual plan, each child's snack accommodations will be individually negotiated between the family members and the center kitchen assistant to ensure that each child's needs are met.

The individualized care plan will then be posted in the kitchen/snack preparation area and be attached to the attendance chart in the classroom if family members give consent.

Preparation of Snacks Procedures

Preparation of Fruits & Vegetables Policy: All fruits and vegetables must be washed prior to preparing them for being eaten. When preparing foods that require refrigeration, after preparing the snack, it will need to be stored in the refrigerator until it is ready to be served.

Microwave Preparation Procedure: Foods being prepared for snack using the microwave should be heated in appropriate microwave safe dishes and containers. Plastic or polystyrene (Styrofoam) containers should never be used for heating food or beverages.

Food Expiration Date Policy: On a routine basis, the kitchen assistant will check expiration dates and will discard as needed.

Nut-Sensitive Environment: Due to the number of nut allergies, the Fishback Center is a nut-sensitive environment. We ask that all who use the space, please refrain from bringing nuts into the environment so that we may prevent potential allergic reactions for those who have nut allergies.

Birthdays

If you would like to send a snack to recognize your child's birthday, please let the mentor teacher or kindergarten teacher know at least three days in advance. Please follow our guidelines listed above in the snack section. We send birthday snacks home at the end of the day. Some families opt to contribute a birthday book to the center in lieu of a birthday snack. If you choose this option, you are encouraged to glue a picture on the book with your child's name and age on it.

Closing Statement

We hope that visitors and participants will sense that we have created a 'home away from home' for your children. We appreciate feedback from all visitors or family members that visit our school. We are pleased to discuss any facets of the program with you. Tours are available by prior agreement to small groups of people wishing to see quality programming for children.