Fishback Center for Early Childhood Education

Family Handbook

for the SDSU Preschool Laboratory, the SDSU Kindergarten Laboratory, and the Out-of School Time Program

2015-2016
Family Members,

You are invited...

- to build a partnership with the teacher(s). We recognize families/parents 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 coordinator, the kindergarten teacher, the OST coordinator, or the center director.

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 teachers and coordinator.

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
# Table of Contents

**Program, Philosophy, Goals & Curriculum**
1. Quality Early Childhood Program 4
2. History of the Fishback Center for Early Childhood Education 4
3. Program Mission Statement 4
4. Program Philosophy 4
5. Ongoing Strategic Planning Process 7
6. Fishback Center for ECE’s Program Evaluation Process 8
7. Fishback Center Parent Advisory Council 8
8. Fishback Center for Early Childhood Education’s Conceptual Framework 8
9. Values of the Fishback Center for Early Childhood Education 8
10. Curriculum Development Framework 9
11. Inquiry Projects & Investigations 10
12. Art Studio & Mini Studios 11
13. Fieldtrips 11
15. Communication with Families about Assessment Process 13
16. Confidentiality 14
17. Discipline/Guidance & Supervision 14
18. Organization Chart for the Fishback Center for ECE 17

**Training & Research**
1. Staffing 18
2. Research Program 19

**Enrollment & Tuition**
1. Enrollment Procedures 19
2. Children’s Requirements for Enrollment Age 20
3. Tuition 20
5. Reason for Dismissal from the Fishback Center for ECE 21
6. Refund Policy 21

**Arrival & Departure**
1. Overall Process 21
2. Arrival 22
3. Departure 23
4. Safety at Arrival and Departure 23
5. Authorization to Pick up Child 24
6. Parking 24
Health & Safety – Information and Policies
1. Immunizations 24
2. Illness 25
3. Allergies 26
4. Communicable Diseases 26
5. Medications 27
6. Accident & Emergency Procedures 27
7. Evacuation Plans 28
8. Protection from Environmental Hazards Policy 28
9. School Closing 28
10. Child Abuse/Neglect Reporting Policy 29
11. Enrolled Student Background Policy 29
12. Toothbrushing Policy 29
13. Handwashing Policy 29
14. Health Care During the Day Policy 29
15. Sensory Table Policy 30
16. Cleaning & Sanitation Policy 30

Family Expectations & Involvement
1. Expectations for Families 30
2. Family Involvement 31
3. Family-Teacher Communication 33
4. Significant Changes in Services 35

General Policies & Information
1. Clothing 35
2. Observing in Observation Booths 36
3. Items from Home 36
4. Addressing Teachers by Name 36
5. Outside Play 37
6. School Snacks 37
7. Birthdays 38
8. Closing Statement 39

Original handbook created by Michelle Fryer Hanson, Mary Kay Helling, Judy Branum, Susie Korzeniowski, Donna Lehmkuhl, Loretta LeLoux, Carol Russell, and Julie Wermers in 1994. Updates have been made annually by the Fishback Center Director, SDSU Preschool Coordinator, and SDSU Kindergarten Laboratory Teacher. The Parent Advisory Council reviews it biennially.
A. Program, History, Mission, Philosophy, Conceptual Framework, Values, and Curriculum

1. 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 Laboratory & the OST Program are also licensed for a child care center and after-school program.

2. 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, in order 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 the Pugsley Center. In the mid 1980’s, 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 parent 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 toddler and preschool children and 22 kindergarten children.

3. Program Mission Statement
The Fishback Center for Early Childhood Education is a model of inclusive early childhood education that:
   (1) Ensures optimum experiences for education and professional preparation of early childhood professionals who will serve children, their families, on a local, state, and national levels.
   (2) Provides a unique environment for faculty and student research that contributes to knowledge about child development and quality early educational experiences.
   (3) Connects with families to form family-school partnerships in order to enrich each others’ experiences and lives.

4. Program Philosophy
At the Fishback Center for Early Childhood Education, the philosophy is grounded in social constructivism, inquiry-based learning, and is Reggio-inspired. Children are 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 parents 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 a teacher sees himself as the sole provider of information to children, he 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 a teacher sees himself as a facilitator of learning, he 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.

**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 a 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 Provides 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 parents and other 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 journals, the children’s investigation journals, 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 parents’ ideas. It is developed through a combination of all of the actors’ ideas. Children’s ideas, parents’ ideas, teachers’ ideas, and curriculum standards are all taken into account. 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 parents’ 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.

5. **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 occur informally throughout the year and includes family feedback on home-visits, 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.

6. **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) parents & guardians 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 is reported in the center’s annual report which can be found on the website and is used to inform professional development and program quality-improvement.

7. **Fishback Center Parent Advisory Council**
Parents and Guardians of children enrolled at the Fishback Center serve the Parent Advisory Council (PAC) with at least one representative from each class. The council includes 8 to 12 members. Their role is to advise the director on policy, provide an avenue of annual program evaluation and feedback, and to be parents/family member leaders/liaisons in each classroom setting. The PAC meets about once a month during the academic year and co-plans two family/school events each year.

The PAC is an advisory body rather than a governing body. Given that the Fishback Center is a laboratory school, it is overseen by the director, the ECE faculty members, and the Teaching, Learning, and Leadership Department Head.

8. **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.

9. **Values of the Fishback Center for Early Childhood Education**
10. 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 preschool 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:
Large/Small Motor Development- Movement activities including free dance, parachute handling, climbing, crawling, running, and balancing help develop their 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 whole 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 help children’s language development by modeling appropriate speech, teaching, and using verbal and sign language to communicate needs, reading and exposing children to literature every day, 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 play, and plant and animal life. Children discover properties of light, of shadow, of colors, and of size using sensory tables 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. They can understand and regulate their emotions while playing with others and in everyday tasks. Children respect others and recognize and appreciate their 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 able to practice roles that productive adults hold.

We believe that children need choices, and should be able to decide what they would like to do, which small group activities to be involved in, and need to be able to play indoors and out.

Weekly plans including general learning questions and focused activities are shared with parents through newsletters/emails and/or written plans that are located within their children’s cubbies or posted on the classroom bulletin boards.

**11. 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 on 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. It is 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 age children, investigations include core critical thinking in the math, science, and literacy curriculum by integrating them 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, the mini-studios, and throughout SDSU’s campus.

12. Art Studio & Mini-Studios
The art studio, light studio, and construction studio are the three most visited areas outside of the classroom for the children during investigation/project time. Each room welcomes creativity and young minds at work. Experiences in each studio complement classroom projects/investigations, introduce many new materials, create social interactions, and motivate children to represent and communicate their thoughts, feelings, and understandings of the world around them. For the children and teachers, it is a place to explore, touch, invent, create, and dialogue.

13. Fieldtrips
Fieldtrips are part of the Fishback Center curriculum. Fieldtrips may range from a walking fieldtrip on campus to a driving fieldtrip to a local destination. For walking fieldtrips, 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 fieldtrips, the Fishback Center’s policy is that fieldtrip must be held within the regular schedule, unless discussed with all parents in the planning and all parents agreed with the arrangements. Sometimes, when the destination is local, the fieldtrip arrangements include dropping off and picking up at the fieldtrip site (e.g. the Children’s Museum). For driving field trips that include driving to the destination, car seats are required on all transported field trips for those requiring it by state law, therefore, families may be asked to leave their car seat at school the day of the fieldtrip.

The weekly newsletter and/or the classroom white board will contain the following information: where children are going, what will be accomplished, arrival and departure times, and any other applicable information. If you would prefer your child to not participate in the fieldtrip, please let the mentor teacher know.

On the day of the preschool field trip, a Fieldtrip Notice will be posted on the white board outside of Room 135 (Coordinator’s office) and outside of the classroom. On the day of the kindergarten field trip, a Fieldtrip note will be posted on the door of the
14. 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. 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 objective 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:

<table>
<thead>
<tr>
<th>Type of assessment</th>
<th>When does it occur</th>
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</thead>
<tbody>
<tr>
<td>Denver Developmental Screen</td>
<td>This screen occurs within the first 90 days that a child is enrolled in the preschool program or when the child turns three.</td>
</tr>
<tr>
<td>Individual &amp; Small Group Developmental Baseline Data – based on individual children’s goals &amp; class goals</td>
<td>During the first three weeks of the school year and then for the preschool – during the first three weeks of the second semester.</td>
</tr>
<tr>
<td>Daily observations of Individual, Small Group &amp; Class Goals</td>
<td>Occurs on a Daily Basis</td>
</tr>
<tr>
<td>Developmental Ages &amp; Stages Screen/Checklists</td>
<td>When needed – discussed with family members</td>
</tr>
<tr>
<td>Kindergarten Standard Indicators</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>

Developmental Screening: Developmental Denver Screenings determine 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. Family members may have access to screening information or copies of the developmental screening instrument at any time.

If a child may have 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 Ages and Stages 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 to 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 when development-prior to Parent-Teacher conference time. Family members, please 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 in order 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.
15. 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, in Parent-Teacher conferences (offered two times a year), and in the children’s individual portfolios (which are completed two times a year).

16. Confidentiality
All information shared regarding children and families are kept in confidence. Information in regards to individual child screenings/assessment results will only be shared with the following individuals:
- Parents/Guardians (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 parent)

Individual children’s files will be kept in confidence and will only be seen by the following individuals:
- Parents/Guardians (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 coordinator/Center director (for licensing requirements/issues)
- Child Care Licensing Authority (during annual licensing center visit)

Parents have the right to refuse certain individuals from viewing their child’s file. Please let the preschool coordinator or director of the center know your preferences.

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

17. Discipline/Guidance & Supervision
Discipline/guidance is used in the classroom to help the child understand limits in the class, and to help the child learn how to set his/her own inner self-controls. Appropriate discipline/guidance allows children to respect themselves and others and to cultivate respect for each other and the environment within a classroom setting.

Discipline/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 discipline and 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, and
* 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 discipline. The teachers within the classroom evaluate and decide the most appropriate form of discipline/guidance to use with each situation.

We do not equate discipline/guidance 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 down, 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 discipline.

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

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 function of the behavior and brainstorming positive behavior strategies to create an individualized plan.

Supervision occurs at three different levels, as children get older. Teaching teams for the toddlers always have children in sight and sound supervision, teaching teams for preschoolers primarily use sight and sound supervision, with short intervals of sound only when in the classroom. For example, if a child uses the toilet which is located in the classroom. 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. For example, 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.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Teacher-Child Ratios Within Group Size</th>
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<tbody>
<tr>
<td></td>
<td>Group Size</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Toddlers 12 to 28 months</td>
<td>1:3</td>
</tr>
<tr>
<td>Toddlers 21 to 36 months</td>
<td>1:4</td>
</tr>
<tr>
<td>Preschool 2.5 to 3 years</td>
<td></td>
</tr>
<tr>
<td>Preschool 4 years</td>
<td></td>
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<tr>
<td>Preschool 5 years</td>
<td></td>
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<tr>
<td>Kindergarten</td>
<td></td>
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18. Organization Chart of the Fishback Center for Early Childhood Education Team Members

Director of the Fishback Center for Early Childhood Education

SDSU Kindergarten Laboratory
- SDSU Kindergarten Teacher
  - Associate Teacher
  - Kindergarten Student Teachers

SDSU Preschool Laboratory
- Fishback Center for ECE Assistant
- Pedagogues – 1 hour each week with classroom teams
- SDSU Preschool Coordinator
  - 2 Work Study Students

OST Coordinators
- OST Head Teacher
  - OST Teachers

Toddler AM Mentor Teacher
- Student Teachers
  - Assistant Teachers (1-day a week)

3 & 4 PM Mentor Teacher
- Student Teachers
  - Assistant Teachers (1-day a week)

3 & 4 AM Mentor Teacher
- Student Teachers

4 & 5 AM Mentor Teacher
- Student Teachers

4 & 5 PM Mentor Teacher
- Student Teachers

SDSU Kindergarten Laboratory for ECE
- Assistant Teachers (1-day a week)

SDSU Kindergarten Laboratory for ECE Assistant

SDSU Kindergarten Laboratory
- Toddler AM Mentor Teacher
- Teacher

SDSU Kindergarten Laboratory
- Toddler AM Mentor Teacher
- Student

SDSU Kindergarten Laboratory
- 3 & 4 PM Mentor Teacher
- Student

SDSU Kindergarten Laboratory
- 3 & 4 AM Mentor Teacher
- Student

SDSU Kindergarten Laboratory
- 4 & 5 AM Mentor Teacher
- Student

SDSU Kindergarten Laboratory
- 4 & 5 PM Mentor Teacher
- Student
B. TRAINING & RESEARCH

1. Staffing

In the Preschool Labs, 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, parents, teacher candidates, and the student assistants. Responsibilities include supervising students, monitoring curriculum and the process of planning and implementing a Reggio-inspired curriculum. This includes developmentally appropriate activities and projects related to the children's interests and needs, involving family members and family education programs, and helping students to apply child development information to the classroom setting.

In the Kindergarten Lab, the kindergarten teacher and the associate teacher supervise the classroom. These teachers co-teach are responsible for working with the group of children, parents, and college students who may be assisting within the classroom. Responsibilities are similar to those outlined in the preschool classrooms.

In each classroom, college students are present. Within the kindergarten lab, students are enrolled in either the Student Teaching experience or in Kindergarten Practicum in Early Childhood Education. Within the preschool labs, teacher candidate who are enrolled in the Student Teaching will be present. During these classes, teacher candidates are able to apply theoretical information to a functioning classroom. Teacher candidates are responsible for curriculum planning and implementation, observing and collecting information on children, parent/staff relations, and overall classroom management. The degree of responsibility increases over the course of the semester.

Another set of classes within the preschool is the Early Childhood Education Teaching Assistant Experience as the first Professional Semester. A teacher assistant's responsibilities include learning to interact with young children, learning about parent/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, Experience with Young Children (ECE 228), Curriculum and Assessment (ECE 362), Methods and Materials in ECE (ECE 361), and Emergent Literacy and Numeracy (ECE 363).

As a result of these classes, the staff-child ratio is high within the preschool labs. Each semester a new group of teacher candidates and student assistants participate in the preschool classrooms. In most cases, the mentor teacher remains all year. The end 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 in order to respond effectively to the ever-changing needs of today's families and to evaluate current research in education. All teachers, mentor teachers and teacher candidates are required to have a complete physical examination, to have a TB exam,
to be CPR certified, and to be First Aid certified with pediatric breathing and blockage training.

2. Research Program
Faculty and students in the Human Development Department are regularly involved in research projects in child development, early education, and family relations. Serving the needs of these researchers is one reason for the department's support of the school program. Parents 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 Department Head, Fishback Center Director, Kindergarten Teacher, and 2 faculty members review it. The proposed research is evaluated in detail before it is approved by the center research committee. Parents will be asked for written permission before their child participates in any study seeking conduct research at the center. Parents and children have the right to decline to participate in the study, as well as having the option of terminating participation once involved. Children will never be forced to participate in any study. The reviewing process screens out research that is not respectful or is harmful to children.

C. ENROLLMENT & TUITION
1. Enrollment Procedures
   Preschool Laboratory Enrollment
Currently, we have five 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 children of SDSU employees and children with disabilities, along with application date. Each spring, open slots are advertised in the Brookings community by newspaper and radio announcements. New parents who wish to have their child in our program are invited to complete an enrollment form. When a child has been selected, the parent will be notified to confirm that his/her child will be enrolled in the fall semester. At that time, all parents pay a non-refundable $30 fee to hold their child's space for the fall semester. This payment is due within a week of the confirmation call or letter. This payment 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.

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

Enrollment for OST is open to those families whose children are enrolled in the kindergarten lab and for older siblings who may need child care before or after school. These siblings need to be enrolled in the Brookings School District. OST tuition is paid monthly. A late payment (after 5:15pm on the due date) of $5.00 will be added every day after the due date specified. The OST tuition fee is based on individual families’ needs/wants. The tuition is $3.00 per hour (rounded up to the nearest ½ hour) and a flat rate for Friday of $30. The OST program is open from 7:30am until school starts and from 2:00pm to 5:15pm after school, Monday through Thursday, and all day on Fridays from 7:30am to 5:15pm.

2. Children’s Requirements for Enrollment Age

To enroll in the Toddler Labs, children must be at least 15 months of age for the Younger AM Toddler Lab and 24 months of age for the older AM Toddler Lab. To enroll in the Preschool Labs, children must be the 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 Kindergarten lab or OST program, children must be 5 years of age by Sept. 1st and enrolled in the Brookings School District.

<table>
<thead>
<tr>
<th>Minimum Age</th>
<th>Lab</th>
<th>Days</th>
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</thead>
<tbody>
<tr>
<td>15 months</td>
<td>Younger AM Toddler Lab</td>
<td>Two days a week</td>
</tr>
<tr>
<td>24 months</td>
<td>Older AM Toddler Lab</td>
<td>Two days a week</td>
</tr>
<tr>
<td>3 years old (by Sept. 1st)</td>
<td>3 &amp; 4 Year Old Labs</td>
<td>M, T, W, TH</td>
</tr>
<tr>
<td>4 years old (by Sept. 1st)</td>
<td>4 &amp; 5 year Old Labs</td>
<td>M, T, W, TH</td>
</tr>
<tr>
<td>5 years old (by Sept. 1st)</td>
<td>Kindergarten Lab/OST Program</td>
<td>M, T, W, TH (OST also on Friday)</td>
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3. Tuition

Preschool Laboratory

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 Laboratory Program. The remaining tuition is due on the first day of school (the Parent-Child Open House Day).

Current tuition is:

- Toddler Programs (2-days a week): $300.00 per semester
- Three Year Old Programs (4-days a week): $400.00 per semester
- Four Year Old Programs (4-days a week): $400.00 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.
4. **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.

5. **Reason for Dismissal from the SDSU Preschool Laboratory and OST Program**
   1. Failure to pay tuition or make arrangements to pay tuition. For preschool, if this is 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 staff.
   4. Cases of continual tardiness in arrival or departure times.

6. **Refund Policy for the SDSU Preschool Laboratory**
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 Coordinator.

D. **ARRIVAL AND DEPARTURE**
1. **Overall Process**
   At the Fishback Center for Early Childhood Education, arrival times are at 8:15 am for the Kindergarten Laboratory, 8:30 am for the Morning Preschool Laboratory sessions and 12:45 pm for the Afternoon Preschool Laboratory sessions. OST program begins at 7:30 am for those requesting that specific time period. 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 know it may not be possible to be on time everyday 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 10:45 am for the Morning Preschool Laboratory Sessions and 3:00 pm for the Afternoon Preschool Laboratory Sessions. Kindergarten Laboratory departs at 2:00 pm each day. OST services end at 5:15 pm and are available for only those parents requesting that specific time period.

   It is important that pick-up times be closely observed. Teacher(s) 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. You may add additional individuals at any time. See Authorized Pick Up/Drop Off section for more information.

2. Arrival – Daily Health Check
Families are welcome to wait in the Parent Gathering Space or in the classroom hallway prior to the classrooms’ opening. The parent 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, parents or guardians are requested to provide information about how the child is doing that day to the greeting Mentor Teacher, Kindergarten 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 parent 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 parent or authorized adult must say good-bye to the child so that the child knows the parent or authorized adult 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), parents 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 after 15 minutes arrival time, the mentor teacher will call
the parents/guardians to determine the cause of the absence. If the parents/guardians cannot be reached, the child’s emergency contacts will then be contacted to determine the cause of the absence.

3. Departure
At the end of the day, parents 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, parent, and teachers that the child has made the transition from teacher supervision to parental supervision.

To facilitate communication between home and the preschool, we may provide a family and child with a “communication notebook” upon request. If asked, each day your child’s teacher will note 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 in the communication notebook. It is important to have the notebook available daily. Please return notebooks to your child’s locker/cubby at the beginning of each day.

In addition, you are encouraged to read the class’s newsletter, lesson plan, classroom whiteboard, and daily journal posted on the bulletin board outside the classrooms. There is much information about the experiences about your child’s day recorded here. Finally, families are encouraged to read the documentation panels posted in the classroom and the hallways that illustrate learning occurring in the classroom.

If the child will be leaving school using the Brookings Area Transit Authority (BATA), parents 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 his or her back pack accompanies the child. The teaching team will send information along with the child or communicate through email about how his or her day has been each day.

4. 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 laboratory. Because of the concerns associated with parking lot and walking through a building with many halls, we ask that parents observe all of the safety recommendations below. The safety and wellbeing of your child are always our number one concern.

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 parents help ensure their child’s safety by remaining with them at all times as they enter and leave the building.

Parents and family members, please help us by helping your child to remember and practice the above safety recommendations.

**5. Authorization to Pick up Child**
Your child will only be released to parents or an authorized person. When you complete our Emergency Form, you are asked to list persons 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 parents. 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 a written permission form in order 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.

**6. 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 for Toddler families (in the morning only). 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.

**E. HEALTH & SAFETY**
1. 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 or during their child’s home visit. Kindergarten and OST families will receive the forms during kindergarten registration. Children are required to have the following immunizations/tests before entering our early childhood program:

1. Four or more doses of diphtheria, pertussis and tetanus containing vaccine, with at least one dose administered on or after age 4. Children receiving more than 6 doses before age 4 do not require any additional doses for school requirements.
2. 3 or more doses of poliovirus vaccine, at least 1 dose on or after age 4; or 4 or more doses of any combination of OPV/IPV given by 4 years of age.
3. At least 2 doses of a measles-containing vaccine separated by at least 28 days, on or after 1st birthday. 2nd dose usually given as a measles/mumps/rubella vaccination.
4. At least 2 doses of a rubella-containing vaccine, separated by at least 28 days, on or after 1st birthday.
5. At least 2 doses of a mumps-containing vaccine, separated by at least 28 days, on or after 1st birthday.
6. Signature of physician and date
7. NOTE: Additional immunization requirement for kindergarten entry only (including students repeating kindergarten): Effective August 2007, two doses of varicella (chickenpox) vaccine administered after the age of 12 months, or history of disease. Parental history is acceptable, and physician documentation is not necessary.
8. NOTE: Haemophilus Influenzae B, Hepatitis A, Hepatitis B, and Pneumococcal vaccines are recommended but not required.

For the Preschool Laboratory, if your child has a special need, please contact Kay Cutler, 688-6797 or Laura Gloege, 688-6477. For the Kindergarten Laboratory, if your child has a special need, please contact Jesse Foss, 688-6701.

2. 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 well being 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.

Preschool Laboratory
If your child is ill, please call 688-5698, Deb Schaefer, or 688-6418, Jennifer Beller, and inform either Deb or Jennifer that your child will not be attending that particular day.

Kindergarten Laboratory
For the Kindergarten Laboratory, families are expected to follow the above guidelines as well as contacting Jesse Foss, Kindergarten Teacher, at 688-6701 that morning so that the teacher and school district is aware of your child’s location.

3. 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.

For food allergies, 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.

4. Communicable Diseases
If your child is exposed to or breaks out with a contagious disease, please let the mentor teacher or kindergarten teacher and/or OST teacher know the date of exposure so parents 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.

<table>
<thead>
<tr>
<th>Communicable Disease</th>
<th>Symptoms</th>
<th>Control Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Pox</td>
<td>Fever, red rash with blister like scabs.</td>
<td>Incubation/2-3 weeks after exposure. Exclude children 5-6 days after first eruptions.</td>
</tr>
<tr>
<td>Conjunctivae (Pinkeye)</td>
<td>Swelling of the lids, yellow discharge from eyes, and redness of white portion of eye.</td>
<td>Incubation/1-3 days after exposure. Exclude until treated and no discharge is apparent.</td>
</tr>
<tr>
<td>Impetigo</td>
<td>Infection of skin. Forms crusty, moist lesions on face, hands, nose, and ears</td>
<td>Highly Contagious! Incubation/2-10 days after exposure. Exclude until lesions have been treated for 24-48 hours.</td>
</tr>
<tr>
<td>Lice</td>
<td>Itching of scalp, behind ears, and base of neck.</td>
<td>Incubation/Nits hatch in 1 week. Exclude until treated. All nits must be eliminated before returning to school.</td>
</tr>
<tr>
<td>Fifth’s Disease</td>
<td>Bright red rash on face, especially cheeks.</td>
<td>Contagious before rash appears. Exclude child if known exposure to Fifth’s Disease.</td>
</tr>
<tr>
<td>Common Cold</td>
<td>Slight fever, chills, runny nose, fatigue, muscle and headaches.</td>
<td>Exclude first day or two. Watch for further complications: earaches, bronchitis, croup, pneumonia.</td>
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</tbody>
</table>
Ringworm | Infection of skin, scalp, or nails. Oval lesions that may be moist and crusted or dry and scaly. | Exclude until treated with a fungicidal ointment.
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Scabies | Burrows under the skin, especially between the fingers, around wrists, elbows, waist, buttocks, and thighs. | Incubation/1-4 days. Exclude child until antiparasitic treatment is started.
Strep infections | High fever with sore throat. May experience vomiting, headache, white patches on tongue, and enlarged glands. | Incubation 1-4 days. Exclude child for 36 hours after antibiotic treatment is started.

5. 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/teacher know so that necessary adjustments can be made.

6. Accident & Emergency Procedures
In case of accidental injury our teaching team/teacher will make an immediate attempt to contact you or the designated contact person that is listed on our Emergency Form. This Emergency Form asks for emergency contact persons and for a listing of physicians authorized to call in case medical or dental attention is needed and parents 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 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 Parental Permission Form 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 parent, physician, or an ambulance, the mentor teacher, kindergarten or OST teacher, and school coordinator will be in charge and make all 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 first-aid and pediatric CPR certification will be with all groups of children at all times.
7. Evacuation Plans
Each classroom has monthly fire evacuation drills to prepare the children to follow appropriate procedures. Tornado drills are practiced in the spring of the year.

Fire Evacuation: In case of a fire, the children would be taken to the Lincoln Music Hall’s Schultz room, which is the building to north of the school. The Schultz room is located on the second floor of the building.

Tornado Evacuation: In the event of a tornado, the children would be taken to the Pugsley Center Basement.

Bomb Threat Evacuation: In the event of a bomb threat at the University, children would be taken to Bravo’s Restaurant (corner of 6th St. & 8th St.).

Local radio stations will be notified if evacuation plans are implemented. Children will be at the above locations if an evacuation occurs.

8. 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. If you would like to see the entire Environmental Hazards Policy, please contact the Center Director.

9. School Closing
Preschool Laboratory
The Preschool Laboratory follows the University Holiday Schedule and Brookings Public School District Weather Closings. Local radio stations (KBRK) will broadcast weather related closing. 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 session.

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

Kindergarten Laboratory
The Kindergarten Laboratory follows the Brookings Public School District Closings and Weather Related Early Releases. Local radio stations (KBRK) will broadcast these weather/school situations.

Out of School Time Program
The OST Program follows the Brookings Public School District Closings and Weather Related Early Releases. Local radio stations (KBRK) will broadcast these weather/school closings.

10. Child Abuse/Neglect Reporting Policy
In accordance with state law, teaching teams and teachers will report any suspected incidence of child abuse and/or neglect to the Department of Social Services.
11. Enrolled Student Background Policy If any student enrolled as an assistant teacher in ECE 228 or teacher candidate in ECE 488 is reported as an abuser or a neglecter of children and there is an open case of 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.

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

13. Hand Washing Policy
Hand washing is one of the best ways to prevent the spread of illnesses or disease. Teachers are required to wash their hands upon arrival, before preparing or serving food, after diapering a child, wiping his/her nose, or cleaning up messes, after using the bathroom, before and after eating, after taking a child’s temperature, after using cleaning equipment, after caring for a sick child, after wearing gloves when blood contamination may occur, after handling garbage or cleaning an area of the classroom, and any other time their hands have been contaminated or are dirty.

Children are required to wash their hands as well upon arrival at the center, before they eat or drink, after they use the toilet, after returning from the playground, following blowing nose, sneezing, or coughing into their hands, anytime hands are soiled with body fluids and/or otherwise become dirty, after leaving the sensory table, after handling a guest animal or classroom pet, and upon returning from another classroom/environment.

Proper hand washing technique includes using liquid soap and running water, rubbing hands vigorously for at least 10 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails, rinsing well, drying hands with a paper-towel, and avoiding touching the faucet when turning it off with just-washed hands. It is recommended to use a paper towel to turn off the water.

14. 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.

On sunny days, when parents/guardians have given written permission, children will have UVB and UVA protection through sunblock with is SPF 15 or higher applied to
exposed skin once before going outside.

When public health authorities recommend the use of insect repellents due to high risk times, and when parents have given written permission, teachers will apply insect repellent, (but not more than once a day).

15. Sensory Table Policy
When water play is occurring in the sensory table, there are precautions taken in order 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. In order 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, each day for each new group of children (i.e. the morning class or the afternoon class) the water in the sensory table will be new water.

16. 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.

F. FAMILY EXPECTATIONS & INVOLVEMENT

1. Expectations for Families
When children are enrolled in the program, parents are expected to:

* **Complete required forms:** For the Preschool Laboratory, these include an Enrollment Form, an Emergency Contact form, Parental Permission form, Immunization form, Physician form, Photo Release form, Website Permission form, and a Developmental History form.
  For the Kindergarten Laboratory and OST program, these include an Emergency Contact form, an Immunization form, and Enrollment form (if attending OST).

* **Participate in Home Visits, Open House and Parent-Teacher Conferences:**
  Home visits are conducted at the beginning of each semester for preschool families so that parents, children, and primary teacher candidate 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 in order 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 program and within the first few weeks of the kindergarten academic school year. This offers the opportunity to meet all children, families, and staff, and to become familiar/reacquainted with the school.

Parent-teacher conferences are held at the end of each semester for the preschool families and scheduled once per semester for the 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 may be completed at any time during the school year too.

*Tuition Payment:* For the Toddler & Preschool Programs, tuition is due by Orientation Day each semester. Contact the school coordinator, 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:* Preschool Laboratory morning labs run from 8:30 to 10:45 am, afternoon labs run from 12:45 to 3:00. The Kindergarten lab operates from 8:15 am to 2:00 pm. OST services are provided from 7:30 am to 8:20 am and 2:00pm 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 Preschool Laboratory, call 688-5698 or 688-4176 if your child will be absent. If you receive the answering machine, please leave a message. If your child will be absent from the Kindergarten lab, please contact the Kindergarten teacher at 688-6701.

2. Family Involvement
Families and important and are welcomed 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, Kindergarten Teacher, or OST Teacher know. All offers of involvement are welcomed! How may you become involved? Below are a few ways for the preschool families. It's not an exhaustive list;
please let us know if you have other involvement ideas. The Kindergarten 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.

A. Providing information about your child at arrival time. Please tell us how your child’s day is going so far. What kind of night did she/he have?

B. 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 a semester. We do ask that all children who accompany you into the observation booths remain under your supervision at all times.

C. Visit your child’s classroom. We love to have family members visit our classrooms. Family members may help with classroom activities, such as face painting, sharing a talent during group time, or discussing with the children what you do in your occupation. You are always welcome. 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.

D. Assist with Field Trips. We plan approximately three field trips per class per semester. They include walking field trips where we need parents 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 need parents to help us by staying with the class during the field trip. We always solicit family members’ help in advance.

E. 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 of these Family Nights, please share your ideas and comments.

F. Parent Advisory Council. The Parent Advisory Council has a representative from each school class. In addition, there are two at-large positions. It serves in a family advisory capacity rather than a governing board. The Fishback Center is led by the Center Director with input by the Early Childhood Education faculty and the Teaching, Learning, and Leadership Dept. Head.

The Parent Advisory Council’s functions include reviewing the Parent Handbook, providing formal feedback, developing ideas and projects for improvement, working to involve families in the program by planning center-wide activities, and assisting where/when needed. Please join this council, if you are interested, and share your ideas and talents.
G. Participating in Committees. Each year there are committees in need of parent and family members’ input. If you are interested in serving on a committee, please indicate on the family involvement information handout and questionnaire and please inform your mentor teacher.

H. 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.

I. Home Help Requests. As teachers plan for the curriculum, they may have requests regarding preparation that may 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 of the Family Table near the front desk to see the most recent requests.

J. Family Recipes for Snacks. We are looking for help in expanding our snack menu to include recipes of foods you typically eat at home, 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 Deb Schaefer, our cook.

3. 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 Spanish or Chinese or if you would like a translator present for 1:1 communication, please let your mentor teacher know. In order 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 way he/she 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 the use of the daily journal, white boards (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.

*White Board Communication. Each day, notices about preschool events will be posted on the white boards 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. Kindergarten will post such information in their weekly newsletter.

*Daily Journal* Pictures, documented conversations, and interpretations of learning will be seen in the daily journal that will be posted outside each classroom.

*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.

*Home Visits.* Each semester preschool families will have the opportunity to participate in a home visit by a student teacher. This visit is an excellent way to introduce your child to his/her special teacher and also 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 the home visit.

*Development of Individual Child Goals.* During the Home Visit, each family is asked to assist in development 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 few weeks of the kindergarten academic school year. All families are invited to attend and all teaching staff is 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 between families and among families and teaching team. Teachers will also share classroom rules, and daily routines at the open house.

*Parent-Teacher Conferences.* These conferences will be scheduled at the end of each semester for the preschool program and once per semester for the kindergarten
The conference is designed to discuss with parents their child’s development in class, program philosophy, and any concerns or suggestions. This time also provides an opportunity for the parents and teachers to reflect on the semester and the learning process. The conference provides an excellent experiential educational occasion for teacher candidates too. Teacher candidates need to complete at least two conferences each semester with different families in the preschool labs. Therefore, each preschool family is required to participate in at least 1 conference each year and will be offered a parent-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 (3 years and older) will be assessed using a developmental screening tool such as the Denver Developmental Screen or the Early Screening Inventory. 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, a mentor teacher or 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.

4. 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 at least a semester in advance of the change.

G. GENERAL POLICIES AND INFORMATION

1. Clothing
*Comfortable Clothing: Children should be dressed in comfortable, washable, play clothes. In order to fully explore the media we work with, 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 feel that tennis shoes are 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/](http://www.weather.gov/)). It is very important to make sure children have warm, appropriate clothing to enjoy their time outdoors. A snowsuit or coat and snow pants are critical for playing outdoors. Children should also have mittens, scarf, and a hat. Layered clothing in the winter months is important in order 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. If you want the right clothes on your child, it is vital to label the clothes.

**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 parental/guardian permission will be allowed to apply sunscreen once a day. 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 they have parental/guardian permission.

2. **Observing in Observation Booths**
   Please observe your child at any time in the observation booths. Please whisper while in the observation booths. 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. 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.

3. **Items from Home**
   In the event that your child brings an item from home, the toy or object will remain in his/her cubby or will be kept in a “special place” provided by the teachers for most of the day. There may be special times for sharing items from home that will be announced throughout the school year. “Security objects” such as blankets or teddy bears are sometimes needed to facilitate the transition from home to school and are welcomed.
At times, classrooms hold show and tell or use a special box to allow children to bring in items. More specific sharing guidelines for the kindergarten classroom will be shared later.

4. **Addressing Teachers by First Name**
At the SDSU Preschool Laboratory 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 parents 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) need 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.

5. **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. Parents 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 or the Kindergarten teacher 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.

The Outdoor Learning Lab (the playground) is inspected by a Certified Playground Safety Inspector on a regular basis. Inspections occur every three years and maintenance occurs on an annual basis, as well as ongoing when needed.

6. **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 kindergarten lab, please see the snack opportunities to be shared by individual families for the entire classroom. This list is located near the front entrance of the kindergarten classroom. Milk may be purchased through the Brookings School District lunch program for the kindergarten classroom snack.
Deb Schaefer, our friendly and helpful school cook, 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, raw peas, hard pretzels, peanut butter, large pieces of carrots or large pieces of meat. For the Toddlers, snack selection will be cut in to 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.

Deb prepares a menu and posts them on the Family Communication Board on the post at the front desk. Also the snack menus are published weekly in the classroom newsletters. Families may have a copy of the menu for each semester, please ask your child’s teacher for one.

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 consultant.

All snacks/treats brought from home for school consumption must be commercially prepackaged. We highly discourage any homemade baked or prepared foods due to safety reasons. However, you are welcome to make foods/drinks within your child’s classroom for snack consumption or as an activity. If you so 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 parent to make a final decision about that which was distributed.

7. 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. Some parents opt to contribute a birthday book or recording in lieu of a birthday snack. If you choose this option, you are encouraged to glue a picture on the book or CD with your child’s name and age on it.

8. 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 any and 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 persons wishing to see quality programming for children.