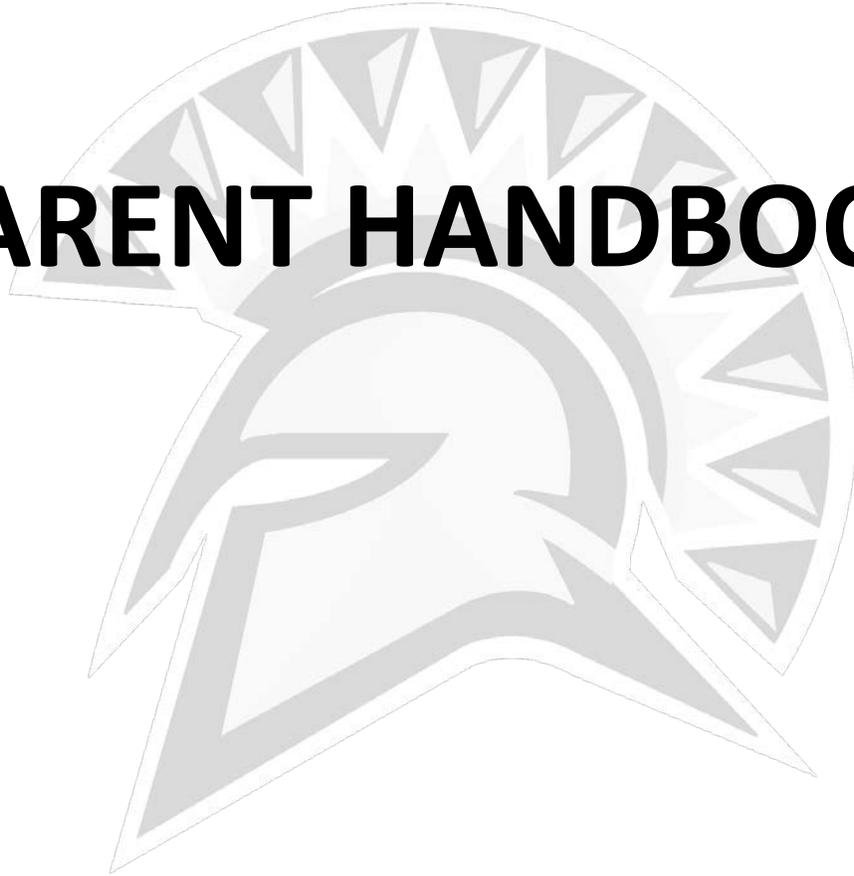


**Child Development Lab Preschool Program  
Multi-Age and Toddler Labs**

# **PARENT HANDBOOK**



San José State University  
One Washington Square San Jose, CA 95192-0075  
Phone: Toddler Lab 408-924-3724; Multi-Age Lab/Director 408-924-3727



**SJSU** | DEPARTMENT OF CHILD AND  
ADOLESCENT DEVELOPMENT

*Revised August 2019*

## ABOUT OUR PROGRAM

Welcome .....	pg. 3
Our Philosophy .....	pg. 4
Faculty, Staff and Student-Teachers.....	pg. 4
Student-Teacher Responsibilities .....	pg. 5
Curriculum .....	pg. 5
Daily Program Components .....	pg. 6

## PARENT PARTNERSHIPS & COMMUNICATION

Parent Communication .....	pg. 8
Parent/Teacher Conferences .....	pg. 8
Parent Information Areas .....	pg. 8
Observation Rooms .....	pg. 9
Discipline Guidelines and Behavior Management .....	pg. 9

## POLICIES & PROCEDURES

Enrollment Policies	
Program Eligibility .....	pg. 10
Placement, Enrollment & Terms of Enrollment .....	pg. 10
Exclusion of a Child from the Program .....	pg. 10
Financial Policies	
Application & Re-Enrollment Fees .....	pg. 10
Tuition Deposit .....	pg. 11
Tuition Payments .....	pg. 11
Arrival & Departure Policies	
Typical Classroom Schedules .....	pg. 11
Drop off and Pick up .....	pg. 11
Authorized Persons .....	pg. 12
Late Pick-up .....	pg. 12
Parking/Virtual Permit.....	pg. 12
Health & Safety Policies	
Extra Clothing .....	pg. 13
Identification & Emergency Information/Consent for Medical Attention .....	pg. 13
Illness Exclusion .....	pg. 14
Minor Injuries & Illness .....	pg. 14
Serious Injuries & Illness .....	pg. 14
Nutrition .....	pg. 15
Toilet Training .....	pg. 15
Emergency Procedures	
Earthquake Preparedness .....	pg. 15
Fire and Other Emergency Situations .....	pg. 15
Designated Meeting Areas in Case of EMERGENCY .....	pg. 16
Miscellaneous Policies	
Child Abuse Policy and Mandated Reporting .....	pg. 16
School Closures .....	pg. 16
Toys from Home .....	pg. 16
Rights .....	pg. 17
Community Care Licensing Information .....	pg. 18

# Welcome

Dear Families,

Welcome to San Jose State University's (SJSU) Child Development Lab Preschool Program! We are pleased that you have chosen us as part of your child's early education and care. We look forward to getting to know you and your child as we embark on this fun and exciting journey together.

Our early educational programs are developmentally appropriate and research based to support young children's development. We are also a learning environment for adult learners who are majoring in Child and Adolescent Development at SJSU. We follow licensing requirements of the California Department of Social Services, guidance principles of the National Association of the Education of Young Children (NAEYC), and look to the California Department of Education for resources such as Preschool Learning Foundations and Desired Results for support with curriculum.

Curriculum activities are planned and presented by student-teachers who are current SJSU students working towards their BA degree in Child and Adolescent Development with an Early Childhood focus. Lab Instructors or Head Teachers have their MA degrees and maintain their Director Permit issued by the California Commission on Teacher Credentialing. Student-teachers and Lab Instructors work together to create engaging environments and activities for your child.

We are committed to keeping you well informed about your child's program and about your child's accomplishments. We look forward to working with you as partners in your child's development.

Warm Regards,  
Joy Foster, Director

## ABOUT OUR PROGRAM

Welcome to San Jose State University's Child Development Laboratory Preschool Program. We are excited that you have joined our community. This handbook is intended to inform you about our procedures and policies that help the lab preschool function effectively. We are a Licensed Child Care Center and follow requirements given to us by the California Department of Social Services – Community Care Licensing. Additional information will also be provided to you that is not included in this handbook.

### **Our Philosophy**

The SJSU Child Development Laboratory Preschool philosophy is based on the belief that young children's development can be enhanced intellectually, emotionally, and socially. We believe this is most likely to occur when children are free to explore an environment that is rich in activities, safe in its physical design and implementation, and staffed by knowledgeable individuals who are respectful in their interactions with children. While we exist because we are a learning laboratory for adult students, whenever children are present they are our first concern.

We believe that children learn best through play! When children are engaged in hands-on, developmentally appropriate play experiences the learning is limitless. This means the children will get messy by doing what they choose –painting, building, playing games, using their imaginations, etc. The children will be invited to ask lots of questions about their environment. Through active inquiry and with support/guidance from responsive Teachers, the children will answer their own questions. Children will also spend time socializing with their peers. We believe that through socialization, children will learn how to be more productive, successful, and caring. We focus a lot of time and energy on language development because every child will be communicating, negotiating, and problem solving for the rest of their lives. We believe that supporting a child's interest will create their momentum of becoming a lifelong learner.

Kindergarten readiness is on our minds and in our daily classroom practices. We look to the California Preschool Learning Foundations for curricular support. Volumes 1, 2, and 3 provide us with developmentally appropriate expectations for young children.

<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp> We also look to the National Association of the Education of Young Children (NAEYC) for support in our practices.

<https://www.naeyc.org/>

### **Faculty, Staff and Student-Teachers**

We insist that all staff members adhere to the state Licensing requirements. Staff members are considered - Lab Instructors or Head Teachers, Student-Teachers, Teacher-Assistants, and Substitute Teachers. Before working in the classroom, each staff member will:

- Complete a Background Clearance (through finger printing/Live Scan)
- Submit a proof of up to date immunizations (DTaP and MMR)
- Submit a proof of a negative TB skin or blood test (dated within 1 year)
- Lab Instructors and substitutes are required to obtain:
  - CPR and First Aid certification, retraining every 2 years

- Mandated Reporter Training, retraining every 2 years
- Child Development Permit, renewal every 5 years

The Toddler and Multi-Age Lab Instructors are faculty members in the Child and Adolescent Development (ChAD) department at SJSU. Both Instructors have earned their MA Degrees in Child Development and hold the Child Development Director Permits through California's Commission on Teacher Credentialing.

### **Student-Teacher Responsibilities**

Student-Teachers are an integral part of our program providing individual attention to your child, and at the same time they are learning through direct, hands-on experience how to foster a child's development. Our Student-Teachers have many duties throughout the semester that gives them a view of what teaching looks and feels like in the early childhood classroom. While constant supervision is MOST important, they will also have curricular and classroom responsibilities. Our Student-Teachers will be designing and implementing learning opportunities for the children, and having engaging interactions with the children.

As part of their participation in the lab, Student-Teachers select 1-2 children to observe for the entire semester. These observations are conducted during the regular flow of activity in the classroom. Student-Teachers will complete assignments related to their observations (children's portfolios, developmental reviews, a term paper, etc.). If at any time you have questions about the observations, talk with your child's Head Teacher or with the Program Director. If for any reason you would prefer that Student-Teachers not formally observe your child for their class assignment, let your child's Head Teacher know immediately and we will ensure that no student in the lab course will focus on your child for observations.

### **Curriculum**

Curriculum at the Child Development Lab Preschool includes child-initiated and teacher-directed activities and experiences offered to young children that support and enrich their development emotionally, socially, physically, and cognitively. Self-selection or "free-play" is a daily part of the curriculum and means a child has the opportunity to choose which center or activity he/she participates in. This promotes creative expression and development of important social skills. Teachers are expected to actively participate with the children during free play activities by asking open-ended questions about what the children are doing, participating in their pretend play, reading books when prompted, encouraging children to try new activities or play with a new item(s), etc.

### **Developmental Domains and Observable Behaviors**

Informal observations are completed throughout the school year along with California's Desired Results (2015) Developmental Profile to look at each child's growth and development. Many of the following behaviors can be observed during play or while the children participate in daily routines and activities.

**Approaches to Learning:** Attention maintenance, Self-comforting, Imitation, Curiosity & initiative in learning, Self-control of feelings and behavior, Engagement and persistence, and Shared use of space and materials.

**Social & Emotional Development:** Identity of self in relation to others, Social & emotional understanding, Relationships & social interactions with familiar adults, Relationships & social interactions with peers, and Symbolic and sociodramatic play.

**Language & Literacy Development:** Understanding of language (receptive), Responsiveness to language, Communication & use of language (expressive), Reciprocal communication & conversation, Interest in literacy, Comprehension of age-appropriate text, Concepts about print, Phonological awareness, Letter & word knowledge, and Emergent writing.

For English Language Learners, **English Language Development:** Comprehension of English (receptive English), Self-expression in English (expressive English), Understanding & response to English literacy activities, and Symbol, letter & print knowledge in English.

**Cognition, including Math and Science:** Spatial relationships, Classification, Number sense of quantity, Number sense of math operations, Measurement, Patterning, Shapes, Cause & effect, Inquiry through Observation and Investigation, Documentation and communication of inquiry, and Knowledge of the natural world.

**Physical Development – Health:** Perceptual- Motor skills and movement concepts, Gross locomotor movement skills, gross motor manipulative skills, Fine motor manipulative skills, Safety, Personal care routines: Hygiene, Feeding, and Dressing, Active Physical Play, and Nutrition.

**History and Social Science:** Sense of time, Sense of place, Ecology, Conflict negotiation, and Responsible conduct as a group member.

**Visual and Performing Arts:** Visual art, Music, Drama, and Dance.

### **Daily Program Components**

**ART:** The Art area is a place for children to create and enjoy on a sensory level. They are given the opportunity to represent their ideas in visual form in any way they choose to help them express what they know and how they feel. All art projects are open-ended, which means that the child's imagination is not limited. There are no pre-drawn patterns or models. The use of coloring books and pre-drawn patterns leave little room for imagination, experimentation, or individual styles and abilities, and is not considered appropriate in the art area. Instead, children are offered the raw materials for creativity that encourage them to explore freely. Art projects may be done either independently, as a class or small group activity.

**SCIENCE:** In the Science Discovery area, children have the opportunity to explore properties of the following types of sciences: Physical, Life, and Earth & the Environment. They are also learning the scientific language associated with those areas. Children will discover, examine, predict, hypothesize, and experiment with many facets of the world around them. There is a wide variety of materials available in this area which is rotated frequently.

**BLOCKS:** This area consists of wooden unit blocks. Additional materials are regularly rotated in the block area such as cars, trucks, boats, people, animals, etc. based on the current interests of

the children. Doing this changes the creativity of the types of structures built as well as the vocabulary practiced. Books on construction or patterns are also rotated throughout the year. In the block area, children can work with others or alone to construct their own creations. This area provides a great segue from parallel play to cooperative play. Teachers interact with them by asking questions about their constructions, offering help and examples of cooperative play, as needed.

**DRAMATIC PLAY:** Children experiment with different roles as they explore the familiar and the unknown through pretend play. This area is filled with props and dress-up clothes to encourage imagination. Sometimes this area might be a kitchen/home living area; other times it might be a post office, restaurant, doctor's office, or rocket ship. Children learn to work with other children and to make compromises (who gets to be the mother? the father? the baby?). In the Dramatic Play area, children break through their restrictions of reality as they pretend to be anyone or anything they choose. Many items and equipment in the dramatic play area are rotated throughout the year based on the interests of the children.

**MATH:** We are doing math all over the classroom and throughout our day, which builds competence in math (pouring water in the sand, counting apples at snack, clapping a rhythmic pattern during circle time, etc.). Every day experiences provide young children context to progress in mathematical concepts. For this area, shelves might be filled with math manipulatives, puzzles, pegboards, beads, collectibles, patterning cards, matching games, etc. Children are exploring numbers, shapes, sorting, and building. This area could also be called the Fine-Motor Skills area because of all the opportunities to work on the smaller muscles in the hands. These activities can be done alone, with a friend, or one-on-one with a Teacher. Some children will work at the table and some will take their items to the floor.

**WRITING CENTER,** multi-age lab: Children draw before they write, and write before they read. And children are drawing and writing in every interest area throughout our classroom. Specifically, in the writing center we focus on supplying materials that children can use to practice drawing and writing. There will be a variety of paper choices in terms of colors and types, envelopes, stamps, rulers, tape, and many different types of writing instruments (crayons, pencils, markers, etc.). We want children to practice drawing and writing with an open-ended concept. As children explore the materials, they are building on their literacy knowledge.

**LIBRARY:** Here, children explore the world of books and feel safe and secure as they are introduced to reading in their very own classroom library. Brightly illustrated books are displayed on low shelves. Children curl up on a rug with comfy cushions or lounge on the soft furniture with the books they have selected. Books are rotated frequently and are always available to the children. Reading is enjoyed in large group story time or small group choice time, as well as one-on-one with the teacher.

**OUTDOORS:** We support open-ended play while children work on their large motor muscle development and coordination skills in our outdoor spaces. Children enjoy climbing, running,

sliding, riding, bouncing, digging, piling, throwing, and building. These types of play also broaden opportunities to practice role playing and cooperative play. The equipment in these play areas is safe and age appropriate. **In the Sand:** We have large sand areas and various support materials to dig, scoop and pour with. We typically have the water table filled each day. Children create scenarios and characters as they use their sand and water mixtures. **In the Garden:** Each lab has a garden area that provides many opportunities to learn about Life Science through planting seeds, observing growth, and watering. Toddlers have a garden area filled with brick pathways that lead to garden boxes filled with various flowers and plants. Multi-Age has 3 planter boxes- each one for herbs, flowers, and vegetables. We also compost – worm composting (on the porch) and organic matter composting (in the garden).

**MUSIC & MOVEMENT:** Music and Movement activities are woven throughout our day. We encourage children to choose the music, which provides an opportunity for negotiation, patience, and tolerance. We also have a variety of different instruments that children may play alone, or form a classroom band. Other music and movement activities that worked into the curriculum each day include singing songs and finger plays, playing songs, dancing (sometimes with props like ribbons or scarves), or painting to music.

## PARENT PARTNERSHIPS & COMMUNICATION

### Parent Communication

We feel that a child's education is a shared process. Every child's first experience in school is also a parent's first experience. We want parents to know and understand as well as discuss our program goals and how they relate to their child's growth, development and school experience.

We have built into our program regular times for formal meetings with each family and structured our daily program so that there are plenty of chances for informal, casual opportunities for parents to check in with their child's teacher. Phone calls or private chats are welcome. Parents can leave phone messages, notes or email their child's teacher. Head Teachers are available to meet with you by appointment outside of the normal preschool hours to discuss your child. Many times parents make arrangements to speak with the Teacher by phone. Please feel free to observe the program and to ask questions.

### Parent-Teacher Conferences

Parent-Teacher conferences are held at the end of the fall and spring semesters. This is a voluntary conference for parents, yet it is an opportunity for our student-teachers to engage in the structure of this process. It is also a wonderful way to hear about how your child has shown progress over the semester.

**Parent Information Area:** This area is set aside for the parent sign in-out binder, calendar, Licensing information, tuition drop box, newsletters, and daily schedules. Look to this space for potential special events for the day or week. Locations – Toddler Classroom: a table in the Toddler yard upon entry; Multi-Age Classroom: a desk inside the classroom close to the porch doors.

**Observation Rooms:** We encourage our parents to use our observation spaces after drop off, during class time and before pick up. We would like you to see how our program really works. It is important for parents to see our busy, happy, active and creative program and how their child is at play. We want parents to view learning through play in our environment. We request that you do not tell your child that you will be in the Observation Room “watching” them, or show them the actual space.

These spaces are also shared with SJSU undergraduate and graduate students who seek to observe young children’s behaviors for educational purposes. SJSU students might be seen using these spaces to record written observations needed for course assignments in various disciplines.

Finally, please be mindful of noise levels in the Observations Rooms. We can actually hear people talking or rumbling around when/if we are quiet IN the classroom.

### **Discipline Guidelines and Behavior Management**

Discipline must be free from corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other actions of a punitive nature, including but not limited to: interference with daily living functions, including eating, sleeping, or toileting; or withholding of shelter, clothing, medication or aids to physical functioning. (Section 101223, Personal Rights LIC 613A)

We believe that positive reinforcement is the best way to guide a child’s behavior. And when a child is misbehaving (for example: throwing sand, running inside, or hurting friends), we will discuss with the child why those behaviors are not acceptable and suggest other ways to play or communicate to friends. The consequence will be not getting to play in a certain area for a little while (if applicable), with the opportunity to return along with Teacher support (if needed). When/if the behavior continues and does not change, the Head Teacher will speak to the parent(s) about the behavior. This is done so that both the parents and all staff will become team members in educating the child about appropriate behavior. The Child Development Lab Preschool staff will use only positive guidance techniques.

In the event that children need support in problem solving with their peers, Teachers will assist by engaging the child or children in problem solving techniques that fit their developmental level. In most situations we use re-direction, positive comments, and suggestions in discussing alternatives to fit the situation. Teachers also help children resolve conflicts with peers by using a problem-solving technique that we call the 6 Steps to Conflict Resolution (High/Scope Educational Research Foundation). 1. We approach quickly and calmly. 2. We acknowledge children’s feelings in what we have encountered. 3. We encourage the child(ren) to state the problem which allows each person to have their say. 4. Teacher restates the problem so we all know what it is. 5. Teacher asks the children to brainstorm solutions, as he/she will also offer alternatives and suggest outcomes, if needed. 5. The final step is follow through or follow up support by the Teacher. And with that the children learn that they can trust their Teacher will support them, but more importantly, the children learn that they can solve problems! These methods help children build self-control and negotiation skills.

## POLICIES & PROCEDURES

### Enrollment Policies

#### Program Eligibility

In order to enroll in our Toddler and Preschool Programs, the following is needed:

- Children must be 2 years by September 1 for the Toddler Program
- Children must be 3 years by September 1 and toilet-trained for the Preschool Program

All children must have program required documents completed before the child's first day of the program (Licensing forms completed and Enrollment Agreement signed).

#### Placement, Enrollment & Terms of Enrollment

Prior to the school year children are placed into groups according to their chronological age. Children stay in their class through the whole school year. We do not change children from Toddlers to Multi-Age mid school year.

Enrollments are available based on space available, the child's age and requested schedule. Preference is given to returning students. New student enrollment begins after the currently enrolled student's re-enrollment process is completed mid-March.

For new children: Once the completed application for enrollment is received, a non-refundable, application processing fee is submitted and then parents will receive confirmation of placement or wait list information through the mail.

Each child is enrolled for the entire term or the balance of the term. For children entering during the school term, tuition will be prorated according to the number of school days left in that month.

#### Exclusion of a Child from the Program

We reserve the right to exclude children from the Preschool Lab for the following reasons:

- failure to provide verification of a child's physical examination by the first day of attendance
- in the event the program is not appropriate for your child, or constitutes a safety hazard to themselves or to other children, staff, or the program
- repeated late pick-ups from the lab school
- nonpayment of fees

### Financial Policies

**Application & Re-Enrollment Fees:** An initial, **non-refundable \$45.00 Application Fee** is due with the submission of a New Student application. A \$45.00 fee for Re-Enrollment is due for each subsequent School Term in March.

**Tuition Deposit:** The Re-Enrollment fee is a tuition deposit for the next school year and will be subtracted from September’s tuition payment. It is made in advance and is **non-refundable** and due upon placement on March 1st for New Students.

**Tuition Payments:** The subsequent seven payments for the school term tuition are due and payable on the 1st of each month September, October, November, February, March, April, and May. Children generally attend for a few days in December but fees are not collected for that month. If your child is absent for an extended period, we expect you to pay tuition.

**Arrival & Departure Policies**

**Typical Classroom Schedules**

Parents are encouraged to observe the programs from the observation booths. These areas are open during the times children are present in the classrooms. No prior arrangements are required to observe the program. The approximate activity times of our typical daily schedules are:

**Toddler Lab**

- 9:00 Arrival, indoor/outdoor activities
- 10:00 Snack
- 10:15 Indoor/outdoor activities
- 10:45 Mini clean up
- 10:50 Circle
- 11:00 Departure

**Preschool Lab**

**Morning**

- 9:00am Arrival, indoor/outdoor activities
- 9:55 Snack
- 10:15 Indoor/outdoor activities
- 11:00 Clean up
- 11:10 Circle Time
- 11:30am Departure

**Afternoon**

- 12:30pm
- 1:25
- 1:45
- 2:30
- 2:40
- 3:00pm

**Drop Off & Pick Up:** Children are to arrive at school **by** the beginning of their session (9:00am for all Toddler classes, and morning Multi-Age Class, and 12:30pm for the afternoon Multi-Age class). If a child is going to be late or absent please call in by 9:30am.

\*Parents/guardians must walk the child in and out, and help the children get their belongings to and from their cubbie and making sure that staff on duty is aware of the child's arrival or departure. Each child must be signed in upon arrival and departure on the appropriate sign-in sheet by their parent/guardian. These sign-in sheets are our emergency attendance records and must be completed accurately. You are required by law to sign your child in and out of the program each day using your full name, not initials.

Parents must be prompt and pick up their child at the scheduled time. If a child is picked up late more than three times, the parent will be asked find another center that better meets the family's schedule.

### **Authorized Persons**

Only authorized adults (**18 years or older**) will be allowed to pick up the child from the school. Staff will not allow a child to leave with anyone not on the I.D. & Emergency form, unless the parent has given prior written & signed permission. Parents, guardians, and other authorized adults must also sign the child in/out and be prepared to show identification to leave with the child.

### **Late Pick-Up**

It is **imperative** that your child is picked up on time at the end of the program each day. The Lab Instructors have daily meetings with the Student-Teachers immediately after the children depart. If a problem comes up and you think that you will be late, call the classroom immediately. If late pick-up is a persistent problem, we will ask you to make other preschool arrangements for your child.

### **Parking/Virtual Permit**

Parking at SJSU is always a challenge. The University Police Department has generously agreed to provide us with parking within the South Garage (7<sup>th</sup> and San Salvador Streets) to allow you to park while you are dropping off or picking up your child. Included in your enrollment, the Lab Preschool Program pays for a 1 hour, semester permit through the University Parking Services.

Starting July 1, 2019, Parking Services is providing Virtual Permits. Virtual permits allow you to park in your designated area without being required to display a physical permit. The license plate registered will become your virtual parking permit. You can register up to three vehicles on your permit. **Only one vehicle is allowed on campus at a time.** No more forgetting your permit or worrying about a permit being displayed improperly.

**Adding More Time:** There is an option of adding time to your parking session remotely via the Parkmobile app ([parkmobile.com](http://parkmobile.com)). The Parkmobile app allows users to pay for and extend parking sessions using a smartphone or web app.

Parents absolutely must abide by the UPD rules for parking on the campus. It is important that you do not overstay the time limit or park in restricted areas. The campus police issue parking tickets. The virtual permit does not allow parking just anywhere in the garage. Be sure that you understand where you are eligible to park. In the past some parents have waited in driving lanes for spaces to open up. This practice is not allowed anywhere in the garage.

There are twelve Clinic Parking/Lab Preschool slots on the first floor of the South Garage for families who arrive each day with two or more children under the age of 5 years. If this describes your family, please contact your child's teacher about getting access to register

your vehicle with the permit to park in the Clinic Parking area within the South Garage.

Please note, there are short-term parking spaces allowing up to 20 or 30 minutes free parking, depending on location. These are available in the North Garage, South Garage, Lot 1, Lot 4, Lot 7, and Lot 8 for loading/unloading and running short errands. See a campus SJSU map for those locations.

### **Health & Safety Policies**

Your child's health and well-being is our most important responsibility. Please help us keep your child safe by following our health and safety policies, procedures and rules. Parents must keep children home and notify the school if the child has been infected with a contagious disease or rash. Written notification from the child's physician may be required after a communicable illness.

Staff will perform informal daily Health Inspections. If the child is observed to have any symptoms listed below or feel un-well parents will be contacted to take their child home. Should you be contacted about illness by the school we expect you or someone you have designated pick up your child as soon as possible.

**Never** send medication in book-bags, lunch boxes, etc. Vitamins, lozenges or any form of pain or cold relievers are not allowed on site unless prescribed in writing by physician and are handled as described below.

### **Extra Clothing**

Your child should be dressed in comfortable play clothing. Play and learning activities involve paint, water, clay, glue, sand, and dirt, all of which can end up on your child's clothing, and some of it may stain. We do our best to use washable materials, but we want your child to truly get immersed in play. Our classrooms are open to the outside everyday so we urge you to dress your child warmly in inclement weather. Please keep at least one extra set of clothing in your child's cubby at all times. This will ensure that your child will have dry clothes to change into after water play or a potty accident. Dress your child for easy diaper changes (Toddlers) or toileting (Preschool). Should your child wear clothing home that belongs to the school, please wash and return it as soon as possible.

**Identification & Emergency Information/Consent for Medical Attention:** It is important that parents complete and update, as needed, an Emergency Contact and Parental Consent Form. This form contains contact information for both the parents as well as individuals authorized to pick up the child in the event of an illness or emergency. In addition, the form allows the Child Development Lab Preschool Head Teacher, and/ or staff members, to seek emergency medical or dental care from authorized care providers in the event of serious injury. **It is the responsibility of the parent to complete this form and to make corrections to this information when necessary.**

If a child becomes ill or injured after arriving to the center, staff members will inform the Head Teacher and he/she will attempt to contact the parent(s) at all available telephone numbers. If a parent cannot be reached, the individuals listed as emergency contacts/authorized pick up persons on the Emergency Contacts & Parental Consent form will be called. Children who are ill or seriously injured will stay with the Head Teacher until a parent or authorized adult arrives.

### **Illness Exclusion**

Our policy is that children may **not** attend school if any of the following symptoms are present:

- **Lice:** Hair must be washed with medicated shampoo. Child may return to school when hair is free of all nits.
- **Fever:** Children should remain home if they have an above-normal temperature. The child may return to school when fever-free for 24 hours.
- **Conjunctivitis:** “Pink eye” is highly contagious. A child may return only after a health care provider signs a release and the child is free of symptoms.
- **Rashes:** Unidentified rashes must be diagnosed by a health care provider.
- **Impetigo:** Red pimples that become small pustules. Your child must be seen by a health care provider.
- **Diarrhea:** Two days in a row or three times in one day at school.
- **Vomiting:** Repeated forceful evacuation with other symptoms or the child's inability to eat. If a child vomits at school they must be picked up immediately. They also must be vomit-free for 24 hours to return to school.
- **Any unusual discomfort** on the part of the child such as an earache or other pain that causes the child to cry and creates major discomfort.
- **Any other contagious conditions:** measles, chicken pox, mumps, whooping cough, and streptococcal infections which are still contagious.

By strictly adhering to our policy, we will minimize the number of days that your child and our staff and students are sick. These procedures will result in healthier children and staff.

### **Minor Injuries & Illnesses**

If a child has been slightly injured, has a minor illness or symptom, (scrapes, bruises, bee stings, bloody noses etc.), an “Ouch Report” will be attached to the child’s sign in/out sheet and placed in the child’s file.

### **Serious Injuries & Illnesses: IN CASE OF SERIOUS INJURY OR ILLNESS WE WILL:**

- 1) Assess the child's condition and take immediate First Aid measures.
- 2) Make an immediate attempt to contact parents.
- 3) If we cannot contact the parents we will then attempt to contact them through the persons listed on the child's Identification Emergency Information Card. If we cannot contact the parent we will contact the child's physician.
- 4) If necessary we will call ambulance or paramedics.

5) Until the arrival of a parent/guardian, the physician, ambulance or paramedics; a staff member will remain with the child and make decisions on the child's behalf.

6) A staff member will remain with the child until the arrival of the parent should the child be transported.

### **Nutrition**

We serve a snack each day, and menus are posted in each classroom. All snacks are served family style. Providing nutritious snacks and introducing new foods to the children is an important aspect of our nutrition program. Children are not allowed to bring foods to school without the knowledge and agreement of the classroom teacher. If your child has food allergies, please include that information on the enclosed form. You may also want to talk with your child's teacher about food alternatives or treats for special occasions.

### **Toilet training**

Children who are not fully toilet trained are accepted into the Toddler program only. There we have a changing table and supplies for diapering children. By the time they enter the Preschool, children must be toilet trained. Most young children have accidents -- that's a part of learning. We expect to change children occasionally in the preschool but we cannot serve your child if diaper changing or accidents are a frequent event. Please be sure to talk with the Lab Instructor about your child's needs for assistance.

## **Emergency Procedures**

### **Earthquake Preparedness**

For some time, the University has had in place plans to care for the people who may be on campus at the time of a major earthquake. The campus preparations are based on the expectation that anyone already on campus during a disastrous earthquake will remain at the University for up to 72 hours.

Our plan for the lab programs is also in place. In the event of an earthquake and after receiving clearance to be inside the building, we plan to keep all children in the preschool classroom (CCB 118). All children from the Toddler program will be moved to CCB 118. Children will only be released to their parents or to another individual authorized by the parents. If your child is receiving daily prescription drugs, we ask that you give a two-day supply to your child's teacher with specific written instructions for administering the medications. We will store the medicine in a locked cabinet in CCB 118.

### **Fire or other emergency situations**

Fire procedures are posted near the exits in each classroom. Fire drills are conducted by the campus each semester; all classrooms are required to participate. In the event of a fire, bomb threat, intruder/dangerous adult, or other evacuation emergencies, the staff will immediately gather the children and leave the building (if possible) and meet at their designated meeting areas.

---

## Designated Meeting Areas in Case of EMERGENCY

---

**Toddler Class-** Grassy area between Sweeney Hall and Health Center.

**Multi-Age Class-** Olympian Statues between CCB (Central Classrooms Building), DBH (Dwight Bentel Hall) and CL (Clark Hall).

In the event that the staff and children cannot leave the classroom, they will shelter in place and wait for an “All Clear” from the Director, Lab Instructor, SJSU official, or University Police before continuing with activities.

Parents will be called as soon as safely possible following an emergency situation. **For the safety of children, parents, and staff, we ask that parents do not attempt to pick up their child during an emergency situation.** When picking up your child, you will need to sign your child out or be sure to check in with the Head Teacher or person facilitating the child pick up process.

### MISCELLANEOUS POLICIES

#### **Child Abuse and Mandated Reporting Policy**

Section 11166 of the California Penal Code requires any child care staff to report any unusual marks found on a child or statements made by a child that may indicate "suspected" abuse or neglect. Reports are made to the police or to Child Protective Services. Failure by our staff to report suspicious situations within 24 hours is a misdemeanor punishable by 6 months in jail and/or a \$1,000 fine.

Mandatory reporters shall take a two-hour training course involving the identification and reporting of child abuse. Recertification for mandatory reporters is required every two years according to AB 1207.

For more information about reporting child abuse call ChildHelp USA, National Child Abuse Hotline (800-4-A-Child). The ChildHelp Hotline is a 24-hour professional crisis counseling social service and support resource.

#### **School Closures**

The Child Development Lab Preschool follows the SJSU fall and spring schedule of classes. The center is closed for the following holidays/breaks:

*Cesar Chavez Day*

*Spring Break*

*Labor Day*

*Veteran’s Day*

*Thanksgiving (2 days)*

#### **Toys from Home**

Please do **not** allow your child to bring toys from home to preschool. We have found that often such toys are the source of disagreements among children; that they can be lost or damaged; and, occasionally, they are not appropriate for our program. The Lab Teachers will post a notice letting you know if there are days when toys or favorite objects can be brought from home.

## **Rights**

### **Parent's Rights, LIC 995**

You have the right to request a conference with the director of the SJSU Child Development Lab Preschool regarding any action that is taken by the program in regard to your child's care, to review your child's file, or to discuss any concerns. By law, you have these additional rights:

- Parents/guardians, upon presentation of identification, have the right to enter and inspect the child day care center, in which their child(ren) is receiving care, without advance notice to the SJSU Child Development Lab Preschool. Entry and inspection right is limited to the normal operating hours while their child(ren) is receiving care.
- The law prohibits discrimination or retaliation against any child or parent/guardian for exercising his/her right to inspect the center or for voicing any complaints or concerns.
- The law requires that parents/guardians be notified of their rights to enter and inspect; and that a notice of this right be posted at each center.
- The law authorizes the person in charge of the child care facility to deny access to a parent/guardian under the following circumstances:
  - The parent/guardian is behaving in a way which may pose a risk to children in the facility;
  - The adult is a noncustodial parent and the facility has been requested in writing by the custodial parent not to permit access to the noncustodial parent. When the custodial parent does not list the noncustodial parent on the child's emergency card, we regard this as the custodial parent's written denial of the noncustodial parent right to access.

### **Children's Personal Rights, LIC 613A**

Each child receiving services from SJSU Child Development Lab Preschool shall have rights which include, but are not limited to, the following under the law:

- To be accorded dignity in his/her personal relationship with staff and with other persons.
- To be accorded safe, healthful, and comfortable accommodations, furnishings and equipment to meet his/her needs.
- To be free from corporal or unusual punishment, infliction of pain, humiliation, intimidation, ridicule, coercion, threat, mental abuse, or other actions of a punitive nature, including but not limited to: interference with daily living functions, including eating, sleeping, or toileting, or withholding of shelter, clothing, medication or aids to physical functioning.
- To be informed, and to have the authorized representative informed by the licensee of the provisions of law regarding complaints including, but not limited to, the address and telephone number of the licensing agency's complaint receiving unit, and of information regarding confidentiality.
- To be free to attend religious service or activities of his/her choice and to have visits from the spiritual advisor of his/her choice.

- To leave or depart the facility at any time (with a parent or guardian), from whom legal authority has been established.
- Not to be locked up in any room.
- Not to be placed in restraining devices.

*Sections 80072, and 101223, Title 22, California Administrative Code.*

#### **RIGHT OF THE LICENSING AGENCY**

Child Day Care General Licensing Requirement-Section 101195 (b) and (c)

The Department of Social Services shall have the authority to interview children, or staff, and to inspect and audit child or center records without prior consent. SJSU Child Development Lab Preschool must make provisions for private interviews with any child(ren), or staff member; and for the examination of all records relating to the operation of the child care center to the Department of Social Services, the State Department of Education and other funding/regulatory sources.

The Department of Social Services shall have the authority to observe the physical condition of the child(ren), including conditions which could indicate abuse, neglect, or inappropriate placement, and to have a licensed medical professional physically examine the child(ren).

#### **Community Care Licensing Information**

The SJSU Child Development Lab Preschool is licensed by the Department of Social Services, Community Care Licensing. Our license number is #430710633. The local licensing agency may be contacted at the following:

##### SAN JOSE REGIONAL OFFICE

2580 N. First Street, Suite 300, MS 29-08

San Jose, CA 95131

(408) 324-2148 FAX (408) 324-2160

Counties: Monterey, San Benito, Santa Clara, & Santa Cruz