

**SDSU CHILDREN'S CENTER
PART TIME STAFF MANUAL**

Mission Statement for Associated Students, SDSU

To support the mission of San Diego State University, we the Associated Students, create, promote and fund social, cultural and recreational programs and facilities both on campus and in the community, advocate for student interests, provide leadership opportunities and participate in shared governance.

Vision

AS SDSU is a unifying and empowering student-directed organization dedicated to serving and involving students at SDSU by enhancing the college experience that leads to a higher quality of life after graduation.

Values

AS SDSU values efforts by and on behalf of students that promote the following ideals:

Professionalism

Unity

Growth

Advocacy

Communication

Opportunity

Commitment

Empowerment

Service

Mutual Understanding

Involvement

Diversity

Responsibility and Safety

Innovation

Voice of Students

Community

Campus

Teamwork

Respect

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Letter to All Staff Members:

Welcome to the Children's Center. It is our hope that your experience at the Center will be as rewarding for you as it is for the children in our program. You play an important role in the lives of young children and their families, and the Center will play an important role in your development as a teacher.

Staff members are comprised of:

- **Center Director**
- **Assistant Director**
- **Office Supervisor**
- **Food Services Supervisor**
- **Food Services Assistant**
- **Supervising Teachers (1 per cottage)**

- **Full time Master Teachers (1 per classroom)** who are graduates in child and family development with a permit in Child Development issued by the California State Department Of Education.
- **SDSU students who work part-time as Teachers, Associate Teachers or Assistant Teachers.** Students have varying backgrounds. Some are near completion of their degree program in child & family development and some have just begun their academic careers. The one factor all students have in common is their desire to work with children and increase their understanding of child development.

You, as the teacher, play an important role in accomplishing our program goals for the young child. You enrich the environment by the materials and activities you bring with you which the children can experiment with and explore. You also enrich the environment by bringing yourself. Who you are as a person has a significant effect on the child. Knowledge goes through us, influenced by our personalities, and in turn, influences those around us.

The children in our program are dependent on the adults around them to meet their needs. Their physical, emotional, social and cognitive growth is guided and nurtured by the adults who care for them. Add to this the long hours these young ones are in our care and it becomes clear what a special job we teachers have. We must see our interactions with these children as ultimately important in providing them with enough love and respect that they may go on to love and respect others. At the bare minimum, and maybe the most important role you play, is to ensure the safety of each child in attendance daily.

As we all know, communication in a full - day program, which is primarily staffed with part-time students, can be difficult. This teacher's manual is not intended to solve this problem completely, but is rather an attempt to communicate some of the necessary routines and procedures that all teachers need to know for a safe and smoothly running program. Hopefully, the information in this manual will establish the basics for good performance at the Center, as well as provide support for teachers' continued professional growth through effective communication about children and program needs.

Your classroom supervisor will provide more detailed information that further outlines curriculum goals and procedures for you to follow. The Associated Students Policy and Procedures for Part-Time Staff Manual will provide you administrative information regarding your position as a staff member. Together with staff trainings, the two manuals are intended to support your learning and encourage your ideas as an essential team member of the Children's Center.

For purposes of this manual, TEACHER will refer to all staff who work with children, and SUPERVISOR will refer to staff who serves in a supervisory capacity.

INTRODUCTION

History

The Associated Students Children's Center was founded in 1971 by a group of parents who needed childcare in order to attend classes. It began as a parent co-op with a small budget provided by Associated Students and served pre-school age children. An Infant & Toddler classroom was added in the Spring of 1976. In the Fall of 1992, the Children's Centers were expanded to include a Faculty/Staff Site which was located off campus and served 16 children of students as well 60 spaces for children of faculty, staff and/or alumni and the community on a space available basis. The Faculty/Staff Site was totally self-supporting through parent user fees. The Campus site was licensed for 127 children and received some A.S. funding, charged parent fees on a sliding scale, and received funds from a California State Department of Education Grant that helps to fund childcare for many student-parent families who meet income requirements. In December of 2003, the two programs were merged together in a beautiful state-of-the-art center. The new center provides daily care for as many as 200 children and their families. The Associated Students continues to support the Children's Centers with much needed support services and serves as our sponsoring agency on campus.

Licensing Information

The State of California Department of Health and Social Services licenses the center to provide an enriched developmental program for children from infancy through age 6. The Center is equipped and staffed appropriately for these ages and meets or exceeds State, County, and City regulations for health, sanitation, safety, and teacher/child ratios. State personnel conduct annual visits to ensure that the center meets licensing standards and regulations.

Children and Families Served

The Center is owned and operated by the Associated Students for use by students, faculty and staff, and alumni of San Diego State. Community families will be served on a space available basis. The Center is open to children between the ages of 6 months and 5 years of age who are ready for the type of group experience offered and who can benefit from the program. Children who are physically or developmentally handicapped will be accepted if it is determined that the Center can meet the individual needs of the child. In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin or ancestry, sex, age or disability in accordance with applicable regulations.

Hours and Holidays

The Center is open year round and follows the University calendar for vacation and holidays. Hours of operation:

Infants

MONDAY-FRIDAY

8:00 a.m. to 4:00 p.m.

Toddlers - Preschool

MONDAY-FRIDAY

7:00 a.m. to 6:00 p.m.

Typical holiday closure dates at the center include:

New Years Day

Martin Luther Kings Birthday

Cesar Chavez Day

Friday of Spring Break

Memorial Day

July 4th

Labor Day

Thanksgiving and the Friday after

1 week of winter break

CHILDREN'S CENTER GUIDING PRINCIPLES

Program Philosophy

Young children's developmental tasks are to build trust, learn social skills, develop positive self-esteem, and begin mastery of academic skills. A program that provides developmentally appropriate activities, well-trained and consistent staff, and a safe and healthy learning environment best supports these tasks. The educational philosophy of the A.S. Children's Centers is based on the belief that each child is unique and deserves respect, consistency, caring, and challenge as they grow. Further, we believe that:

Children develop at their own pace. They do not acquire knowledge by force. They are motivated by their own desire to make sense of their world.

Children learn through interaction with the materials and people in their environment. Play provides this interaction and is the natural mode of learning for the young child.

Children learn self discipline as they learn respect for themselves, others, and their environment. Pride in their abilities, family, and culture adds to their developing self-esteem.

Children need a balanced program that fosters independence, choice, and challenge. They also need structure and well-defined limits in order to feel secure.

Children Need Freedom to Learn and Grow

Children learn by doing when they are free to explore their world at their own pace. When children confront problems, experience feelings, make decisions, and find solutions that work or don't work, learning while growing will occur. Respect and trust are essential to the learning and growth process. Having the respect of others enables one to experience to the fullest, without fear of rejection or condemnation. When adults trust children, children learn to trust themselves.

Children Need Freedom to Choose and Explore

Freedom to choose and explore is also essential. As the children encounter difficult situations, it is the adults' role to listen and clarify, not judge, so the children may evaluate the situation themselves. Children are usually able to solve their own problems and conflicts if given the freedom and nonjudgmental guidance of adults in the environment.

Children Need Freedom from Discrimination

We do not discriminate. Guidance at the Center means adults helping children learn how to solve their conflicts and make choices. Gentle guidance, not punishment, is used. Corporal punishment of any form is not permitted.

Children Need Assistance Redirecting Aggressive Behavior

In general aggressive behavior is re-directed into positive interactions whenever possible, through close supervision and teacher intervention. Aggressive behavior is a normal occurrence in early childhood as children learn to deal with other children and adults in a classroom setting. The staff does not approve of this behavior but it can reoccur depending on the various social situations and the daily emotional status of the children. A child may be excluded from our program if the staff determines that the Center cannot meet his or her needs or if that child's attendance is detrimental to other children and staff.

GOALS

Our desire is to provide an environment in which children can thrive and find out for themselves who they are and what they can do. In this environment the child needs a great number and variety of experiences in order to find a basic way of dealing with life that is comfortable and satisfying for them. We feel that to do this a child needs an environment that is saying to him or her:

- ◆ you are loved here

- ◆ you are a unique and worthwhile person
- ◆ adults have faith in you as a growing individual

Specific Program Goals:

- ◆ Encourage Children To Feel Positive About Themselves
- ◆ Be Responsible for Themselves and Their Actions
- ◆ Solve Their Own Problems Creatively
- ◆ Express Themselves
- ◆ Be Self-Directed
- ◆ Be Free From Sex Role Stereotyping
- ◆ Be Open To New Experiences
- ◆ Be Aware of the Variety of Cultural Backgrounds

Curriculum

The Center's curriculum is based on **developmental theory**.

- Children move through sequential stages of development in a variety of skill areas and at varying speeds.
- A child's development may be quick in some areas and slow in others, but all areas of growth are important and interrelated.
- Children need mastery at each level before moving on to the next.
- We place equal importance on all major areas of development and tailor our program to meet individual growth needs.

Teachers coordinate **age appropriate curriculum** for each group that is organized around the following areas:

- Physical (gross and fine motor)
- Social (peer interaction, social skills and awareness)
- Emotional (self-esteem, awareness and recognition of feelings, healthy balance)
- Cognitive (comprehension, language development, problem solving, and skill acquisition)
- Curriculum is carried out with the belief that children are learning at all times and that the teacher's role is to facilitate and enrich the learning process.

Play is the natural mode of learning for the young child.

- The child develops feelings of competency and motivation for learning when provided opportunities for play and individual choice.
- Learning occurs when the child is actively involved with the materials of the environment.
- Through careful observation of play, teachers are able to assess development and add challenges or direction as needed to further individual growth.
- The classroom environment is arranged to provide ample choices for children to encourage independent thinking and a gentle unfolding of abilities.

Environment

The physical environment of the Center has been set up to enhance our program goals. It offers:

- Challenges, choice, and encourages independence.
- Avenues for cooperative play and involvement with varied materials.
- The opportunity to be "messy". Getting involved in play activities without concern for clothing or appearance is an important aspect of a child's learning.
- It is through intense interaction with the environment that children learn about the physical properties of the real world.
- It is also how they test ideas, sort out feelings, and learn competency.

Child Guidance / Discipline

Corporal punishment is not permitted by state licensing guidelines or center policy.

Positive Redirection Vs. Intervention

One of the most difficult tasks for the preschool teacher and assistant teachers is knowing when to intervene and how/when to redirect the behaviors. We usually want **negative behavior to stop** as quickly as possible, so it is not unusual to find ourselves using statements that include negative words such as "don't" or "no". Although this may stop the negative behavior (the result we wanted), the child now is left with the question of, "**Now what shall I do?**" He/she may proceed to find another behavior or action that is unacceptable and may, in fact move from activity to activity with a teacher following them around with lots of "no's" and "don'ts." What if the teacher spent as much time **giving the child ideas of what to do verses what not to do?**

Look at the following examples:

Instead of: Try:

Don't throw sand!

Let's put the sand into a bucket.

No running in the classroom!

Remember to walk indoors.

Don't color on the table!

Color **on** the paper.

Don't throw blocks!

Blocks are for building.

No screaming!

Use a quiet voice inside.

No hitting!

Use your words.
(Give examples... "Tell him that you don't like it when he takes your toy")

Stop splashing the water!

Let's keep the water inside the water table.

What about intervention?

It is sometimes appropriate to use words like "**don't**", "**stop!**" or "**no!**" If you must stop a behavior or action right away because:

- A child will hurt another child
- A child will hurt himself
- A child will destroy property

Then these words may be used to **intervene**. Otherwise, do your best to give **positive redirection**. You will avoid power struggles, encourage positive behaviors and have a much happier day! 😊

The key to effective guidance of young children is consistency and setting clear reasonable limits.

- We set limits based on two guidelines: not hurting yourself or others, and respecting the physical environment.
- When disciplining a child, our goal is to guide the child in developing self-control as opposed to external or adult control.
- We believe that it is important for children to know that it is all right to have both negative and positive feelings.
- We help the child learn constructive ways to express emotions and settle conflicts with an emphasis on verbal problem solving.
- In guiding children, our goal is to help children learn to trust the people around them and the environment, to feel good about themselves, and to develop self-discipline.
- Our guidance techniques are practiced to help children develop self-control; not behave according to adult-imposed control or fear.

Insights To Working With Infants, Toddlers & Twos

Our Infants and Toddlers range in age from 6-24 months. This is a time where developmental stages and changes can happen at an extremely rapid pace. Working with Infants and Toddlers is **very** different from working with Preschool aged children. Infants have little language to help us understand what they need. Crying is a natural way to express an unmet need-it is how babies communicate with their caregivers. It is normal for infants to cry when their parents drop them off. Children are always more attached to their parents than they are to teachers or caregivers, so they do miss them when they are separated. When caring teachers show children they will do all they can to meet their needs, children begin to develop trust for other adults in their lives. If you are ever faced with wondering what is the best thing to do, please ask a Master or Supervising Teacher. Your extra pairs of hands will be much needed during the busy times of day.

Children at **6 months old** are very dependent on adults to have their needs met. They are just beginning to sit up and babble. They may be getting ready to crawl by rocking back and forth on hands and knees. Children need custodial care such as diapering, feeding, and playing in safe and healthy ways. The staff at the Children's Center strives to go well beyond just custodial care as well as providing loving guidance in a way that develops young minds and bodies. Infants and Toddlers are always learning-from the environment, each other, and the adults in their daily lives. Infants need flexibility. They need to eat and sleep when they are hungry or tired. They live by their own clocks. As they grow, we can begin to move them toward a more typical schedule.

It is important to stay calm when working with young children. Let them do things in their own way on their own time whenever possible. We try to "stand back" to see if children can resolve problems before stepping in their way. We certainly offer guidance and support as needed, and always keep children safe, but find that they are often very capable of figuring out what needs to happen. To help support this development, we have children work in small groups, so they can better learn to cooperate and form bonds. Always remember the importance of visually seeing all children within the small group you are working with and/or those who are in the area where you are working. Whenever possible, please position yourself so that children are not playing behind you or if you must have your back to a child, be sure another staff member can visually see the child you cannot see yourself.

At **9 months old**, infants are pulling themselves up and "cruising" around furniture. It is important to let them explore, but stay close for the inevitable tumble. Infants are extremely top heavy, and it takes a long time to develop the muscles needed to hold their heads and necks in a stable way. Infants will also be babbling (pre-speaking) at this age. Use every opportunity to talk to them, describing what they are doing and what they see.

Once children reach **12 months old**, many of them are walking, and they are extremely busy. Safety becomes more of a focus when children can access all areas of the classroom and outside. They are learning, learning, learning, and want to put their new skills to the test. It is difficult to anticipate what mobile infants have in mind, but the more time spent with them, the easier it gets to anticipate their actions. Keep in mind they can be very **FAST** and have short attention spans. When you communicate with young children, it is important to get down on their level, and to use their names.

Young infants cannot work out many problems on their own-they need loving adults to provide help and guidance. They also should not be expected to wait for more than a few seconds between activities. They need to move and climb and can usually recover their moods fairly quickly. Just as crying is typical behavior for young infants, so tantruming is developmentally appropriate for older infants. It is natural for children to become upset when what they want to do and what they are capable of doing are different. If you can, it is always best to just let the tantrum finish, and to help the child move on to another activity. Whenever possible, plan ahead. Have enough toys,

space and activities planned so children don't have to share or wait. One year olds need to be watched very closely, and also need plenty of time to adjust and transition from one activity to another.

18 month old Toddlers want to be independent, but are not at all ready to be left alone. Help them do what they can do, give them chances to try, but pay attention to the safety factor. Find out the few simple rules each classroom uses, "Feet on the floor," "Chairs are for our bottoms," and be sure to use the same words with the children. Repetition is how children learn-so be prepared to say the same things over and over. Show, rather than tell what you expect.

Young children need the opportunity to play outside everyday, weather permitting. Children can move their bodies more freely outside, and overcrowding is often followed by fussiness. Continue to talk with the children-they can understand words way before they can speak them.

2 year olds are not "Terrible"-they are inexperienced. They are busy, fast, and curious about everything. It is hard for them to "shift gears" between one activity and another, so give them plenty of time. It is easy to see them as more grown up than they actually are. This is typically the age group when children learn to use the potty independently. Twos understand many more words than they can use. They have limited self control and are extremely self-centered. They can attend to activities for no more than 5 minutes at a time. They are only just beginning to want to get along with others, and still play more often near, rather than with friends. Safety is so important in the younger years because children have not yet developed their sense of whether or not they are putting themselves in danger.

SAFETY REMINDERS: Put yourself in the room or outdoor play spaces in such a way that you can see the children and their activities you have been assigned. Be aware of the whole group as well so that if a new child moves into your area, you are able to see and assist that child as needed as well. Take cues from the language used by the teaching staff. When in doubt about how to handle a situation or have a concern or question, do not hesitate to ask the Master Teacher or another co-teacher in the classroom. We want this to be a valuable experience for you, and we can help you navigate the sometimes confusing world of Infants and Toddlers.

Insights To Working With Preschoolers (Ages 3 to 4 years)

Preschool children range in age from 3-5 years, or whenever they begin Kindergarten. This is a time of rapid changes in development. Working with Preschool children is quite different from working with younger or older children. Preschoolers are developing language and comprehension at an amazing rate. They can usually tell the adults in

their lives what they need, but if they are tired, hungry, or overwhelmed, they can “melt down” and regress back to a younger stage. Preschoolers are still very attached to their parents, but can begin to understand that other adults can meet their needs as well. During your time with us, if you are ever faced with wondering what is the best thing to do for Preschoolers, please ask a Master or Supervising Teacher. Your extra pair of hands will be needed during the busy times of the day.

3 Year Olds are interested in pleasing the important adults in their lives. They are usually over the temper tantrums more typical to younger children, but become frustrated easily when attempting something that is hard for them. They are developing so many new skills that often what they think they should be able to do and what they actually can do is different. Threes can usually use the potty with just a little help, and need regular reminders to avoid accidents. They can dress and undress themselves if their clothing is uncomplicated (elastic bands on pants, pull over shirts, etc.). They can become ill tempered when trying a new skill, so it helps to give them a hand and let them do the very last step.

Threes enjoy rhymes and songs. Their vocabulary is expanding, and they are beginning to know how to string more complex sentences together. They want to practice all of the words they have learned, and it helps them when adults “talk them through” the processes of new tasks, explaining the steps as they go along. Talking like this helps them think about how to do things more clearly. Reading stories and talking about what is happening in pictures is a huge help in developing language and thinking skills. Open ended questions, such as “Tell me more”, or “What do you think might happen next?” also stimulate their thinking, and encourages them to use their own words. Whenever possible, try to ask questions that require more than a simple yes or no answer.

Threes are just beginning to learn how to get along with others. They cannot share without adults helping them take turns and wait. They are becoming better listeners, so use a kind tone and a gentle touch. Whenever possible, get down on their level and use their names when speaking to them. Threes still cannot work out problems with other children without adults helping. They need to be supervised closely, and reminded often of what is expected of them.

If a child hurts another, stop them and make it clear that it is not acceptable. Do not shame them-they are still very much in the learning process. Tell them what you expect them to do next time, and then let it go. Sentences should be short, “Talk-no hurting”, and children cannot remember what happened even a short time ago.

Threes love to help. Take time with daily routines to give them the opportunity to try helping in many ways. This does make the process longer, but it is the most effective way for children to learn new skills. Give choices only when there is an option. *Asking* them if they want to put on their sweater when you *know they have to* only paints you into a corner.

Give advance notice when transitioning from one activity to another. Let them choose an activity if they can, but be ready to guide the child who roams from one activity to the next without engaging. Group times should be limited to 5-10 minutes, and increase in time as the children get older. Threes are very curious and not yet clear about every dangerous situation. Never leave them alone, or send them in and out of the classrooms unaccompanied.

4 Year Olds can be best described as energetic and imaginative. They can be both impatient and silly. They have recently discovered humor, and love to tell jokes, even if they don't make much sense. Fours easily confuse reality with make believe. Cartoons, TV, and movies can seem more real than real life to them. They often are capable of wild stories and exaggeration. They need to feel important and "big". Fours are willing to try new and more difficult tasks and are becoming more confident in their abilities. Even though they may seem extremely competent, they still need to be supervised very closely, as they are often driven to try more and more risky and dangerous tricks. They love to be outdoors, where the risk of injury is heightened.

Fours are starting to recognize letters, especially the ones in their own names. They know smallest, tallest, more, less, and other concept ideas. They are using complex sentences and ask "why" all of the time. They may also begin to ask questions about sex, death, and birth. They can follow up to three clearly given instructions.

Read, read, read to 4 year olds. Encourage them to dictate their own stories and help them write them down. Fours enjoy creative art and using mixed media, like paint and collage materials.

While four year olds like the idea of having and being "best friends", they don't really understand how it is done. They can take turns but are bossy at times, and expect to get their way. They may try to play games with simple rules, but also change the rules to meet their need at the time. They may tattle and call each other names, and use shocking language for attention. They are better at expressing anger through words rather than physically, but they can hold on to angry feelings for a long time.

Fours can have specific fears such as monsters or the dark. Never tease them about the things they worry about. Dramatic play and role-playing can be effective ways to help children work through the things that concern them.

Three and Four year olds mimic everything they see and hear from adults, so be sure you are modeling what you want to see. Reinforce the behaviors you want to continue. Redirect inappropriate behavior. Set clear limits and stick to them. Be consistent so the children can clearly learn what is expected of them.

SAFETY REMINDERS: Put yourself in the classroom or outdoor spaces in such a way that you can see the children and the activities you have been assigned. Be aware of the whole group as well so that if a new child moves into your area, you are able to see

and assist that child as needed. Take cues from the language used by the teaching staff. When in doubt about how to handle a situation or have a concern or question, do not hesitate to ask the Master or Supervising Teacher, or any other co-teacher in the classroom. We want this to be a valuable experience for you, and we can help navigate the world of working with Preschoolers.

Parents as Partners:

Parents are active participants in their child's education at the center. The center provides an environment in which parents are actively involved in all aspects of the program and, therefore, in all phases of their children's growth and development.

- The Children's Center Board is made up of parents and students recommended by members of the Associated Students Council. The Board sets policy and approves the budget for both sites.
 - Parents are encouraged and welcome to volunteer in their child's or a different classroom.
 - Parents participate in Classroom Committees that plan and coordinate special activities and events for each classroom and the site as well.
 - Each classroom and age group holds parent conferences, meetings, events and trainings throughout the year in order to help build a bridge between home and school.
-

Designation of Authority

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

- In the Center Director's absence, the Assistant Director will assume full program responsibility.
- In her absence program responsibility is passed on to a designated Supervising Teacher.
- In the absence of any Supervisor, a fully qualified Teacher (12 units ECE -- as defined by Title V) will be in charge. (Daily listing posted on family info board)
- Full program responsibility means supervision and accountability for all teacher and assistant teacher actions, maintaining a safe environment, and protecting the physical safety of each child.
- Designation of responsibility for program further entails familiarity with all emergency procedures in case of fire, earthquake or other natural disaster, or in the event of child injury, illness, or parent failure to pick up child.
- Designation of responsibility also includes knowledge of and ability to make all required reports to Community Care Licensing and Child Abuse Hotline as needed.
- Supervisory staff is responsible for reporting all messages and activities to the Assistant Director who reports to the Center Director.

CENTER POLICIES

Staff Development

- Staff trainings are conducted a minimum of once a month to facilitate communication concerning the Children's Center program, early childhood theory and practice, child development, and teacher growth and development.
- Each meeting will include the following standard topics: Policy Updates; Monthly Calendar; Health & Safety Training; Customer Service Training; and other training topics that will reflect the areas of interest and growth for staff. Topics may include:
 - Guidance & Discipline
 - Child Abuse & Neglect
 - Advocacy for Children/Families
 - Code of Ethics
 - Communications w/ Families
 - Child Growth & Develop
 - Planning Learning Activities
 - Safety-Indoors and Outside
 - Emergency Preparedness
- Full time staff meetings are held weekly
- Special staff training events may be conducted periodically to help renew staff energy and thinking about children.
- Staff training attendance and participation are an integral part of your job as a teacher.
- Open communication, on-going evaluation, sharing of ideas and active listening have a greater impact on the quality of our program than any other single component.
- Unless excused due to a scheduling conflict with your campus class schedule, attendance at staff trainings is mandatory.
- All staff is paid to attend any mandatory staff trainings not conducted during your normal work hours.

Confidentiality:

At no time will staff discuss individual children or personnel issues with families or others at the Center or outside the work environment.

- It is contrary to the interest of the center and those we serve to give out information regarding children and their families.

- Such information should be held in strict confidence and should not be discussed with anyone outside of the center. Inside the center, such information should be discussed only when it will benefit the care we offer the children and the parent, and such discussions should take place only during staff meetings or privately with your supervisor.
- You are also expected to not discuss any problems or concerns in the presence of any child, other parent or staff member.
- Maintaining professional conduct is expected of all center employees.
- Refer any inquiries on children, their performance, and parents to the Master Teacher, Supervising Teacher, or Assistant Director.

CUSTOMER SERVICE STANDARDS:

- As all employees of the Center are representatives of the Center and the AS, it is important that your appearance and attire be neat, clean and appropriate for working with young children, as well as meeting with parents and campus representatives. (Please refer to the **Appendix: Dress Code** for specifics).
- Smoking is prohibited in the building and on the grounds of the Child Care Center.
- Telephone Use: Center telephones are to be used for business purposes in serving the interests of our customers and in the course of normal operations. Answer all calls promptly and courteously. We ask that you make personal calls during your break time, away from the Center.
- A complete list of all standards may be found in the **Appendix: Customer Service Standards**.

Disciplinary Action

- The Center uses a constructive approach to disciplinary matters to insure that the professional standards of the Center are being met at all times.
- Any serious violation of Center policy or procedure, or continued unsatisfactory performance, will result in termination in accordance with the Center's at will employment policy.
- Details of AS policy can be found in your **Part Time Policy and Procedures Manual**.

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

- Striking or abusing a child, humiliating a child, endangering the life of a child, withholding food from a child as punishment.
- Abusive or inconsiderate treatment of parents, staff or visitors.
- All program policies regarding child guidance and supervision must be followed. Any reported case of **suspected** child maltreatment, abuses or neglect perpetrated by a Children's Center staff person will result in the immediate suspension of any contact with children at the Center.

- Suspension may be with or without pay.
- Unauthorized removal of center confidential information.
- Refusals to perform assigned work or follow instructions.

Code of Ethics

The Center adheres to the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct. Employees are expected to follow this code when making workplace decisions of an ethical or moral nature. Copies of the code may be found in the **Appendix: NAEYC Code of Ethical Conduct**.

Performance Evaluations

- You will be asked to complete a self-evaluation at least one time a year.
- You will receive a written annual performance evaluation completed by your supervisor. Such evaluation will be based on your performance of duties and responsibilities as outlined in the job description along with all goals and objectives established by you and your supervisor.
- The joint performance evaluation process allows you and your supervisor to discuss your overall performance and summarize the formal and informal performance discussions held with you throughout the review period.
- This process will review your strengths and also point out ways to improve your performance.
- This review process will be used in determining your annual merit increase.
- A copy of all assessment tools used may be found in **Appendix: Performance Evaluations**.

MANDATED REPORTING RESPONSIBILITIES

Suspected Child Abuse Reporting

- Childcare providers are required by law (§11166 of the State Penal Code) to report suspected child abuse or neglect to the Department of Children's Services (DCS).
- In the event of reasonable suspicion of abuse the Center will notify the Department of Children's Social Services and the Child Abuse Hot Line.
- It is not our job to investigate or place blame.
- We function as a support system to the child and family during and after the investigation.

If you suspect child abuse or neglect:

1. Staff member will report to the **Master Teacher, Supervising Teacher, or Assistant Director** within 24 hours of suspected abuse or neglect.

2. Within 36 hours the Designee will make a verbal and written report to the Child Protective Services at (1-858-561-2191).
3. Parents will be notified by the Child Protective Services.
4. No anonymous reports are to be made regarding children at the Child Care Center.
5. The Designee will keep one copy of the reporting form for the child's file and send one copy to the Children's Centers Director. The Children's Centers Director will also make an oral report to the AS Associate Director. All child abuse reports are to remain confidential.

Notification of Communicable Illness

- All classroom parents and staff will be notified in writing of any reportable contagious illness exposure.
- The nature of the illness will be described along with suggestions for actions to be taken.
- You must call the Center to report any illness you may contract while employed at the Center in order to determine if an exposure notice is required for your illness.

Health Department Reporting

Title 17, California Code of Regulations, §2500, requires childcare centers to notify the local health authority immediately if they know or suspect a case of any of the following diseases or conditions. The Coordinator or designee shall be responsible for reporting all such occurrences to the San Diego Department of Public Health.

- * Hepatitis * Meningitis * Rabies
- * Epilepsy * Mumps * Scarlet fever
- * Measles * Pertusis * Tuberculosis

Community Care Licensing Reporting

Upon the occurrence, during the operation of the facility, of any of the events specified in section (a) below, a report shall be made to *Community Care Licensing* within the next working day during normal business hours (Title 22, §101212). In addition, a written report containing the information specified in section (b) below shall be submitted within seven days following the occurrence.

As a paid staff member of the SDSU Children's Center, it is your responsibility to report any of the following events/incidents to your immediate supervisor and the Cottage Supervising Teacher immediately when you witness and occurrence or are made aware that such an event/incident did occur in the Center. If either of them is unavailable, you must make this report directly to the Center Assistant Director and/or the Center Director who will assist you in complying with all licensing regulations related to reportable incidents/events. Following any event or incident, the Center will implement Center Investigation Protocol & Procedures to ensure all facts leading up to and following the incident are documented.

- (a) Events reported shall include:
- Death of any child from any cause
 - Any injury to any child which requires medical treatment
 - Any unusual incident or child absence which threatens the physical or emotional health or safety of any child
 - any suspected physical or psychological abuse of any child
 - Epidemic outbreaks
 - Catastrophes
 - Fires or explosions which occur in or on the premises
- (b) Information provided shall include the following:
- Child's name, age, sex, and date of admission
 - Date and nature of event
 - Attending physician's name, findings and treatment, if any
 - Disposition of case

The Director, Assistant Director or Supervising Teacher in charge at the time of the incident, shall be responsible for reporting all such occurrences. If for some reason they are unable to make the report, it is the responsibility of every employee to ensure that the phone call is made to CCL to report the incident. A written note of such reporting should be left for the supervisor in charge, preferably a phone call would be made to the Director and/or Assistant Director to notify them of the incident.

Our local Community Care Licensing agency is located at:
Community Care Licensing Division
7575 Metropolitan Drive, Suite 110
San Diego, CA 92108-4402 Phone: (619) 767-2200

HEALTH PROCEDURES

Daily Health Screening/ Re-Admittance to School

Teachers are required to make an informal health inspection as each child arrives at school. (Title 22, §101326.1) While greeting the child, get on the child's level, touch her skin and look at her general appearance. If the child appears ill, talk to the parent to determine the child's health status before the child is left at school for the day. Things to look for when doing a health screening include:

- listlessness
- visible rash
- excessive coughing or runny nose
- feverish appearance or warm to the touch
- verbal complaints of not feeling well
- parent reports child is not feeling well
- signs of injury such as noticeable bruises or cuts

Medication Policy

Master Teachers and Supervising Teachers may administer medicine if requested by a parent and if the parent completes the permission form each time a medication is brought into the Center. By law, all prescribed medications must be dispensed in child-resistant safety containers, labeled with the child's name, the name of the drug, and the directions for its use. Prescription and non-prescription medications will not be administered to a child without the written order of a physician that indicates the medication is for that specific child. No medicine, including vitamins, may be administered by a child. All medications will be centrally stored in a safe place inaccessible to children.

For all situations involving medication, release forms must be filled out and signed by the parent.

All medications are to be kept in labeled box inside the refrigerator for medications that need refrigeration or on top of for any that do not require it. At no time is medication to be left lying within reach of the children. When a parent asks you about giving medication to his child, please have him/her fill out a *Medication Request Form*. Give this form to child's Master Teacher. He/she will supervise the dispersal of any medicine. Authorized teachers will dispense medication only. The Master Teacher in each area is responsible for making sure medication is given at the proper time and proper dosage, and that written record is made of that fact.

Exclusion of Ill Staff

Please inform your Master Teacher or Supervising Teacher if you are taking medication on your workday. It is best to avoid working with young children when you are on medication that can make you drowsy.

Hand Washing

All staff, participating adults and children **must wash their hands when entering the classroom and frequently** thereafter while at the Center.

Wash hands before

- beginning work with children for the day
- any food assistance, preparation or consumption
- when entering the kitchen
- diaper changing or assisting with toileting
- setting out sheets and blankets for naptime
- leaving the school

Wash hands after

- wiping/blowing noses
- diaper changing or assisting with toileting
- removing disposable latex gloves
- personal toileting
- yard supervision

- handling any soiled paper or clothing
- sneezing or coughing into one's hand
- contact with body fluids (vomit, etc.)
- handling a pet to remove germs found in saliva and feces

Handling Blood-Related Injuries

Be aware of broken or cut skin areas on your hands. Skin lesions or wounds should be covered with a bandage. Speak to injured children in a calm voice with reassuring messages. Educate children, parents and volunteers to get a teacher in case of blood injuries.

Remind children not to touch another person's blood. When a blood-related injury occurs:

- Put on disposable gloves.
- Calmly ask anyone who has come in contact with the blood to wash his or her hands.
- To avoid having blood splashed or vomited into one's eyes, nose or mouth, turn the child away from your face.
- Disinfect any surface that has been contaminated by blood.
- Dispose of all soiled items in a sealed plastic bag.
- Place sealed plastic bag into a lined garbage can with a lid.
- When gloves are not available-create a barrier between your hands and the blood using any immediate items around you such as washcloth, paper towels, napkins, clothing (yours or the child's) and thoroughly wash hands with soap.

What to do if exposure to blood occurs?

If direct contact occurs (person-to-person contact via infected blood, body fluid, mucous membranes or the skin) we will assume that blood is contaminated. Report the incident to the Supervising Teacher or Assistant Director by the end of your work shift.

Note: Infection through the skin cannot take place unless you have a break in the skin, or a port of entry.

Biting

When a bite occurs:

- Rinse area thoroughly and wash with soap
- Monitor the bite (The Master Teacher or Supervising Teacher will call the parent immediately if signs of infection are present)
- If bite breaks the skin, contact parent of the injured child by telephone. Tell parent that her child has been bitten and the bite has broken the skin.
- Document information concerning the bite, including telephone call to parent and action taken.

EMERGENCY PROCEDURES

Each adult in charge of a group of children shall assume responsibility for care in any emergency that occurs on school property or during school functions. If the Master Teacher or Supervising Teacher is not available, contact should be made with another

classroom adult or with the Assistant Director for back up. Emergencies are not pre-planned events. Therefore know these policies well and be prepared to act in advance of emergency situations.

All staff members are responsible for learning the emergency procedures for the school, and familiarizing themselves with the evacuation plan (see appendix).

Dire Emergency

If the nature of the sickness or injury is such that the staff believes that immediate medical attention is necessary, the University Police (911) will be called immediately and told to send an ambulance. ***You contact campus police by dialing 911 directly from any campus phone. If dialing from your cell phone, call 594-1991 to ensure your call is routed to campus policy first-this will help ensure help is sent sooner.***

After the incident, be sure your supervisor receives a full report on the event. Make notes if necessary to help you recall time and circumstances.

Emergency Procedures In The Event Of Fire

The Center has developed emergency procedures in collaboration with the University Police in the event of a fire or an earthquake. These procedures will be practiced with the children at regular intervals, and you need to make sure you understand your role. A copy of the Center *Evacuation Plan* follows in the appendix.

In case of fire, children evacuate the building under the direction of their teachers quickly yet calmly. When the alarm sounds:

- **Teachers** -- direct children nearest to you out of the building and be alert for fearful children. Help children walk in an orderly fashion to the meeting place indicated on the emergency evacuation plan.
- **Supervising Teacher** -- take sign-in books and direct assistants to move children outdoors. Check restrooms and classrooms to make sure all children have exited. Close all doors behind you as you leave to contain the fire. Move all children to the specific classroom meeting area and contain in a group until you receive "all clear" signal. Check sign-in sheets to be sure all children are present.
- **Kitchen Personnel** -- Check kitchen to be sure everyone has exited. Close kitchen doors behind you as you leave. Check restrooms and proceed to meeting area.
- **Director (or designee)** -- Notify campus police (911) to alert fire department and to direct trucks. Check office area and exit. Check with Supervising Teachers for roll call. Check safety of building and ensure shut off of water, gas and/or electrical as needed. Refer to evacuation plan map in appendix for exact locations. Provide teachers with the OK to re-enter the building.

Last person to exit each room should close doors behind them. Do not open smoking or hot doors. If fire spreads or smoke becomes heavy, move children to a safe area away from fire and out of traffic patterns of fire fighters. Stay calm - check for injuries and apply first aid. In the event that you may not reenter the building send a designated staff member to take the parent locator information to the campus police to notify all parents for pick up.

Earthquake

In the event of an earthquake:

- Stay calm - get away from windows, high cupboards, and glass.
- Inside the classroom– evacuate the building according to the posted *Emergency Evacuation Plan* and proceed to the meeting place indicated.
- DO NOT try to keep things from falling. DO NOT reach out to catch objects jarred loose from the shelves, walls or ceiling. It is important that staff do not become injured victims. The role of staff is to remain calm and be prepared to help the children and each other after the tremors stop.
- If you are outside - move children away from buildings, trees, telephone and electric wires and “Duck, Cover and Hold”.

The after quake meeting place is designated on the evacuation map in the appendix. Do not attempt to move children until the shaking has stopped. Teachers inside the building are to follow evacuation procedures as outlined for fire.

After the shaking stops:

- Check for injuries - provide first aid. Emergency medical pack is located in each classroom emergency bucket.
- Check for safety - check for gas, water, sewage breaks; check for downed electric lines and shorts; turn off appropriate utilities.
- Check food and water supplies. There is food, water, and supplies stored in each classroom emergency bucket. Water in hot water tank can be used for drinking if necessary.
- Remain with children until all children have been called for. Keep written information on the identity and destination of each person picking up a child in order to pass this information on should a second person come for the child at a later date. The last staff to leave should leave this information posted for any child who was called for by someone other than the parent. Post by taping the information on the front door, or any obvious undamaged area.
- Do not use phone except for emergencies.

In the event that you must leave the children’s center area go to a central evacuation location:

- Up the stairs to Parking Lot “E”

Procedure In The Event Of a Missing Child

In the event of a missing child or children:

- Notify the Supervising Teacher, Assistant Director, or Director **immediately**
- Conduct a search of the entire building and grounds.
- If this search does not discover the child, the campus police should be immediately notified and provided with a detailed description of the child.
- Next, the child’s parent(s) should be alerted.
- All staff will cooperate in search efforts in every way possible as long as the safety of the remaining children is secure, and until such time as their help is no longer required.
- A report must be filed with CCL within 24 hours.

ACCIDENT PREVENTION AND FIRST AID

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

Injury

If a child is injured while at the Children's Center you will need to:

- Notify the Master Teacher or Supervising Teacher of the injury
- Complete the accident report form and administer first aid as needed.

Accident Report Forms

This form is used to inform parents of any minor injuries the child has received at school.

- The teacher who witnessed the episode must complete the form and have it signed by the Master Teacher or Supervising Teacher.
- The original is placed in the parent's mailbox, and the copy goes to the Supervising Teacher.
- The intent of the form is to notify parents of what happened, how the accident occurred and what steps were taken to aid the child. It is inappropriate to include the name(s) of other children involved on the form.

First Aid

In case of minor accidents while at school, each classroom is equipped with a first aid kit. All employees may treat minor wounds and abrasions providing you wear gloves if blood is present. Any time a child is involved in an accident, the attending teacher must complete an *Accident Report*. First aid kits include the following supplies:

- Band-Aids
- Latex gloves
- Ear Thermometer
- Anti-bacterial soap (available in soap dispensers)
- Tweezers are kept in the office

*Remember to record all injuries on an *Accident Report Form* and to report all accidents to the classroom supervisor *

First Aid Procedures:

Basic First Aid Guidelines

1. If life threatening:
 - Call 911!
2. If a child has fallen:
 - Do not pick him up or move him – let him get up on his own

- Assess with a head-to-toe check
3. If there is blood:
 - Put on disposable gloves before treating
 - Dispose of blood-soiled gloves, bandages, paper towels, etc. In a plastic bag and place in covered garbage container.
 - Wash hands
 4. Treating a wound:
 - Clean wound with soap and water only (no ointments)
 - Apply bandage if necessary
 - Apply ice if necessary
 - Apply pressure to a wound that is bleeding heavily – elevate limb.
 5. Splinters:
 - If there is a piece of the splinter that is not imbedded, you may use tweezers to pull it out.
 - Do not attempt to remove imbedded splinters.

Classroom/Play Yard Safety & Supervision Techniques

Common sense and close observation lead to a safe environment for children. Familiarize yourself with the following procedures to ensure a safe learning environment for the children. **Remember: it is your job to keep all children safe and secure both indoors and out.** If you see a problem, it is your responsibility to report it to your immediate supervisor and the Supervising Teacher in your cottage. When the Supervising Teacher is not available, all unusual incidents, accidents or questions should be directed to the Center Assistant Director and/or the Director. We count on your eyes and ears to help keep the Center classrooms and play yard a safe place for all children.

Supervision:

- **Never leave a group of children unattended by an authorized teacher.**
- Always keep in mind the number of children in your immediate group. Know where each one is and what she is doing. Use the counting method during each transition from one activity to another, particularly when moving from indoors and outdoors. Make a point to count your primary group at least every 15-20 minutes, more often if you feel your group needs that.
- Children are not to go out of, or play on, the gates or fence around the playground.
- Do not leave a group for whom you have assumed responsibility without telling the authorized teacher that you are going.
- Pets are to be handled only with a teacher in attendance. Teachers must instruct children in careful and appropriate handling of pets.
- No children are allowed in the Kitchen, in the Staff Lounge, or Multi Purpose Room unless accompanied by an adult, after permission is given.
- There are prescribed areas for various activities. Generally, they should be conducted there. (Example: painting at the easel or table, clay at the clay table, sand in the sandbox, bikes in the wheel toy area, etc.)
- SDSU Children's Center adheres to a strict "NO NUT" policy. Children and family members with extreme nut allergies must not be exposed at any time. All foods

containing nut products must be consumed in the adult areas of the center, and may not be taken into classrooms for any reason.

Movement:

- Always be alert to prevent children from running in front of trikes, slide, games, etc.
- Help keep the floor free of scattered blocks or toys not in use.
- An adult should be available to guide the moving flow of children in one direction on balance beam, tumbling mat, ladder, slide, trikes and other equipment to prevent bumping into one another.
- No throwing of anything that could injure others or damage property.
- No banging into things with wheel toys. Children should sit on bikes.
- Block building should be monitored by the teacher in charge of that group to ensure that the blocks are being used appropriately and not posing a danger to others.
- Children must have both hands free when climbing. You may need to show a child where to place her hands and feet when climbing in order to teach the safest way to get up and down. Do not lift children higher than they can climb on their own.
- Wipe up spills on floor as soon as noticed to prevent falls.
- Do not permit children to stand on chairs or tabletops.

Sharp Objects:

- Remind children to always walk while holding scissors, sticks, shovels, or other sharp objects.
- Scissors are to be used at the table only.
- Knives used by children in cooking projects will need to be supervised by an adult.
- Remove broken toys; watch for splinters, protruding nails, etc., and report any hazards immediately to the teacher in charge and to the Front Desk for immediate attention.

Choking:

- Children need to be instructed to keep small objects out of their mouths.
- Special attention should be given to foods served to children under three. Small round snacks, and crackers with sharp edges pose a potential hazard, and should be avoided.
- Children are to remain seated while eating as choking can occur if they run or fall while eating.
- No balloons are allowed in the program because of choking hazard should they burst.

Poisoning:

- Store all chemical products out of reach of children, and keep them in their original containers for identification purposes.

Warm and Cold Weather:

- On warm sunny days, prevent children from getting overheated. Encourage them to drink extra water. Teach appropriate use of drinking fountain. Children should always have sunscreen on when outdoors.
- In cold weather make sure children wear warm protective clothing before allowing them outdoors.

Outdoor Play Areas

Outdoor play is a key component of our curriculum and as well as to the overall health and education of young children. When you are outdoors, just as when you are indoors with children, the safety of the children is your primary responsibility at all times. Outdoor activities are part of the planned curriculum and need your full attention and involvement. It is not “recess.” In order for you to supervise effectively, you need to:

- Position yourself near the action but not in it
- Be aware of the entire outdoor area and who is “in charge”
- **Refrain from chatting with co-workers.**
- Ensure safety by keeping these points in mind:
 - sweep and remove the sand and wood chips from all hard surfaces every day including the play structure and ramps
 - rake sand and wood chips to check for sharp objects and animal feces
 - distribute sand and wood chips to ensure appropriate cushioning under play structures, at the foot of slides, and under climbing areas.
 - keep a count of your primary group of children, know where they are at all times and do an actual head count at least every 15-20 minutes to ensure no child is missing.
 - when moving from outdoors to indoors, use the daily attendance schedule to check off that your primary group of children who went outside with you are also coming back in with you.
 - the last teacher helping a group move, either inside or outside, from one area to another, must do a complete visual check of the area you are leaving to be sure all children are together when moving your group of children. Using a one to one count with the sign in sheet will help ensure that no child is left inside or outside during a transition.

Smoking

- Absolutely no smoking is permitted on Center Grounds or within 15 feet of the building and play yard.

RELEASING A CHILD FROM THE CENTER

Procedure for Releasing a Child from the Center

All staff must be familiar with procedures for releasing a child to a person other than the parent. In the event that a person not cleared to pick up a child refuses to leave or insists on taking the child the teacher must call campus police immediately:

- Children may only be released to parents or persons designated on the child's registration form and emergency information card (underage siblings may not sign out a child - licensing requires the designated adult to sign each child in and out daily).
- Policy prohibits you from releasing a child to someone other than those designated on the emergency card/form unless the classroom supervisor has given you the o.k.
- You are responsible for checking identification on any adult with whom they are not familiar who is picking up a child from the Center.
- If you suspect that a parent is intoxicated or under the influence of drugs, discreetly seek the assistance of the Master Teacher and/or any member of the Center Management Staff before releasing the child.
- When an unauthorized person demands release of a child, discreetly seek the assistance of the Master Teacher or any member of the Center Management Staff before releasing the child.
- ***Note:*** *At no time may a staff member sign-out and/or remove a child from the Center unless the parent has given prior written consent.*

JOB DESCRIPTIONS

ADMINISTRATIVE ASSISTANT RANGE I

JOB DESCRIPTION:

Assist Center Office Supervisor with administrative tasks and occasionally work as a substitute in classrooms as needed during working hours.

RESPONSIBILITIES:

- Assist in maintaining employee and client files.
- Assist in maintaining records for the nutrition program according to standards and guidelines established by the Child and Adult Care Food Program.
- Assist in maintaining enrollment and attendance records.
- Assist with payroll data input.
- Assist with inventory and ordering of supplies, equipment and materials.
- Perform a variety of clerical tasks including inputting data on a computer terminal; filing; copying; running errands; and answering phones
- Provide general information to prospective clients

CLEANUP RESPONSIBILITIES INCLUDE:

Maintenance of order and neatness of the Front Desk and Gallery areas as well as classroom areas when working in the classroom:

- Computer work station/phone
- Filing cabinets
- Library and resource cabinets
- Teacher work room/break room
- Staff kitchen
- Gallery areas
- Center Multi Purpose Room
- Staff bulletin boards/time clock area
- Family bulletin boards

REQUIREMENTS:

- TB clearance prior to first day of work
- Physician's statement of good health within 30 days of hire
- Fingerprint clearance through Community Care Licensing before beginning to work
- Infant/Child CPR & First Aid certification
- 6 months experience working in an office environment preferred
- Experience with computers especially excel and word programs

KITCHEN PROGRAM ASSISTANT RANGE I

JOB DESCRIPTION:

- Assist Food Service Assistant in delivery of daily food service meeting all guidelines as established by the Child and Adult Care Food Program (CACFP).
- Set up and prepare breakfast, lunch or afternoon snack.
- Wash, dry and put away all dishes used in the preparation, eating and serving of the meal.
- Maintain the cleanliness and neatness of the kitchen area to include: sinks, cupboards, oven, refrigerator, floors, etc.
- Maintain inventory of foods and supplies
- Maintain records of food/milk served and returned daily

RESPONSIBILITIES:

- Monitors food deliveries.
- Posts quantities of milk returned on the milk chart daily.
- Follows through with regular cleaning and maintenance schedules as posted or directed by coordinators.
- Applies and maintains appropriate health and safety standards in the kitchen.
- Alerts coordinators to equipment that fails to meet the standards for safety as outlined in the food handlers training.

REQUIREMENTS:

- TB clearance within 30 days of hiring
- Physician's report of good health
- Possess a food handler card or willing to attend an in-house food handler training class

**ASSOCIATE TEACHER
RANGE II****JOB DESCRIPTION**

- Provide a safe, secure and nurturing environment for children enrolled in our program.
- Plan and initiate developmentally appropriate activities that promote growth and development of the whole child to include activities in the areas of language, social and emotional growth, creativity, science, dramatic play, multi-cultural, gross motor and small motor skills, etc.
- Train, evaluate and supervise the assistant teachers and volunteers. Includes training other staff in routines such as mealtimes, nap, and diapering and clean-up procedures.
- Assist in the delivery of the daily meal service ensuring all guidelines of the Child and Adult Care Food Program are met.
- Establish positive and productive relationships with the families in our Center.
- Delegate tasks to parents, volunteers and other employees.
- Maintain on-going assessments of children, staff and volunteers.
- Ensure that routine sanitizing of toys and equipment is done daily. Help to care for equipment and clean up of classroom and yard. Attend monthly staff meetings.

- Able to articulate program goals and philosophy and apply them to working with the children and other adults working in the program.

RESPONSIBILITIES:

- Set up classroom and greet children and parents.
- Ensure developmentally appropriate activities are planned and implemented by staff daily.
- Keep written documentation of individual children in your classroom.
- Complete assessments of children's growth and development
- Assume responsibility for classroom.
- Miscellaneous duties as assigned by supervisor.

CLEANUP RESPONSIBILITIES INCLUDE:

- Maintenance of order and neatness in all classroom and outdoor areas: manipulative shelves, home living area, block area, record storage area, book shelves, creative materials, sinks, bathroom, sandbox area, and storage sheds.

REQUIREMENTS:

- Physician's report of good health within 30 days of hire
- TB Clearance before first day of work
- Fingerprint clearance through Community Care Licensing before first day of work
- 24 units in Child Development or ECE including core classes
- 3 units in Infant/Toddler development needed to work with infants or toddlers
- Infant/Child CPR & First Aid certification
- 15 hours of Health & Safety Training to meet AB 243 requirements
- Possess or apply for a Teacher Child Development Permit issued by California Dept. of Teacher Credentialing
- Experience working in children's center (175 days of 3 or more hours per day within 4 years)

**ASSISTANT TEACHER
RANGE I**

JOB DESCRIPTION:

- Provide a safe, secure and caring environment for children enrolled in the program.
- Plan and initiate developmentally appropriate activities that enhance the growth and development of the whole child: to include activities for development in the areas of language, social and emotional growth, creativity, science, dramatic play, multi-cultural, gross motor and small motor skills, etc.
- Assist in hand washing, diapering, toileting, and naptime as assigned.
- Establish positive and productive relationships with the families in our Center.
- Work with children and adults in the program under the supervision of the classroom supervisor.
- Sanitize toys and equipment daily
- Assist in the delivery of the daily meal service ensuring all guidelines of the Child and Adult Care Food Program are met.
- Help to care for classroom equipment and clean up of both indoor and outdoor areas.
- Attend monthly staff meetings.
- Able to articulate program goals and philosophy and apply it to working at the Center.

CLEANUP RESPONSIBILITIES INCLUDE:

- Maintenance of order and neatness in all classroom and outdoor areas: manipulative shelves, home living area, block area, record storage area, book shelves, creative materials, sinks, bathroom, sandbox area, and storage sheds.

REQUIREMENTS:

- TB clearance before first day of work
- Physician's report of good health within 30 days of hire
- Fingerprint clearance through Community Care Licensing before first day of work
- 6 + units in Child Development or ECE preferred; a minimum of Three units in Child Development or ECE and enrollment in three more required for Assistant Teacher 2 or 3
- Experience working in a child care center preferred

QUALIFYING COURSES AT SDSU

The following SDSU Classes will meet the requirements for qualifying courses required by licensing:

A course which covers the general areas of child growth and development or human growth and development:

CFD 271 – Human Development – Early Childhood
CFD 270 – Principles of Child Development
CFD 270L- Lab for CFD 270
PSY 230 – Developmental Psychology
PSY 331 – Psychology of Infant and Child Development

A course which covers child, family and community or child and family:

CFD 272 – Child, Family and Community
CFD 135 – Interaction in Families
CFD 536 - Divorce and Remarriage

A course which covers program/curriculum:

CFD 375 – Child Development Programs
CFD 376 - Lab for CFD 375
CFD 275 – Developmentally Appropriate Practice
CFD 476 - Developing Creative Behavior
CFD 590 - Developmental Dysfunction

Infant and Toddler Teachers must complete of one of the following courses is required:

CDF 570 – Infant and Toddler Development

PSY 331 – Psychology of Infant and Child Development

Additional CFD courses will be counted only if they are related to Early Childhood Development.

Middle childhood development, adolescent development, curriculum for elementary education, etc. **does not qualify**. Speak with the Center Management Staff before enrolling in classes if you have questions about classes that qualify to meet requirements.

Associated Students Campus Children's Center Substitute Policy

Congratulations on your appointment to the Associated Students Children's Center! You have been hired for your position based on your skills and experience coupled with our needs. Together we can provide a quality program to the children and families we serve. For the benefit of the children, it is important that you maintain consistent attendance. We do however, recognize the need to be flexible and accommodate the special needs of student employees. Therefore, we have established a list of substitutes along with their phone numbers and times that they are available to substitute. This list should be available by the second week of school and will be posted by each time clock for your use.

Should you need to be absent, it will be your responsibility to arrange for a suitable substitute. A list with the names and availability of all subs is posted by each time clock. Additional copies can be found with each master teacher and in the Pre-School Office. It is up to you to copy names and numbers of subs that can work your schedule and keep this list updated should you need a sub in advance or on very short notice.

It is important that you select a substitute that is familiar with and qualified for your position in your absence. If in doubt, check with your classroom master teacher. There are time-off requests posted by each time clock for you to fill out listing days and times requested, name of substitute and their phone number and signature, and a place for your master teacher to sign in advance of the day you need off. If you are too ill and cannot find a sub, please call and inform your classroom master teacher with the day, time and probable length of your absence. There may be a "floater" available to work your shift from another classroom and your master teacher may be able to help you find a sub on short notice.

Once you have secured your sub(s) and notified your master teacher, it is your responsibility to inform your sub as to what their job duties will be for the time they are working in your position. It is best to provide a schedule of responsibilities (i.e. 8:15- clean up for circle time; 8:25- read a story on the rug and ask someone to set up for breakfast etc.) It is also helpful to mention any special needs for specific children if applicable (i.e. be sure to put sunscreen on Chris a half-hour before going outdoors).

Remember if you are an associate teacher or teacher you may have group time duty or planned curriculum to do during your shift, your sub should be able to do these assignments in your place. Please discuss these job duties with your sub as well as with your master teacher.

We hope that this policy will help you to plan and prepare for personal days off, as you need them. Thank you for your cooperation.

Customer Services Standards & Guidelines

Each customer encounter is courteous, respectful and efficient. To assure that this standard is met; each employee is expected to follow these guidelines:

1. Provide customers with quality products, complete service and accurate information.
2. Keep current with trends and skills that affect work, and demonstrate knowledge of facilities, products, services and policies.
3. Greet customers promptly with a smile, eye contact, a friendly acknowledgment and, if interrupted, excuse self and return promptly. When appropriate; end with, "Thank you."
4. In all interactions, invite suggestions, listen non-defensively and work toward a solution.
5. Deal with complaints by determining the nature of the complaint, addressing it or referring the customer to the person who can best handle the situation.
 - A. Billing/Accounting complaints: Direct to the Children's Center Billing Coordinator.
 - B. Scheduling complaints: Direct to the Master Teacher or Supervising Teacher. If the above person(s) are not able to handle the complaint, the Assistant Director is notified.
 - C. Classroom complaints: Direct to the Master Teacher. If the above person is not able to handle the complaint, the Supervising Teacher is notified.

When Answering Phone or Radio Calls, Each Employee Will:

6. Answer phones promptly and courteously and greet with area/office reached and name. Minimize transfers and the use of call divert.
 - A. Greet with "Children's Center" and/or classroom and your name.
 - B. Speak with a clear and audible voice.
 - C. Before giving the phone call to another person in the office, ask for the name of the caller and advise the person you are handing the phone to.

7. If call cannot be forwarded, obtain all pertinent information--repeat for verification--so information can be given to the appropriate person or department.

When Placing Phone or Radio Calls, Each Employee Will:

8. Identify themselves and the organization and clearly state the purpose of the call.
 - A. Give your name and **specify** that you are calling from the Children's Center.
9. Keep information brief and concise.
10. Speak slowly, clearly and audibly, especially when reciting names, phone numbers and addresses.

To present a Clean, Well-groomed, Professional Image, Each Employee Will:

11. Refrain from personal grooming, gum chewing and eating in common areas where customers are served.
12. Limit smoking to designated areas only.
13. Wear clothing devoid of advertisements for alcoholic beverages, drugs or other material deemed inappropriate by the area supervisor.
14. Shirt bottoms and pant tops must meet at all times.
15. Wear organizational nametags, appropriate to each area.
 - A. Wear nametag at all times.

Staff Dress Code

This dress code has been designed to promote safety, practicality and professionalism. While many of our staff are students in training, all are included in our professional team and should dress to reflect this role. For your safety, you must wear close-toed shoes. In addition to promoting safety and professionalism, we want to encourage practicality. Your clothing should not restrict you from any activity in the classroom, so be sure to dress comfortably. If you are coming from or going to classes before or after work, you may wish to **bring an extra set of clothes** to change into for work.

Examples of acceptable attire:

Pants or Jeans (in good condition)
Mid-length skirts
Walking shorts
Comfortable **flat-heel, close-toed** shoes
T -shirts (without offensive motifs)

Examples of unacceptable attire:

Jean/pants that are ripped/torn
Short skirts
Short-shorts
Thongs, high-heeled shoes
Revealing shirts and tank tops
Undergarments exposed

PERFORMANCE EVALUATION: REVIEW AND PLANNING

(sample)

The Supervising Teacher, Master Teacher and/or Assistant Director can assist in the professional development of the staff through observation, conferencing and goal setting.

1. Professionalism

Positive in manner. Has professional appearance. Dependable in attendance. Maintains confidentiality. Has commitment to children. Seeks opportunities to grow.

Exceptional	Very Good	Good	Fair	Unsatisfactory

2. Environment

Ensures clean and healthy environment. Aware of licensing requirements. Promotes safety indoors and outdoors. Creates child-oriented atmosphere. Plans well defined Interest/discovery centers. Provides attractive and stimulating play area.

Exceptional	Very Good	Good	Fair	Unsatisfactory

3. Classroom Management

Maintains routines and procedures which help children function positively in a group situation. Cooperates with other staff. Provides a balance of activities which meets the needs of Individuals as well as the group. Challenges children to be responsible. Provides positive feedback to reinforce children for appropriate behavior. Redirects children experiencing difficulties. Awareness of total environment.

Exceptional	Very Good	Good	Fair	Unsatisfactory

4. Curriculum/Program

Supports a program designed to foster growth in: physical. cognitive. creative. language. social and personal growth. Curriculum is developmentally appropriate. Takes into account the needs of the Individual as well as the group. Lesson plans and materials for presentation completed In advance.

Exceptional	Very Good	Good	Fair	Unsatisfactory

5. Parent Relations

Teacher approaches parents regularly in a friendly and respectful manner. Verbal communications are open and supportive. Written communications are neat and literate. Encourages the parent's Interest and participation in the classroom.

Exceptional	Very Good	Good	Fair	Unsatisfactory

6. Staff/Child Interactions

Builds trust and rapport with children. Fosters their development of a positive self concept. Encourages Independence. Respectful of the child. Considers the needs of the Individual child. Models appropriate behaviors and attitudes. Communicates In an honest and open manner. Provides guidance based on reasonable expectations that follow the center philosophy. Consistent Implementation of positive guidance techniques.

Exceptional	Very Good	Good	Fair	Unsatisfactory

7. Commitment to Center

Establishes positive relationships with staff. Works cooperatively with staff and supervisors. Active participant in planning for center and classroom functions. Promotes the goals of the center. Endorses center's philosophy. Participates beyond classroom responsibilities. Follow through: prompt action on agreed upon changes and/or adjustments.

Exceptional	Very Good	Good	Fair	Unsatisfactory

Overall Appraisal of Performance

___1. Exceptional -Performance is clearly outstanding in all current responsibilities; consistently meets or exceeds highest job standards.

___2. Very Good -Performance. Is clearly above normal job standards; consistently one of the better performers.

___3. Good -Performance overall meets current requirements for this position. This Is the performance typically expected of the majority of employees.

___4. Fair -Performance approaches requirements for this position; Improvement is necessary. May demonstrate ability but shows need for further development.

___5. Unsatisfactory -Performance clearly does not meet position requirements. Immediate Improvement is necessary to avoid termination.

I.PERSONAL DEVELOPMENT

Consider employee's skills, experience and development activities when completing this section. The supervisor's positive Judgments and employee's thoughts and aspiration should be reflected.

IDEVELOPMENT NEEDS FOR PERFORMANCE IMPROVEMENT

ACTION PLANS FOR PERFORMANCE IMPROVEMENT

II. ACKNOWLEDGEMENT REVIEW AND APPROVAL.S

This review should be acknowledged by the employee and signed and approved by the reviewing supervisor.

I acknowledge having read and discussed this performance review.

EMPLOYEE _____ DATE _____

SUPERVISOR _____ DATE _____

TITLE V
UNIFORM COMPLAINT PROCEDURES

It is the intent of the SDSU Children's Center Child Development Program to fully comply with all applicable state and federal laws and regulations.

Individuals, agencies, organizations, students and interested third parties have the right to file a complaint regarding the SDSU Children's Center Child Development Program's alleged violation of federal and/or state laws. This includes allegations of unlawful discrimination (Ed Code sections 200 and 220 and Government Code section 11135) in any program or activity funded directly by the State or receiving federal or state financial assistance. Complaints must be signed and filed in writing with the State Department of Education.

Child Development Division
Complaint Coordinator
1430 N Street, Suite 3410
Sacramento, CA 95814

If the complainant is not satisfied with the final written decision of the California Department of Education, remedies may be available in federal or state court. The complainant should seek the advice of an attorney of his/her choosing in this event.

A complainant filing a written complaint alleging violations of prohibited discrimination may also pursue civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders.