

SDSU Children's Center

Quality child care provided by the Associated Students

PARENT MANUAL

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Dear Parent:

Welcome to the San Diego State University Children's Center, a service of the Associated Students. This program is a unique educational opportunity for you and your child, as well as an opportunity to contribute your ideas and suggestions into the actual program operation.

Our program is a partnership. The staff provides professional expertise in early childhood education and guidance and you provide valuable feedback and support through contributions of your ideas for policy formation and feedback to evaluate future program goals.

The staff strives to provide each child with love and support and a warm, home-like environment at school. Your continued support and classroom participation helps us provide the high quality of care and education your children deserve.

We welcome all children. All eligible families and their children will be served without regard to sex, race, religion, ethnicity, or disability. Our program refrains from religious instruction or worship.

We look forward to serving you and your family this year and welcome your questions, input, and involvement.

Sincerely,

Staff, San Diego State University Children's Center

VISION OF THE ASSOCIATED STUDENTS AT SAN DIEGO STATE UNIVERSITY

We, the Associated Students of San Diego State University, seek to be recognized as an organization that serves as a unifying force in our diverse community. We strive to be a model of excellence in teamwork, leadership, innovation, and integrity producing a sense of community and lifelong regard for the Association and the University. We strive to offer the highest quality programs, services and facilities which respond to the broad variety of interests of our students and our campus community.

MISSION STATEMENT

The Associated Students exists:

1. ...to educate students about, and promote involvement in, the governance of the University and the affairs of the local community.
2. ...to represent student interests in governmental issues on the city, state, and national levels.
3. ...to provide a forum to advocate the free expression of the student point of view.
4. ...to provide a learning environment for student leadership development.
5. ...to enhance the quality of every student's education by connecting and collaborating with the University community to provide a continuous variety of accessible cultural, recreational, and leisure time opportunities at the lowest possible price.
6. ...to provide functional, convenient, well equipped and maintained facilities and high quality customer services which contribute to the development of students at SDSU
7. ...to provide employment opportunities for students at SDSU.

VALUES

We value our customers, co-workers, and constituents and are committed to diversity in all aspects of our organization and services that promote meaningful experiences and healthy lifestyles and the importance of a balance between leisure and work which are provided with courtesy, responsiveness, timeliness, equitable treatment, and a spirit of professionalism.

In the conduct of our duties and responsibilities we admire well-informed student leaders and employees, and promote honest and ethical behavior in an environment that is open, cooperative, and supportive. We encourage teamwork, innovation, recognition of excellence, mutual respect, and a commitment to student participation.

We are resolute in our commitment to our role in cultivating a campus climate that promotes the ideals of human dignity, civility, and appreciation of the uniqueness of each member of our community.

I. INTRODUCTION

Within these pages, procedures for the program are presented for your information and reference when you have questions concerning routine matters. Associated Students Campus Children's Center is based on parent participation and aims to provide quality care in the enriched environment of the university with its many resources. As is true of any children's program, specific safety standards, adult/child ratios, and curriculum are maintained to meet state licensing requirements, secure state funding necessary to operate the program, and to maintain our national accreditation.

The program can, to some degree, accommodate individual needs of families. If there is any part of the program you are concerned about, we welcome your questions and encourage you to meet with the Director, Assistant Director, or a Children's Centers' Board member for further discussion or special requests. Seeking clarification of your questions from well-informed sources in the program on policies and procedures can prevent problems, bad feelings, and misunderstandings. All eligible families and their children will be served without regard to sex, race, religion, ethnicity, or disability. Our program refrains from religious instruction or worship.

II. GOALS

- A. Provide a relaxed and caring environment that fosters the healthy emotional, social, physical, and intellectual growth of the children so they may develop skills needed to function as competent human beings. *Specific goals include encouraging children to:*
 - 1. feel positive about themselves
 - 2. become responsible
 - 3. solve their problems creatively
 - 4. express them
 - 5. become self-directed
 - 6. become free from sex role stereotyping
 - 7. be open to new experiences
 - 8. become aware of the variety of cultural backgrounds
- B. Provide an environment in which parents may be actively involved in all aspects of the program and, therefore, in all phases of their children's growth and development.
- C. Provide opportunities for parents and students to gain a better understanding of the principles of child development while working with children.

III. PHILOSOPHY

A. 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.

B. 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.

C. Freedom from Discrimination

We do not discriminate. We welcome all children. All eligible families and their children will be served without regard to sex, race, religion, ethnicity, or disability.

D. 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. Discipline 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.

E. The Center is Committed to Full Inclusion (see Appendix A)

IV. SCHEDULING CHILDREN'S ENROLLMENT AT THE CENTER

A. Enrollment Opportunity

1. The Center is open to children of students, faculty and staff of SDSU and the community who are Infants through after-school kindergarten age.
2. The Academic Year Program is open the first day of classes and continues on school days through the last day of final examinations during Fall and Spring.
3. The Year Round Program is closed only on University holidays, Winter Break Week, and the day before each semester begins.
4. Children are admitted for a one-month trial period to ensure that the child is comfortable in the school environment.
5. To provide continuity of care, children will be enrolled for the full year in the same classroom. This will provide a familiar, secure and supportive atmosphere with in which children can develop to their fullest potential.

B. Initial Weekly Scheduling for full fee paying families in the Academic Year Program

1. Time while the parent is in class.
2. Time while the parent is working (including internship).
3. Minimum Weekly schedules
 - a. Two 4-6 hour days
4. Maximum hours per day
 - a. **Infants to 18 months: 8 hours each day.**
 - b. **Toddlers to 30 months: 8 hours a day.**
 - c. **Children over 30 months: 10 hours a day**

Initial Scheduling for families in the Year Round Program

1. Children are scheduled for the entire day.
2. Minimum Weekly schedules
 - a. Two days a week
3. Maximum hours per day – only applies to infants
 - a. **Infants to 18 months: 8 hours each day.**

C. Schedule Changes

1. The schedule you contract for is for the entire semester if you are in the Academic Year Program and the entire year if in the Year Round Program
2. Changes in your contract will depend on space available. It must be approved by the teacher and a new contract must be done in writing.
3. Your schedule is a contract for the entire semester, possibly the entire year. We do our best to accommodate requests for changes in days or hours for the Spring Semester, but cannot guarantee all hours/days will be available.
Please be aware we may not be able to add days/hours for Spring.

D. Extra Hours Extra Days Requests

1. Requests for extra days/hours must be made to the classroom Supervising Teacher or Master Teacher before the hours are needed (24 hrs is preferred). A written contract change must be made for a permanent schedule change or sign the "Extra Hours" form available in the classroom sign-in book for temporary changes.
2. Approval for extra hours is dependent upon availability of space for additional children and staff for the times requested.

E. Finals Week

1. Schedules will remain the same for finals week as they were for other weeks in that month (Dec. or May).
2. Parent participation may be changed for finals week to accommodate study needs.

F. Policy on Confidentiality

1. All information provided by parents in the enrollment and scheduling process is considered confidential (with the exception of the Child's Developmental and Health History that contains a disclaimer for the information it contains). We will disclose information to the Department of Social Services and the Department of Education and other qualifying agencies (such as alternative payment programs) for legal qualifying purposes such purpose as eligibility and determination of program.
 - a. The information in the children's files is accessible to the credentialed staff and administration staff only.
 - b. Information concerning income, phone numbers, addresses, billing scheduling is necessary to maintain eligibility for CDE funding and is accessible only to the director, coordinator, office supervisor and A.S. Accounting Office.
 - c. No information concerning a child's enrollment status may be released over the phone or to any person other than the child's parent or guardian as listed on the application.
 - d. No child shall be released to an adult other than the parent without written permission and proper identification.
 - e. Adults other than parents authorized to pick up children must be listed on the Emergency and Identification Information card, kept in his or her classroom.
2. The Child's Developmental and Health History is part of the child's individual portfolio that is kept in the classroom. It is open to review by the part-time and full-time staff:

- a. to get to know the children better
 - b. to establish individualized goals for curriculum planning and development.
3. Strict professionalism concerning the discussion of confidential information is required from all staff members and parents.
 - a. Discussion of information on individual children is allowed between adults only if such discussion is conducive to meeting the needs and goals of each child.
 - b. Random discussion of confidential information with unauthorized persons is not allowed.
 4. Each parent upon admission to the program signs a waiver to allow observations and photographs to be used for the Center's or University's class projects conducted at the Center.
 - a. Observers in the program receive a copy of Observer Guidelines
 - b. Observers are requested to use only the child's first name to maintain family privacy.

V. CHILDREN'S PROGRAM

A. Curriculum Provided For Children (See Appendix B)

B. A Typical Schedule

1. Each classroom follows a different schedule of activities appropriate to the age group (**see Appendix C**).
2. Your child's first day (**see Appendix D**).

VI. FOOD AND NUTRITION

A. Food Service

1. Breakfast, lunch and snack will be provided by the Center.
2. Menus are rotated on a five-week cycle
3. The lunch will be prepared and brought to the Center by the University Commons.
4. There will be no additional charge for food.

B. Food Program Standards

1. The program has two very clear objectives.
 - a. Help provide good nutritious meals
 - b. Help children develop good eating habits that will last throughout their lives.

- our
2. The menus and meal patterns meet guidelines for healthy nutrition for all Americans established by the US Department of Agriculture and the Department of Health and Human Services
 3. The menus reflect concern for each child's growth and development and desire to offer the best nutrition possible for each child.
 4. If you have a menu/food item change request due to a medical condition please request the food menu exemption forms letter from your child's Supervising Teacher, Master Teacher or the Assistant Director. Your child's doctor must state your child's allergies and give us a list of nutritional foods that can be substituted. For Menu/food item changes due to religious or personal beliefs please see and follow the Center's food policy found in **Appendix F**.

C. Child Care Food Program

1. The Child Care Food Program is available to everyone without regard to race, color, national origin, age, sex or handicap.
 - a. **If you believe that you or your child has been discriminated against in any USDA-related activity, you should write immediately to the Secretary of Agriculture, Washington, D.C. 20250.**

VII. POLICIES ON CHILD GUIDANCE AND DISCIPLINE

- A. The center uses **POSITIVE GUIDANCE TECHNIQUES** to foster the growth of personal responsibility and empathetic behavior in each child. The **environmental design** and activities are designed to provide the child choices that are age appropriate as well as interesting and challenging. Choices allow room for more than 1 child to participate and multiple pieces of similar equipment, toys and materials are available.
 1. Children are encouraged to use their words to solve disagreements or conflicts with others. The teaching staff is on hand to model appropriate words and intervenes if necessary
 2. Children are told in **positive phrasing** what the expectations are (i.e. "sand stays on the ground, not in the air").
 3. Younger children are **re-directed** to other play areas when they cannot cooperate with others or offered substitute play items.
 4. Sometimes a child needs a moment or two away from the group to calm down, disengage and be ready to make positive choices. In this case a child will be taken to a quiet area by a staff member who will discuss with the child what is expected and allow the child to let them know when they are ready to re-enter the group situation.

5. Reminder: each situation and every child is unique. We follow the above guidelines and adapt each situation to meet the needs of the children involved. Please feel free to discuss any questions with the staff.

B. Policy on Handling Complaints about the Behavior of a Child

1. The problem is observed by or reported to the Master Teacher.
2. A conference is scheduled with parent to discuss the problem, formulate an action plan, and schedule weekly follow-up conferences.
3. An action plan could include: special techniques to use at home and school, counseling or special education referrals.
 - a. Evaluate the success of the action plan three weeks after initial conference to determine progress.
 - b. If progress is being made, update and continue plan of action, and continue to update every three weeks.
 - c. If no progress is being made, a request to drop the family will be presented to the Board for action.
4. The family has the right to appeal the decision, following process outlined under requests for Appeals and hearings Procedure in this manual.

C. Assaultive Behavior Policy

1. The center's general policy on repeated, unprovoked assaultive behavior such as biting, hitting, and throwing heavy toys:
 - a. First occasion: redirection and warning
 - b. Second occasion: staff will remove child from classroom area for a five minute cooling off period
 - c. Third occasion: Parent is called from class. Child is excluded from class until a conference is completed with the parent.
2. Please note that time-out is particularly INAPPROPRIATE FOR CHILDREN UNDER THE AGE OF TWO. Children under the age of two years will be separated from the group and redirected into positive activity.

D. Exclusion Policy

A child may be excluded from our program when we have exhausted all avenues of assistance and feel no progress has been made in resolving the problem, or determined that our program is not successful in meeting the child's needs.

E. Policy on Handling Complaints about the Behavior of a Program Participant

1. The problem is observed by or reported to the Master Teacher.
2. A conference is scheduled with persons involved to discuss the problem to formulate alternative ways of behaving. The conference may involve the Supervising Teacher, Assistant Director and/or the Children's Center Director at the request of the Master Teacher in the classroom.

F. Policy on Reporting Child Abuse (Laws and licensing)

1. The California Penal Code requires individuals/organizations working with families and/or children to report possible cases of:
 - a. Physical Abuse (non-accidental injuries)
 - b. Emotional Abuse (verbal or psychological)
 - c. Sexual Abuse
 - d. Neglect
2. The law specifies that a report is to be filed without delay with the local authority for child protective services. Failure to do so may result in:
 - a. loss of facility licensing and/or
 - b. loss of professional staff (instructor and supervisory) California credentials
3. When a case is reported, the Child Protective Services makes a determination if further evaluation is necessary. If further evaluation is deemed necessary by the Child Protective Service:
 - a. the case is referred to physicians, social workers, and other professionals who are part of the San Diego County Referral Program.
 - b. these professionals make recommendations based on the police report and after they personally interview the child(ren) and the parents.
4. The phone number of the Child Protective Services is (619) 560-2191.
5. Family Stress Center
 - a. Anyone under stress has the potential to abuse a child.
 - b. The Family Stress Center (619-691-1331) assists families with stressful times and provides suggestions for parenting techniques.

G. Policy on handling disruptive/violent parents

1. A parent poses a danger to themselves or others. This describes the behavior of a parent that could be considered violent, potentially violent, agitated, irate, or *ANY* other behavior that poses a significant danger or extreme disruption. The University Police (911) will be called to respond to these situations.
2. A parent is argumentative, uncooperative or any behavior that is not an emergency but certainly a disruption. If it is felt that the parent poses a genuine threat in this instance, University Police will be called. If this is not considered a threat the Assistant Director or Director will be called and an appointment will be scheduled to discuss the issue. If the parent refuses to discuss the matter calmly, the parent will be asked to leave. The parent will not be allowed back in the Center until a meeting is held to discuss solution to the disruption. **Avoid confrontation in front of the children.** University police will be notified if staff feels that a report is warranted.

VIII. PROCEDURES FOR ACCIDENTS, ILLNESS, EMERGENCIES,

AND ADMINISTERING MEDICINES

A. Accident Procedures

1. Parents will be contacted immediately. If parents are not available, persons listed on the Child's Emergency Contact Sheet will be contacted.
2. If a child is injured he or she will be:
 - a. taken to Health Services if staff feels professional screening is warranted.
 - b. taken to nearest hospital (Alvarado) if necessary.

B. Illness Procedures

1. Our guidelines for excluding ill or infected children from the Center are based on "The National Health and Safety Performance Standards: Guidelines for Out of Home Childcare Programs" published in Healthy Young Children: A Manual for Program
2. Our Center shall not deny admission to or send home a child because of illness unless one or more of the following conditions exists. The parent, legal guardian, or other person authorized by the parent, will be notified immediately when a child has a sign or symptom requiring exclusion from the Center as described below. **Child must be picked up within 1 hour of notification.**
1. The illness prevents the child from **PARTICIPATION COMFORTABLY** in the Center's activities.
2. The illness results in a greater care need than the Center's staff can provide without compromising the health and safety of the other children.
3. A child will be sent home when any one of the following conditions exist:
 - a. **Temperature.** Oral temperature of 101 or greater; rectal temperature of 102 or greater, axially (armpit) temperature of 100 or greater; accompanied by behavior changes or other signs and symptoms of illness until the child is fever free, unmediated, for 24 hours since Center's detection of illness.
 - b. **Symptoms and signs of severe illness**, such as unusual lethargy, uncontrolled coughing, irritability, persistent crying, difficult breathing, wheezing, or other unusual signs until medical evaluation indicates inclusion.
 - c. **Diarrhea illness** (two or more episodes of loose, watery stools within a 24 hr. period), until diarrhea stops or until a health care provider determines the illness to be non-communicable, and the child is not in danger of dehydration.
 - d. **Vomiting illness** (two or more episodes of vomiting within a 24-hr. period) until vomiting resolves or until a health care provider determines the illness to be non-communicable, and the child is not in danger of dehydration.
 - e. **Mouth Sores.** Unless a health care provider or health official determines the condition is non-infectious.

- f. **Rash with fever or behavior change**, until a health care provider determines the symptoms do not indicate a communicable disease.
 - g. **Purulent conjunctivitis** defined as pink eye or red conjunctiva with white or yellow discharge until 24 hours after treatment has been initiated.
 - h. **Scabies, head lice or other infestation**, until 24 hours after treatment has been initiated and all nits have been removed.
 - i. **Tuberculosis**, until a health care provider or health official states that the child can attend childcare.
 - j. **Impetigo**, until 24 hours after treatment has been initiated.
 - k. **Strep throat or other streptococcal infection**, until 24 hours after antibiotic treatment and cessation of fever as above.
 - l. **Chicken pox**, until 7 days after onset of rash or until all sores have dried and crusted and no new ones have appeared.
 - m. **Pertussis**, until 5 days of appropriate antibiotic treatment, currently erythromycin, to prevent an infection has been completed.
 - n. **Mumps**, until 9 days after onset of parotid gland swelling.
 - o. **Hepatitis A Virus**, until 7 days after onset of illness or as directed by the health department when passive immunoprophylaxis, currently immune serum globulin, has been administered to appropriate staff and children
 - p. **Measles** until 6 days after onset of rash.
 - q. **Unspecified respiratory illness**, ill children with common cold, croup, bronchitis, pneumonia, and otitis media, whose symptoms require special staff attention until symptoms subside.
 - r. **Shingles**, unless the lesions can be adequately covered by clothing or a dressing or until the recommendation of the health care provider.
 - s. **Herpetic gingivostomatitis**, Herpes simplex, with uncontrollable secretions, until symptoms subside or until the recommendation of the health care provider.
 - t. **Hand-Foot and Mouth Disease**, child should not return to Center until lesions are no longer visible.
6. Children must be removed from the Center as quickly as possible to protect others in the Program.

D. Emergency or Disaster Procedures

1. In case of an emergency, whenever possible the children will remain at the Center in their own classroom until the parent or an authorized person comes to pick up the child. We will combine children in to one or two classrooms when necessary for safety, or after most children have been picked up. Unless it is not safe to do so in an emergency we will post information where ever it is most visible regarding changes to direct parents to where their children are if there is a change. Safety is primary. We will do what is safe for children and adults
2. If we have to evacuate the building we will use the University's emergency

- plan which is the children's center yard. If that is not safe we will go to Cuicacalli Promenade Parking Structure 6 area if our yard is not safe.
3. For every child in the Center the parent has provided us with an emergency kit. These are stored in each child's classroom. The kit includes a change of clothes, a snack, photo of child, photo of family and information about the child and his/her family including Mom's name, Father's name phone number for each, names of people to contact in case of an emergency, their phone numbers, child's allergies and doctors name and phone number. These emergency numbers will be used if we have no communication from the parents. The child will only be released to the people listed above.
 4. Because there are so many unknowns, there is no one answer to exactly what we will do. Our staff is trained to deal with emergencies. All of our full time staff and many part time staff have First Aid, CPR and a minimum of 15 hours of health and safety training. Each classroom is equipped with first aid kits. We have some food and water supplies. **Also see Appendix L**

E. Policy on Administering Medicines to Children

1. The staff is **not authorized** to administer children's Tylenol, decongestants or other **non-prescription medications**.
2. If a child needs these medications he or she is too sick to be in school.
3. Parents are requested to administer prescription medication that a child is taking **after** they are well and return to school. Medication can be stored at school **with proper paperwork completed prior to leaving**.
4. If parents are unable to administer required medication, a staff member may administer the medication **only** under the following conditions:
 - a. The container must have an unaltered label.
 - b. The container must be labeled with the child's name, medication name, dosage, and date.
 - c. Medication shall be administered only when approved by the child's parent, and in accordance with label directions.
 - d. All medications shall be stored in special medication box kept in the refrigerator that is inaccessible to children.
 - e. A "request to administer medications," found in the back of each classroom sign-in book, must be filled and signed by the parent and staff.
5. Sunscreen is considered to be a topical medication. The policy for applying sunscreen to children is as follows:

- a. Parent must give written consent to have sunscreen applied to their child.

IX. PARENT'S RESPONSIBILITIES

A. Orientation

1. Attend a scheduling appointment, before child begins.
2. Attend orientation meeting.
3. Attend two follow-up parent meetings (you will be notified of dates and times).
4. These meetings are strongly recommended and are the best opportunity for you to hear vital information about your child's school, meet with teaching staff and other families enrolled at the Center. Failure to attend could result in being dropped from the program. Please discuss any conflicts with the classroom supervisor.

B. Follow Procedures for Dropping Off and Picking Up Children

1. Sign In: Indicate time of drop off/pick up and **sign full name**.
2. Fill in Daily Child Report (if appropriate): Indicate child/parent's name, date, & any food/liquids child has consumed before arriving at the center.
3. Name Tag: use tape and marker located near sign-in book & attach child's name tag on their back
4. Say Goodbye: Be sure to take the time to say goodbye. Never disappear without the child knowing.
5. Timely pick up: Children must be picked up on time.
 - a. Parents late picking up preschool children at 6:00 p.m. will no longer be able to use childcare after 5:00 p.m.
 - b. Parents late picking up infant/toddlers will no longer be able to use childcare 1 hour before that classroom closes.
7. No Unauthorized Drop Offs: Parents leaving children during unscheduled, unauthorized hours will be billed for the hours and dropped from the program.
8. No unauthorized Pick Ups
 - a. No child shall be released to an adult other than the registered parent(s) without written permission and proper identification.
 - b. Adults other than parents authorized to pick up children must be listed on the Emergency and Identification Information card kept with the child's schedule in each classroom.

C. Parent Participate in the Classroom

1. Two hours blocks of times per week are preferred.
2. Families with children in more than one classroom are encouraged to divide their participation time between the two classrooms.
4. Missed Participation

- a. Substitutes: Notify the classroom supervisor if you will be absent.
 - b. Alternatives to participation directly in the classroom may be discussed with the classroom Supervising Teacher or Master Teacher.
5. Professionalism in the Classroom
- a. Avoid prolonged discussion with other adults in order that you may really observe and guide the children's activity.
 - b. Respect each child as an individual; do not discuss or laugh at the children in their presence.
 - c. Be alert to the needs of the shy, timid, quiet child. Invite him or her to join a small group; suggest interesting activities and be friendly. However, do not pressure her or him.
 - d. Sit down on a small chair at child's level when supervising. You are less conspicuous and more effective in guiding an activity.
 - e. Do not leave an assigned area you have assumed for supervision (if children are there) unless another adult takes over.
 - f. Never leave a child in the yard or classroom unsupervised.
 - g. In the case of accident, emotional or physical, be sure to report it to the master teacher who has the ultimate responsibility for the safety of the children.
 - h. It is also the responsibility of the Master Teacher to acquaint and discuss with the parents any details of their child's behavior or adjustment in the preschool. Please share any concerns about children or staff directly with the classroom Master Teacher who has the ability to make needed changes or corrections. We look for parent support to keep our communication lines open and productive.
6. Suggestions for Working with Children **(See Appendix G)**
7. Points of Safety and Health
- a. Make sure all gates are kept closed and latched.
 - b. Do not allow children to climb on or open the fence or gates.
 - c. Notify a staff member if you need to leave an area unsupervised.
 - d. Do not allow children in the kitchen, office, and adult bathrooms or parent lockers.
 - e. Do not allow children to stand on the tables and chairs either indoors or outdoors.
 - f. Do not allow children to play in the drinking fountains.
 - 1) Keep fountains clean and free of sand.
 - 2) Water is not to be carried from drinking fountain to sand box.
 - g. Adults are not permitted to ride the tricycles or play on the children's equipment. All of the equipment that we have was designed for children's use only.
 - h. First aid kits are located near the sink/bathroom area of each classroom.
 - i. Accident report forms are on the wall near the first aid kits.

D. Participate in Fundraising or Committee Work

1. All parents are required to work on the fundraising project each semester.
2. Parents not participating in the fundraising activity can volunteer an additional two hours of classroom service.

E. Obtain a TB Clearance

1. All adults who spend time in the classroom either observing or participating are required to have a TB test and have the clearance placed on file at the Center before participating.
2. The test must have been taken within the past 2 years.
3. SDSU Students - The test may be obtained at Health Services, free of charge to all students.

F. Indicate Location during Scheduled Hours

1. In case of accident or illness, it is imperative that staff knows where to find parents.
2. Parents must complete a form indicating their schedule and where they will be during hours their children are at the Center.
3. Parents indicate any temporary changes in their schedule by noting changes on the sign-in sheet or they may use the free campus phone to call the Center about last minute changes (e.g. class canceled, room change, etc.).

X. ADMINISTRATION**A. Associated Students' Children's Centers' Board**

1. The Program is governed by the Associated Students' Children's Centers' Board which is directly responsible to the Associated Students Council.
2. The Board is comprised of a majority of student-parents and representatives from each classroom, and a faculty representative and students at large.
3. Elections to fill board positions are held yearly. Vacancies occurring during the year are filled by appointment of the Board after interviewing interested parents. Board members supervise parent committees, attend weekly Board and Committee meetings and participate in other activities as necessary.
4. The Board job descriptions are available for review in Appendix H
5. All parents are invited and encouraged to attend Board meetings.

B. Paid Staff

1. Children's Centers Director
 - a. Responsible to the Board for overall operation of all programs & coordinating with them on policy formation and implementation.
 - b. Ensures growth and progress of the program.

- c. Monitors operations in accordance with licensing and funding requirements.
2. Children's Center Assistant Director
 - a. Coordinates the day-to-day operation of the Center.
 - b. Supervises staff and curriculum.
 - c. Schedules children, parents, and volunteers
3. Supervising Teacher
 - a. Supervises curriculum activities for children in cottage classrooms.
 - b. Supervises cottage classroom staff, students and parent volunteers.
 - c. Schedules and assigns work areas for parents and volunteers during their participation.
4. Master Teacher
 - a. Plans and initiate curriculum activities for children.
 - b. Supervises classroom staff, students and parent volunteers.
 - c. Assists with scheduling and assignment of work areas for parents and volunteers during their participation.
5. Teacher/Associate Teacher
 - a. Works with master teachers to plan curriculum.
 - b. Assists in supervising program participants.
6. Assistant Teacher (current SDSU students)
 - a. Assists teacher in caring for children.
 - b. Supervises classroom activities.
7. Office Supervisor
 - a. Responsible for billing.
 - b. Responsible for attendance accounting.
 - c. Responsible for various reports needed to meet federal and state contracts
 - d. Responsible for all paperwork not directly related to classroom curriculum.
8. Kitchen Supervisor
 - A. Responsible for planning menus and all kitchen inventory.
 - b. Responsible for food preparation, distribution, and cleanup.
 - c. Responsible for food quantities ordered and served
 - d. Responsible for all aspects of the program related to food.
7. Hiring of Staff
 - a. Full-time staff is hired through the university personnel office.
 - 1) Associated Students review applications
 - 2) Interviews are conducted by: Associated Students' Executive Board designee; Children's Center Board Member(s); Children's Center Director, and Assistant Director as appropriate.
 - b. The Assistant Director in coordination with cottage Supervising Teachers and classroom Master Teachers hires the Part-time staff.
8. Training and Development of Staff
 - a. Training for part-time staff is integrated into monthly staff meetings.

- 1) Outside speakers and resources.
- 2) Expertise and experience of the full-time staff.
- b. Training and Development for full-time staff is supported.
 - 1) Meet two or three times a month to plan and discuss program goals and daily experiences.
 - 2) Meet once a month with part-time staff.
 - 3) Given paid time off each year to visit and observe other centers.
 - 4) If funds are available, paid for attending workshops and conferences.
- c. All full time staff are members of the San Diego Association for the Education of Young Children, and participate in their workshops and conferences to keep abreast of changes in the child development field.

C. Parents

1. Participates actively in the classroom.
2. Participates in Associated Students' Children's Center's Board or any other areas of the program.

D. Child Development Students (Fulfilling Academic Requirements)

1. Participates in the classroom.
2. Assists with administrative functions.

E. Volunteers

1. Assists where interested and needed.

XI. BUSINESS TRANSACTIONS

A. Fees

1. Fees are determined by the market rates and are reevaluated each year.
2. Changes in student information must be reported immediately to the Office Supervisor and any fee change will be effective on the first of the month following the reported change in status.
3. Fees include charges for scheduled days regardless of absence for any reason.
4. A non-refundable, \$25.00 materials/insurance/admin fee is paid by all families not receiving State subsidy each semester, with a maximum of \$50.00 per family per semester.
5. State subsidized families see funded families manual for additional requirement.

B. Billing

1. Bills for childcare service will be computed and issued in advance and due the first of each month. Students are responsible for the entire semester.
2. Extra hours will be billed as scheduled (not as used) on a separate statement.

3. Bills will be placed in family mail boxes.
4. Each parent is responsible for notifying the Office Supervisor if a bill is not received by the 15th of the month.
5. Payment is due on the 1st of the month.
6. Bills may be paid at the Aztec Center Ticket Office, through direct payment from your bank, or mailed to the address on the invoice.
7. If unexpected events should arise delaying payment of a bill it is necessary to sign an extended payment agreement.
 - a. This must be done within five days of receipt of a bill.
 - b. Academic year families: All bills must be paid in full before the semester begins or you will not be allowed to return.
 - c. Families will be dropped from the program for non-payment of bills.
 - d. There will be a late charge for payments made after the due date.
8. The accounting office will not automatically provide summarized statements of annual payments.

C. Withdrawals

1. One Month's written notice is required for withdrawal from the Program.
2. A family will continue to be billed until a written drop notice is submitted to the Director.
3. Academic Year Families withdrawing after November 30 (Fall) or April 30 (Spring) will be billed for the remaining semester days.

XII. APPEALS AND HEARINGS

The Associated Students of San Diego State University, has established a standardized procedure for documentation, investigation and resolution of complaints to ensure compliance with state and federal laws and regulations. The Children's Center Programs shall investigate and seek to resolve complaints at the lowest level possible.

Uniform procedures, pursuant to state regulations, shall be followed when addressing complaints alleging unlawful discrimination on the basis of ethnicity, religion, age, sex, color, physical or mental disability, and/or failure to comply with the laws related to Child Care and Development programs (Education Codes 8200-8493).

The Associated Students of San Diego State University prohibits retaliation in any form for filing a complaint, reporting instances of discrimination, or participating in the complaint process. Participation shall not in any way affect the status or work assignment of the complainant.

The Associated Students of San Diego State University acknowledges and respects

client and employee rights to privacy. Complaints shall be investigated in a manner that protects these rights.

The Associate Executive Director or designee shall ensure employees designated to investigate complaints are knowledgeable about the applicable laws and programs. Such employees may have access to legal counsel as determined by the Associate Director or designee.

Referral to Other Appropriate Agency

The following complaints shall be referred to the appropriate agency as follows:

- a) Allegations of child abuse shall be referred to Children's Services bureau or Campus police.
- b) Health and safety complaints regarding child development programs shall be referred to the State Department of Social Services, Community Care Licensing Division.
- c) Discrimination issues involving Child Nutrition Program shall be referred to the U.S. Office of Civil Rights (OCR).
- d) Employment discrimination complaints shall be sent to the State Department of Fair Housing and Employment pursuant to Title 22, Code of California Regulations (CCR), Section 98410.
- e) Allegations of fraud shall be referred to the Department Division Director and the Department's Legal Office.

General Definitions

- a) Complaint is a written and signed statement alleging a violation of a federal or state law or regulation, which may include an allegation of unlawful discrimination.
- b) Complainant is any individual, including a duly authorized representative or interested party, public agency, or organization who files a written complaint.
- c) Days are defined as calendar days unless otherwise stated.
- d) Department means the California Department of Education.
- e) Mediation is a problem-solving activity whereby a third party assists in resolving the issue.

Procedure

Complaints of alleged noncompliance shall be filed with the Associate Director. If a complainant is unable to put the complaint in writing due to conditions such as illiteracy or other handicapping condition, Children's Center staff shall help file the complaint. (CCR, Title 5, Section 4600)

Complaints alleging unlawful discrimination will be initiated no later than six (6) months from the date the alleged discrimination occurred or when complainant first obtained

knowledge of the facts. (CCR, Title 6, Section 46300)

Within fourteen (14) days of receiving the complaint, the Associate Executive Director or designee shall initiate an investigation. An opportunity for the complainant and/or representative(s) and the Children Center Staff to present written and oral information relevant to the complaint shall be provided.

A local mediation session may be suggested to the complainant as a method for resolving the matter. If the complainant agrees to the mediation process, the Associate Director or designee shall make such arrangements for a third-party mediator. Conducting a local mediation shall not extend the time line of investigating the complaint unless the complainant agrees, in writing, to the extension.

Within sixty (60) days of receiving the complaint, the Associate Executive Director or designee shall send to the complainant a written report of findings; the disposition of the complaint, including any corrective action steps to be taken, the rationale supporting the decision, and a written notice of the complainant's right to appeal the decision to the California Department of Education, including the procedures for filing the state appeal (CCR, Title 5, Section 4621)

Appeals to the California Department of Education

The complainant may appeal the local decision by filing a written request to the California Department of Education within fifteen (15) days of receiving the decision. The complainant shall specify the reason(s) appealing the Children's Center's decision and include copies of the complaint filed with the Children's Center and the decision (Title 5, Section 4652)

The Children's Center, upon notification from the state, shall forward the following documents to the California Department of Education:

- Copy of the complaint
- Copy of the local decision
- Summary of the investigation
- Action taken to resolve the complaint
- Copy of local complaint procedure
- Other information as requested

Annual Parent/Guardian Notification

Written notice of the Children's Center uniform complaint procedure shall be distributed at intake and annual recertification on all Children's Center programs, and included in the Parent Manual.

XIII. CHILDREN'S CENTERS' BOARD

A. Purpose

1. The purpose of the Board shall be to provide a quality, childcare program to meet the needs of the maximum possible number of children of San Diego State University students, faculty, and staff.
2. The focus of the Centers shall be developmental and educational, emphasizing the total human being with freedom for physical, emotional, social, and cognitive growth without bias toward sex, race, creed, or marital status.
3. The program shall be offered at minimal cost.

B. Duties

The Board shall advise and consent regarding:

- A. Policies and operating procedures for the Centers.
- B. General educational goals of the Centers.
- C. Guidelines concerning parent participation.
- D. Budget requests for the Centers.
- E. Expenditure of all funds under its jurisdiction.
- F. Be responsible to the Associated Students Council (hereafter noted as the A.S. Council) and the University for research and/or experimental projects carried on at the Centers.
- G. Admission policies of children to the Centers.

The Board shall:

- A. Insure communication with parents involved with the Centers.
- B. Recommend the hiring and the termination of the Director of the Centers and other paid staff of the Centers to the A.S. Council, in accordance with Associated Students and University policies.
- C. Arbitrate or mediate and resolve otherwise irreconcilable disputes between families and the Centers.

C. Board Positions Available to Parents

1. Chairperson
2. Vice Chair
3. Secretary
4. Classroom Representatives

APPENDIX A

Commitment to Full Inclusion

The Children's Center is committed to including all children regardless of ability or disability. Our staff is involved in ongoing training to better prepare them to serve children with special needs. We strive to make respectful accommodations for all children to have access to our program. We support the Kids Included Together San Diego (KIT)*:

Inclusion is being part of the whole. It is belonging to the human race. **Inclusion** is the path toward living, loving and playing together. Together means all not some.

Inclusion is common decency and the right thing to do. First, foremost and natural, and not given a second thought.

Inclusion breaks down fear and prejudice. It is gentle and simple in awareness, and powerfully awesome in reality.

Inclusion is now.
--Gayle Slate

* The Associated Students Children's Center received a grant from Kids Included Together. KIT is an organization that gives assistance, training and support to children's organizations to assist staff in acquiring the skills and techniques needed to work with children with special needs.

APPENDIX B

Curriculum Provided For Children

- Give minimum direction, but offer help if needed.
- Encourage children to help at pickup time.
- Report any accidents to teacher immediately.
- Use manuscript alphabet to print children's names on art work in upper left-hand corner.

Activity or Material	Value to Child	Adult Participation
Small table toys: Puzzles, Beads, Pegs	Eye-hand coordination, Small muscle development. Learn color, size and space relationships.	Help a child who seems to need it. Let child have the satisfaction of success. Rotate materials to keep children's interest.
Clay, Finger Paint, Playdough	Sensory experience. Small muscle manipulation. Opportunity for self-expression and tension outlet.	Suggestions will increase child's satisfaction with materials. <u>Do not make models.</u> Emphasize the <u>experience</u> , not the product.
Accessory Toys: Blocks, Wooden Trucks, Trains, etc.	Offers creative construction. Opportunity for eye-hand and muscle coordination and balance. Recognition of basic three-dimensional shapes. Stimulates imagination and dramatic play.	Guide building away from shelves so the blocks are accessible. Keep area uncluttered and put away blocks which are not in use from time to time. Do not allow blocks to be thrown. Have children put blocks away before leaving area.
Housekeeping corner or Practical Life area	Stimulates dramatic and imaginative play. Provides emotional outlet and social contacts. Opportunity to act out life experiences and feelings.	Occasionally arrange material if needed to stimulate play. Simple suggestions if a child needs help entering situation.

Story telling and Looking at books	Opportunity for quiet and restful activity. Learn to listen and appreciate books. Vocabulary and speech development.	Provide comfortable atmosphere. Choose books wisely. Show interest in reading. Instruct proper care and handling of books.
Music, Dancing and Singing	Stimulates awareness of different sounds and rhythms. Appreciation of songs. Vocabulary and speech development.	Share talents to provide musical experience for children. Encourage spontaneous and informal musical opportunities.
Observing nature and animals, planting seeds, other science experience	Development of natural curiosity of living things and environment	Share interesting objects. Encourage child's curiosity. Answer questions. Allow and help children to smell, feel, look, listen and discover for themselves.
Picking up equipment	Sense of orderliness & cooperation, Self-satisfaction in helping and completing a job.	Give warning before pick-up time. Accept child's capacity for help that day.
Toileting and Handwashing	Experience in good health habits. Experience in self-direction.	Give children time to help themselves.
Meal and Snack time: Milk or juice, crackers, fruit, cheese, whole wheat bread, etc.	Opportunity for eating and talking with other children, Social contacts, Practice in pouring. Awareness of basic nutrition.	Set an example of courtesy and friendliness. Encourage sampling milk or juice and crackers.
Sand Box	Sensory experience, Opportunity for solitary, parallel or cooperative play.	Minimum direction, sit low and near by. Guidance if child is throwing or scattering outside box, "Please keep the sand in the box".
Jungle Gym and Climbing Equipment	Big muscle activity, Develop balance and coordination.	Careful supervision by one person. Avoid crowding and pushing. Do not permit

		children to hold object while using equipment.
Tricycles and Wagons	Big muscle activity. Opportunity for social and motor growth and coordination, Early safety education.	Do not allow crashing into people or things. "Be careful drivers." Pull not push wagons. Trike path is <u>one way</u> to maintain safety.
Carpentry and Pounding Benches for toddlers.	Eye-hand coordination. Imaginative construction. Three-dimensional experience.	Careful supervision by one person. Tools must be used <u>safely</u> .
Sensory Activities: Water Play, Bins of rice and cornmeal	Eye-hand and fine muscle coordination. Opportunity for cooperative play and release of tension. Builds sense of mastery and promotes positive self-concept because these are no-fail/no end-product activities. Promotes increased attention span.	Minimum direction, sit low and near by. Guidance if child is throwing or dumping material, but otherwise allow child to take the initiative and explore the material.

APPENDIX C

A Typical Daily Schedule for Infant Children

- 7:45 a.m. Doors open
- 8:00 Center opens: Floor time activities
Set up for breakfast
- 8:30 - 9:00 Breakfast
- 8:45 - 9:45 Outdoor Activity: Large Muscle Play, Sensory Experiences
- 9:00 - 9:30 Floor time activities; Diaper check
- 9:45 -10:00 Outdoor Activities; Buggy ride
- 10:00 -11:00 Floor time activities: Sensory, music, bubbles, motor
Diaper check
- 11:00 -11:30 Set up for lunch
- 11:30 -12:00 Lunch
- 12:00 AM children exit, PM children arrive
- 12:00 - 1:00 Floor Time Activities; Bottles and naps for older infants
- 1:00 Naps and quiet activities
- 1:30 Diaper Check
- 2:00 - 2:30 Floor time activities: Sensory, music, bubbles, motor
- 2:30 – 2:45 Snack
- 2:45 – 3:00 Outdoor Activities; Buggy ride
- 3:00 – 3:30 Outdoor Activities'
- 3:30 – 4:00 Floor Time Activities

A Typical Daily Schedule for Toddler Children

- 7:00 Doors open
- 8:00- 8:30 Center opens: Floor Time Activities
- 8:30 - 9:00 Breakfast
- 9:00 - 9:30 Indoor Activities
- 9:30 -10:30 Outdoor Activities
- 10:30 -11:15 Indoor/Outdoor Activities
- 11:30 -12:00 Lunch
- 12:00- 2:30 Naptime & Outdoor Activities
- 2:30 - 3:00 Snack
- 3:00 - 4:00 Indoor Activities
- 4:00 - 5:30 Indoor/Outdoor Activities
- 5:30 - 5:55 Indoor Activities & Clean-up
- 5:55 - 6:00 Center Closes

A Typical Daily Schedule for Preschool Children

- 7:00 a.m. Center opens: indoor activity
- 8:15 - 8:30 Circle time: stories, songs, fingerplays
- 8:30 - 8:45 Breakfast
- 8:45 - 9:45 Outdoor Activity: Large Muscle Play, Sensory Experiences
- 9:45 - 10:15 Circle Time: cognitive concepts, stories, fingerplays, songs
- 10:15 - 11:00 Indoor Activity: creative arts, dramatic play, manipulatives, blocks, pre-math, & language experiences
- 11:00 - 11:30 Outdoor Activity: Large Muscle Activities
- 11:30 - 11:45 Lunch
- 11:45 - 2:30 Nap time
- 12:00 - 1:00 Rest time for non-sleepers
- 1:00 - 2:30 Outdoor Activity
- 2:30 - 3:00 Music Time, Circle Time
- 3:00 - 3:15 Snack
- 3:15 - 4:45 Outdoor Activity; Clean-up yard
- 4:45 - 5:00 Circle Time in trailer
- 5:00 - 5:55 Indoor Activities/Outdoor Activities, Closing
- 6:00 p.m. Center closes

APPENDIX D:

Your Child's First Day

What to Bring, What Not to Bring, What to Wear, How to Separate, Earthquake Kit

1. What to Bring:

- ◆ An extra set of clothes (full set including socks and underwear). Put these in a large zip-lock bag labeled with your child's name. Be sure to label the clothing, too.
- ◆ A crib sheet and a small blanket for nap time. A thick beach towel is a good substitute for the sheet. Again, label everything with your child's name.
- ◆ A comfort item for naptime, if your child needs it. This may be a soft toy, a small pillow, "binkie" or what-have-you.
- ◆ Sharing is handled differently in each classroom. Please speak to the Master Teacher before bringing items for sharing.

2. What Not To Bring:

- ◆ Toys from home without checking with the master teacher regarding their classroom policy about toys from home.
- ◆ Food, candy or gum. Meals are provided by the Center for all children. Candy or gum may provide a choking hazard while children run and play.
- ◆ Valuable jewelry, trinkets, etc. that may get lost or broken.

3. What To Wear:

- ◆ **Comfortable playclothes that the children can easily take off/put on** (to avoid potty accidents). Avoid overalls, belts, one-piece jumpsuits or bodysuits that are difficult for a child to manipulate when in a hurry to use the bathroom.
- ◆ Tennis shoes or other comfortable close-toed shoes with socks. Sandals with a closed back with socks are acceptable, though not as safe. **No flip-flops please.**

4. How to Separate:

- ◆ Sign your child in and take him/her to his/her classroom to a teacher.
- ◆ Plan a separation routine before coming to school, and then stick with it (i.e. I'm going to take you to your classroom, give you one hug, two kisses and then say "good-bye and leave.") The teachers will take your child and help him/her get involved in an activity. If your child is crying, leave anyway and then call back to check on him later.
- ◆ Allow at least two weeks for your child to become comfortable with the morning separation. The more confident you are in leaving him/her, the quicker he/she will adjust.

5. Earthquake Kit

Each child needs to bring an "Earthquake Supply Kit" to keep at the Center. A list of items needed for the kit as well as the form for you to fill out is available for you on our website <http://as.sdsu.edu/child/forms.html> should you need one, do not hesitate to ask. At the end of each year we will review emergency procedures with the children, eat our snack and return the clothing to their cubbies. A new kit should be turned in each year.

APPENDIX E:

Food Program Menu Description

Breakfast: Includes milk, fruit and a grain (cereal, muffin, toast, etc.)

Lunch: Includes milk, a protein (meat, cheese, legumes, and eggs), a grain, a fruit and a vegetable. Lunches are prepared by Aztec Shops Food Services on campus and delivered to the Center where they are served family style.

Snack: Includes at least two food groups (i.e. crackers and fruit and ice water)
A special snack may be prepared by the children, check daily plan sheet for these special snack menus

Infant and Toddler Meals: Substitutions will be made to meals for raw veggies, peanut butter, popcorn, citrus, etc.

Note: Foods may vary according to season and availability. Please notify the office in writing if your child has a dietary restriction due to an allergy or personal preference.

APPENDIX F

Food Policy - Parents

The Center follows the guidelines of the Federal Food Program administered by the State of California, Child Development Department. When a child has a food allergy a food allergy form, signed by the child's doctor must be in his/her file and we will provide the following substitutions:

1. Milk
The Center will provide Soy as a substitute for children who are allergic to milk. (Medical food allergy form must be on file)
2. Meat
A cheese product will be available for children when a food substitute for meat is requested. (Medical food allergy form and/or food preference form must be on file)
3. Every precaution will be taken to avoid serving nuts and or any food that is life threatening to one of the children enrolled in the center. Standards are as follows:
 - a Children are not allowed to bring any food into the Center except when bringing their lunch. This includes no food stored in their cubby.
 - b. Deposit all foods you wish to donate to the Center at the reception desk before entering the classrooms: FOOD DONATIONS. Sign the clipboard to verify that your donation is NUT FREE. A staff person will sign out the item to the classroom and sign off that he/she has verified the item is nut free as well.
 - c. Information will be provided for special events that may include food. (Parents please check product labels to ensure any food brought into the center has no peanuts or nuts of any kind, nut products or is cooked in nut oils).

When a parent has a food preference for the child and requests the child not eat our food:

4. The parent will provide the child's meal including milk substitute.
The parent will provide the child with a nutritious meal. The meal must be contained in a bag and stored in the classroom. Parents must notify the classroom teacher of the special meal for that child. We cannot re-heat or keep food cool for individual children's meals. Our storage space and staff time are limited.
All food brought into the Center must adhere to the Center's restrictions regarding nuts.

Note to parents –The center's menus (5 week rotation menus) is available for

preview on the Center's Web Site. The parent must notify us in writing on the food intake form when they request this substitution.

APPENDIX G

Suggestions for Working with Children

BALLS

- May not be used to hit others (Substitute a game of hit the box, bounce the ball, etc.)
- Balls may not be used inside, but may be used anywhere outside.
- If thrown outside of fenced area, only adult goes out to get the ball.

BOXES, BOARDS AND BARRELS

- No pushing. "Some people like to go slow."
- One way traffic only.
- With jumping board, have children wait for turns.
- With walking board, be wary of offering too much help in the way of hand holding.
- With all such materials that are rich in creative play possibilities, be ready to help with adjusting boards, boxes, etc., at children's direction.

CARPENTRY

- Set up spaces for hammering, with assorted nails in cups, soft wood at side in box and hammers. On another table (if possible) set up vises and saws. Have soft wood available in various sizes.
- Supervise very closely with only the number you feel secure about having. Be sure each child has enough room. As others to wait turns.
- If you must leave the table, take saws and hammers with you or put them away.
- Children may take home what they make. Children may also paint what they make.

CERAMIC CLAY

- Wash off any clay that falls on the ground, before returning to use.
- Do not tell the child what to make or do.
- "Keep the clay on the table."
- "We don't eat clay."
- Do not use rolling pins or cookie cutters with ceramic clay.
- To put clay away: Form clay into grapefruit size balls and punch holes with thumb. Place in container and fill holes with water. Seal container lid tight to prevent clay from drying out.

EASELS

- Apron is usually worn.
- Name of child is placed on the upper left hand corner of paper (pre-reading

technique).

- "Keep brushes in the same color."
- "Wipe the brushes before you paint if you don't want it to drip."
- Do not ask, "What are you painting?" If a child seems eager to talk about his or her painting, you may ask, "Would you like to tell me about your picture?" Record at side if anything is said about the picture.
- Child may paint more than one picture, unless others are waiting.

FINGERPAINT AND CHALK

- Always wear an apron.
- Put child's name and date on back of paper before it is dipped in water.
- Dip paper in water and place on table, name side down. Smooth out any bubbles.
- Place approximately two tablespoons of paint on paper.
- "Keep the paint on the paper."
- "Pat gently, it spatters if we hit hard."
- Add another color after child has painted awhile, if he or she wishes.
- Usually no more than three colors are added.
- Adult lifts paper to dry on shelf or clothespin to fence.

LARGE PLASTIC BLOCKS

- These blocks are used in creative dramatic play for large construction.
- Blocks should not be stacked higher than child's head (about three blocks).
- Dropped blocks can injure fingers and toes. "Hold on tightly."
- Adult checks construction and placement of roof and floor boards (if in use).
- Blocks may not be tumbled down roughly, but removed one by one to storage area.
- Do not tell child what to make.

PASTING, COLLAGE AND CUTTING

- Materials are arranged on shallow trays in center of table.
- Paste is served in small cups and fingers are used.
- Each child is given a sheet to paste on (name in upper left hand corner).
- Each child selects what he wants.
- "Put a small bit of paste on the small piece and stick it to the big piece."
- "Paste isn't good to eat."
- Left over paste is returned to jar. Usable papers are returned to shelf.

PLAYDOUGH

- Store in airtight containers.
- Child may use rolling pins and cookie cutters if desired.
- "Playdough isn't good to eat."
- If playdough falls to floor, throw away.

PUZZLES

- Try to avoid giving puzzles with many pieces to younger children.

- Puzzle pieces should be removed singly and placed on table beside the puzzle.
- "Turn it over so that the colored side is up."
- Have child replace puzzle pieces before taking another, even if you have to provide considerable help.

ROCKING BOAT

- Four children are maximum load.
- Children must keep hands inside and feet on boat floor, while rocking.
- Do not allow anyone to get on or off while boat is in motion.
- Have children say "Stop" and "Start".
- Watch children's faces. Be ready to stop boat if any are afraid. Suggest that this is a slow ride, because some people don't like to go fast.

SAND PLAY

- Check for and remove any sand toys that are broken or dangerous.
- Sand may not be thrown or poured on others.
- "Keep the sand low."
- "It hurts when it gets in your eyes." This reminder will need to be made each day, but after several warnings remove uncooperative child for a few minutes then give him or her another chance, but watch him or her closely.
- Never take wheeled toys into sand.
- At the end of the play period, put sand toys into the outside cupboard/boxes.

UNIT BLOCKS (BUILDING BLOCKS)

- Not to be used as weapons or thrown.
- Encourage block building away from storage area so all children have access to materials.
- Protect child's work.
- Work towards not knocking down block work (it smashes block corners).
- When play deteriorates, suggest picking up or introduce new idea.
- At pick-up time, have children replace at least a few blocks to storage.

WHEEL TOYS

- May not be used to bump into people or things.
- Keep wheeled toys off ramps and out of buildings and breezeway.
- May not be ridden or taken into sand, as it ruins axles.
- Need to have three to five minute turns if many are waiting.
- Children may ride as passengers in wagons or on backs of bikes if care is used.

APPENDIX H

ASSOCIATED STUDENTS CHILDREN'S CENTER BOARD POSITION DESCRIPTIONS

BOARD CHAIR (parent from the Campus Center)

1. Set up and conduct board meetings
2. Set up and post agenda of all board meetings in all centers.
3. Insure that the board minutes are delivered to the AS per the bi-laws and to all members of the board.
4. Provide to all board members vital documents relating to the board.
5. Insure the representation of the board on all matters concerning the board.
6. Assist in presenting budget to Finance Board.
7. Insure all persons appearing before the Board understand their rights to appeal any decision of that Board.
8. Insure that Board Members understand the operating procedures and style of the Chair Person of the Board.
9. Attend, or send a designee to the Committee of Boards meeting.
10. Inform the committee on committees of and all vacancies on the Board and to participate in the selection process.
11. Follow any other duties as prescribed by the Board's Charter.
12. Meet regularly with the Director to plan agenda.

VICE PRESIDENT (parent from the Campus Center) 2 year commitment

1. Assume the responsibilities of the Board Chair in the absence of said person.

BOARD SECRETARY

1. Attend all Children's Center board meetings
2. Record, type, copy board minutes following the AS guidelines. Minutes must be turned in to the Children's Center Director's Office by 5 pm the Mon. following each meeting.
3. Insure all Board Members receive board minutes and that signed minutes are in the Associated Students Office.
4. Post Board Minutes on parent boards in all Centers.
5. Mail other correspondence as necessary.

ALL

1. Attend all Children's Center board meetings.
2. Assist with Board Committees and activities.
3. Participate in classroom activities.
4. Inform parents of special activities etc. that will be of interest to parents in the program (i.e. parent meetings, social gatherings, homecoming picnic, etc.)

5. Solicit support from on-campus service oriented groups to complete service project for the program by providing needed services or equipment to the Children's Center.
6. Organize and attend a social event during each semester for all parents and staff.
7. Assist setting up activities that will benefit the children and parents in the Children's Centers.
8. Assist with the fundraising and other board projects as needed.
9. Attend committee meetings and organize and conduct a minimum of one fund-raising event (i.e. candy sale, raffle sale, silent auction, etc).

APPENDIX I

Drop Off Parking Guidelines

Parking Rules

- There are only 10 designated drop off parking spaces. They are located along the East side of the parking lot.
- Children's Center parking spaces are for 15 minute drop off only. You will be ticketed if you stay longer. Should you need more time there are pay parking spaces on each floor of the nearby parking structures as well as student and faculty staff parking.
- Please use the sidewalk. Keep your child safe. Do not allow children to walk/run in the parking lot.
- Citations will be issued to those persons who fail to observe any of the above rules.

SDSU Public Safety has authorized and trained the Campus Children's Center Coordinator to issue citations to those individuals who fail to abide by the above-listed parking rules. While the administration at the center realizes that parking at the center is sometimes inconvenient, we are positive that the parking rules are in effect in order to protect you and your children.

Please direct questions and comments to Jane Ann Carroll at 594-7298

APPENDIX J

EMERGENCY EVACUATION PROCEDURES

To be updated soon