



## OKLAHOMA STATE DEPARTMENT *of* EDUCATION

Oklahoma law provides the State Board of Education (State Board) shall promulgate rules governing the classification of state-accredited private schools and that private schools may be accredited and classified in a like manner as public schools. TO that end, State Board rules, at OAC 210:35-33-1, authorize private schools to be accredited in a manner similar to that of a public school if the private school submits an application for accreditation to the State Board.

The Oklahoma State University, Cleo L. Craig Child Development Laboratory (OSU Child Development Laboratory) is seeking accreditation from the Oklahoma State Board of Education. The Accreditation Department at the Oklahoma State Department of Education (OSDE) has been working with the OSU Child Development Laboratory to ensure necessary processes and protocols have been addressed. They have furnished a written plan for governance, operations, personnel, finance and curriculum, as well as working through the compliance requirements that address all SDE quality indicators. While the OSDE would typically conduct a site visit, this has not occurred as a result of the coronavirus pandemic.

Representatives of the OSU Child Development Laboratory will be available at the State Board meeting (via videoconference) to the extent questions or discussion is desired.

The OSDE recommends approval of this item.

**Program Curriculum**

The program offers a comprehensive curriculum that supports and enhances all areas of children's development: social-emotional, intellectual, language, and physical. Based on the belief that children learn best through play, the curriculum reflects the guidelines established by the National Association for the Education of Young Children in its "Developmentally Appropriate Practice Statement." Copies of this statement are available in the director's office and parent resource area.

Additionally, the program curriculum supports children's acquisition of skills and knowledge as outlined in the Oklahoma State Department of Education's Oklahoma Early Learning Guidelines (OELG) and Oklahoma Academic Standards (OAS) for Pre-Kindergarten and Kindergarten. The curriculum is individualized for each child through a partnership between families/parents and teachers. Families/parents and teachers use both formal and informal means of gathering information about the children's interests, needs, and assessing each child's skills and knowledge. With this information, families/parents and teachers set goals for each child, as well as implementing families'/parents values, beliefs, experiences, and language in the curriculum. Modifications are made to the curriculum to support all children's learning opportunities, even those who live with a disability or special needs.

The program curriculum integrates content, concepts, and activities in all areas of the children's development. Key areas of content include social and self-help skills, social studies, language arts and literacy, science, number and math, creative arts, technology, motor skill development, health and safety. Early math, reading, and writing activities are introduced as the children gain the developmental readiness necessary to acquire these academic skills.

Every part of the children's day is utilized in curriculum. Routines such as mealtime provide many opportunities for children to learn to organize a task - like setting the table becomes practicing math skills, learning to be a member of a community by taking turns passing dishes of food around the table, contributing to a conversation during lunch, developing a taste for new foods, recalling or telling a story of a morning activity, and more. The classrooms are labeled so that as children select materials and put them away, they follow directions depicted in symbols/labels on shelves as a precursor to learning to read. These are just a few ways teachers use routines to offer learning experiences.

The classroom environment is carefully planned and evolved according to the teachers' knowledge of each child's growth and development. The classrooms are divided into seven or more interest centers in which the teachers select materials that children use individually or in collaboration with peers and adults to acquire new skills, gain new knowledge, or practice and extend existing knowledge and skills.

Teachers provide a balance of teacher-directed, child-initiated, and collaborative learning activities throughout the day, but most of the time, children are free to select the activities in which they want to participate. Teachers participate in children's play in order to support the work children are doing. By listening to children, teachers discover the ways in which children make sense of their world. It is the teacher's responsibility to monitor children's choices, and to extend and enhance their activities, to support growth and development and acquisition of skills and knowledge in all areas of the curriculum.

The classroom interest centers are the primary instructional tools that teachers use to support children's learning. The seven centers include blocks and construction, dramatic play, science and sensory, math, creative arts, language arts and reading, and fine motor skills and writing. Music and motor development are also a part of the curriculum.

Teachers identify children's prior knowledge of a subject and set up activities that extend their conceptual understanding of the topic. Then through play and interaction with the materials and activities, the children construct ideas about their world. The materials selected for the interest centers are designed to support children's learning and development.

Dramatic play supports language development and social skills as children negotiate with peers to develop themes with assigned roles and a story line. In "veterinary clinic," the children bring stories from personal experiences or experiences provided by the teachers that are then translated into a sequence of events to dramatize with their peers. This requires developing the ability to retell events in a sequential and understandable way; selecting or constructing props to support the play theme; working with peers to organize the play and solve problems; and working with the teacher to document the play in pictures, constructions, and written word.

A play theme such as this can also be used by the teacher to introduce science concepts about animal care and health, and math concepts as animals are weighed and measured. Teacher facilitation of the children's play and work in the interest centers brings about some of the most significant learning to occur in the classrooms.

Learning to read and write, and understand number and math concepts are important goals for all children. The program curriculum reflects the belief that children learn these skills best within the context of meaningful activities (versus isolated drill), and that certain developmental tasks need to be mastered before these academic skills are acquired.

Reading to children regularly and conversing with them about books and events helps children build the vocabulary and language skills necessary for reading. As children's fine motor skills develop and their ability to represent their ideas symbolically through drawings and constructions becomes more complex, they are ready to write. Activities are planned within a context that is meaningful to the child (for example - planning a shopping trip to purchase food for a party) and that supports the child's acquisition of the concepts of print, letters, sounds, and such concepts such as weighing and measuring, and counting out money. Teachers provide many activities in which children learn the skills and concepts that they are developmentally ready to learn.

## Online Learning Resources

### Reading-Language Arts-Math-Science-Social Studies

Florida Center for Reading Research  
[www.fcrr.org](http://www.fcrr.org)

West Virginia Phonics  
Published now by [tools4reading.com](http://tools4reading.com)

Handwriting Without Tears  
[lwtears.com](http://lwtears.com)

Zoo-phonics  
[zoo-phonics.com](http://zoo-phonics.com)

Scholastic - Let's Find Out (Science/Social Studies) - <https://letsfindout.scholastic.com/>



### [Let's Find Out | The Kindergarten Nonfiction Magazine from Scholastic](https://letsfindout.scholastic.com/)

Get kindergarteners excited to read and learn with simple, fun nonfiction on science and social studies themes, plus videos, games, and more. Subscribe or log in now.

[letsfindout.scholastic.com](https://letsfindout.scholastic.com)

iStation (assessment - ELA & Math) - iPad download via Stillwater Public Schools Education.com (ELA & Math) - <https://www.education.com/>



### [Education.com | #1 Educational Site for Pre-K through 5](https://www.education.com/)

An Educational platform for parents and teachers of pre-k through 5th grade kids. Support your kids learning journey with games, worksheets and more that help children practice key skills.



Download, print & watch your  
kids learn today!

[www.education.com](http://www.education.com)

Starfall - <https://www.starfall.com/h/>

## Starfall Education: Kids Games, Movies, & Books K-3

At Starfall, children have fun while they learn - specializing in reading, phonics & math - educational games, movies, books, songs, and more for children K-3.

[www.starfall.com](http://www.starfall.com)

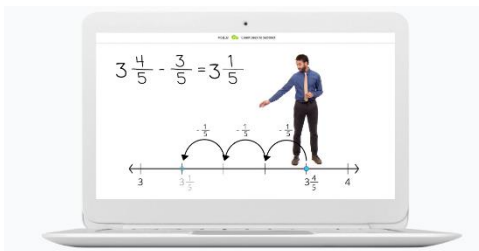
Teach Your Monster To Read (ELA) - <https://www.teachyourmonstertoread.com/>

## Teach Your Monster to Read: Free Phonics & Reading Game

The groundbreaking game that makes learning to read fun • Covers everything from letters and sounds to reading full sentences. • Designed in collaboration with leading academics. • Complements all synthetic phonics programmes used in schools. • Computer version is 100% free.

[www.teachyourmonstertoread.com](http://www.teachyourmonstertoread.com)

Zearn (Engage NY aligned math) - <https://www.zearn.org/>



## Zearn Math: Top-rated math program created for teachers, by teachers

Zearn is a nonprofit organization on a mission to ensure all children love learning math. We work with teachers nationwide to build

inclusive classroom communities where all students have equal opportunities to belong and deeply learn the math content of their grade.

[www.zearn.org](http://www.zearn.org)

**Curriculum:**

Math: Engage NY/Eureka Math (<https://www.engageny.org/common-core-curriculum>)

[Common Core Curriculum | EngageNY](https://www.engageny.org/common-core-curriculum)

In order to assist schools and districts with the implementation of the Common Core, NYSED has provided curricular modules and units in P-12 ELA and math that can be adopted or adapted for local purposes. Full years of curricular materials are currently available on EngageNY for grades Prekindergarten through 12th grade in Mathematics and Prekindergarten through 12th grade in English Language ...

[www.engageny.org](http://www.engageny.org)



# Child Observation Data Recording Form I

## Birth to Three Years

Child's name: \_\_\_\_\_

Child's date of birth: \_\_\_\_\_

Today's date: \_\_\_\_\_

Family's name and address: \_\_\_\_\_

Name of person completing form: \_\_\_\_\_

Directions: Before using the Child Observation Data Recording Form, it is necessary to review the material beginning on page 45 of this volume and the material beginning on page 21 of Volume 2. Methods of collecting child performance data as well as scoring procedures and guidelines are described. Child Observation Data Recording Form items should only be scored by comparing a child's performance on each item with each item's stated associated criterion. To score items without comparing a child's performance with stated criteria will invalidate the test results. The test items with their associated criteria can be found in Volume 2.

**FINE MOTOR AREA**

S = Scoring key

2 = Consistently meets criterion

1 = Inconsistently meets criterion

0 = Does not meet criterion

N = Notes

A = Assistance provided

B = Behavior interfered

D = Direct test

M = Modification/adaptation

Q = Quality of performance

R = Report

Name: \_\_\_\_\_

Test period:

Test date:

Examiner:

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

	IFSP/ IEP	S	N	S	N	S	N	S	N
<b>A. Reach, Grasp, and Release</b>									
1. Simultaneously brings hands to midline (p. 36)									
1.1 Makes directed batting and/or swiping movements with each hand									
1.2 Makes nondirected movements with each arm									
2. Brings two objects together at or near midline (p. 36)									
2.1 Transfers object from one hand to the other									
2.2 Holds an object in each hand									
2.3 Reaches toward and touches object with each hand									
3. Grasps hand-size object with either hand using ends of thumb, index, and second fingers (p. 37)									
3.1 Grasps hand-size object with either hand using the palm, with object placed toward the thumb and index finger									
3.2 Grasps cylindrical object with either hand by closing fingers around it									
3.3 Grasps hand-size object with either hand using whole hand									
4. Grasps pea-size object with either hand using tip of the index finger and thumb with hand and/or arm not resting on surface for support (p. 39)									
4.1 Grasps pea-size object with either hand using tip of the index finger and thumb with hand and/or arm resting on surface for support									
4.2 Grasps pea-size object with either hand using side of the index finger and thumb									

Name: \_\_\_\_\_

Test period: \_\_\_\_\_

Test date: \_\_\_\_\_

Examiner: \_\_\_\_\_

	IFSP/ IEP	S	N	S	N	S	N	S	N
4.3 Grasps pea-size object with either hand using fingers in a raking and/or scratching movement									
5. Aligns and stacks objects (p. 41)									
5.1 Aligns objects									
5.2 Places and releases object balanced on top of another object with either hand									
5.3 Releases hand-held object onto and/or into a larger target with either hand									
5.4 Releases hand-held object with each hand									
<b>B. Functional Use of Fine Motor Skills</b>									
1. Rotates either wrist on horizontal plane (p. 42)									
1.1 Turns object over using wrist and arm rotation with each hand									
2. Assembles toy and/or object that require(s) putting pieces together (p. 42)									
2.1 Fits variety of shapes into corresponding spaces									
2.2 Fits object into defined space									
3. Uses either index finger to activate objects (p. 43)									
3.1 Uses either hand to activate objects									
4. Orients picture book correctly and turns pages one by one (p. 44)									
4.1 Turns pages of books									
4.2 Turns/holds picture book right side up									
5. Copies simple written shapes after demonstration (p. 44)									
5.1 Draws circles and lines									
5.2 Scribbles									

An Area Raw Score can be computed by adding all of the 2 and 1 scores entered in the S column for a specific test period.  
To compute the Area Percent Score: divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

	Test date	_____	_____	_____	_____
RESULTS	Area Raw Score	_____	_____	_____	_____
	Area Raw Score Possible	66	66	66	66
	Area Percent Score	_____	_____	_____	_____

**FINE MOTOR AREA**

EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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# GROSS MOTOR AREA

S = Scoring key

2 = Consistently meets criterion

1 = Inconsistently meets criterion

0 = Does not meet criterion

N = Notes

A = Assistance provided

B = Behavior interfered

D = Direct test

M = Modification/adaptation

Q = Quality of performance

R = Report

Name: \_\_\_\_\_

Test period:

Test date:

Examiner:

I/FSP/  
IEP

S

N

S

N

S

N

S

N

## A. Movement and Locomotion in Supine and Prone Position

1. Turns head, moves arms, and kicks legs independently of each other (p. 49)

1.1 Turns head past 45° to right and left from midline position

1.2 Kicks legs

1.3 Waves arms

2. Rolls by turning segmentally from stomach to back and from back to stomach (p. 50)

2.1 Rolls from back to stomach

2.2 Rolls from stomach to back

3. Creeps forward using alternating arm and leg movements (p. 52)

3.1 Rocks while in a creeping position

3.2 Assumes creeping position

3.3 Crawls forward on stomach

3.4 Pivots on stomach

3.5 Bears weight on one hand and/or arm while reaching with opposite hand

3.6 Lifts head and chest off surface with weight on arms

## B. Balance in Sitting

1. Assumes balanced sitting position (p. 55)

1.1 Assumes hands and knees position from sitting

1.2 Regains balanced, upright sitting position after reaching across the body to the right and to the left

# Child Observation Data Recording Form I: Gross Motor Area

Name: \_\_\_\_\_

Test period: \_\_\_\_\_

Test date: \_\_\_\_\_

Examiner: \_\_\_\_\_

	IFSP/ IEP	S	N	S	N	S	N	S	N
1.3 Regains balanced, upright sitting position after leaning to the left, to the right, and forward									
1.4 Sits balanced without support									
1.5 Sits balanced using hands for support									
1.6 Holds head in midline when in supported sitting position									
2. Sits down in and gets out of chair (p. 57)									
2.1 Sits down in chair									
2.2 Maintains a sitting position in chair									
<b>C. Balance and Mobility</b>									
1. Walks avoiding obstacles (p. 58)									
1.1 Walks without support									
1.2 Walks with one-hand support									
1.3 Walks with two-hand support									
1.4 Stands unsupported									
1.5 Cruises									
2. Stoops and regains balanced standing position without support (p. 59)									
2.1 Rises from sitting position to standing position									
2.2 Pulls to standing position									
2.3 Pulls to kneeling position									
3. Runs avoiding obstacles (p. 60)									
3.1 Runs									
3.2 Walks fast									
4. Walks up and down stairs (p. 60)									
4.1 Walks up and down stairs using two-hand support									



Name: \_\_\_\_\_

Test period:

Test date:

Examiner:

	IFSP/ IEP	S	N	S	N	S	N	S	N
4.2 Moves up and down stairs									
4.3 Gets up and down from low structure									
<b>D. Play Skills</b>									
1. Jumps forward (p. 62)									
1.1 Jumps up									
1.2 Jumps from low structure									
2. Pedals and steers tricycle (p. 63)									
2.1 Pushes riding toy with feet while steering									
2.2 Sits on riding toy or in wagon while adult pushes									
3. Catches, kicks, throws, and rolls ball or similar object (p. 64)									
3.1 Catches ball or similar object									
3.2 Kicks ball or similar object									
3.3 Throws ball or similar object at target									
3.4 Rolls ball at target									
4. Climbs up and down play equipment (p. 64)									
4.1 Moves up and down inclines									
4.2 Moves under, over, and through obstacles									

An Area Raw Score can be computed by adding all of the 2 and 1 scores entered in the S column for a specific test period. To compute the Area Percent Score: divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

RESULTS

Test date

Area Raw Score

Area Raw Score Possible

Area Percent Score

110

110

110

110

**GROSS MOTOR AREA**

EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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# ADAPTIVE AREA

S = Scoring key

2 = Consistently meets criterion

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0 = Does not meet criterion

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Name: \_\_\_\_\_

Test period:

Test date:

Examiner:

IFSP/  
IEP

S

N

S

N

S

N

S

N

## A. Feeding

1. Uses tongue and lips to take in and swallow solid foods and liquids (p. 71)

1.1 Uses lips to take in liquids from a cup and/or glass

1.2 Uses lips to take food off spoon and/or fork

1.3 Swallows solid and semi-solid foods

1.4 Swallows liquids

2. Bites and chews hard and chewy foods (p. 72)

2.1 Bites and chews soft and crisp foods

2.2 Munches soft and crisp foods

3. Drinks from cup and/or glass (p. 72)

3.1 Drinks from cup and/or glass with some spilling

3.2 Drinks from cup and/or glass held by adult

4. Eats with fork and/or spoon (p. 73)

4.1 Brings food to mouth using utensil

4.2 Eats with fingers

4.3 Accepts food presented on spoon

# Child Observation Data Recording Form I: Adaptive Area

Name: \_\_\_\_\_

Test period: \_\_\_\_\_

Test date: \_\_\_\_\_

Examiner: \_\_\_\_\_

	IESP/ IEP	S	N	S	N	S	N	S	N
5. Transfers food and liquid between containers (p. 73)									
5.1 Pours liquid between containers									
5.2 Transfers food between containers									
<b>B. Personal Hygiene</b>									
1. Initiates toileting (p. 74)									
1.1 Demonstrates bowel and bladder control									
1.2 Indicates awareness of soiled and wet pants and/or diapers									
2. Washes and dries hands (p. 74)									
2.1 Washes hands									
3. Brushes teeth (p. 74)									
3.1 Cooperates with teeth brushing									
<b>C. Undressing</b>									
1. Undresses self (p. 75)									
1.1 Takes off pullover shirt/sweater									
1.2 Takes off front-fastened coat, jacket, or shirt									
1.3 Takes off pants									
1.4 Takes off socks									
1.5 Takes off shoes									
1.6 Takes off hat									

An Area Raw Score can be computed by adding all of the 2 and 1 scores entered in the S column for a specific test period. To compute the Area Percent Score: divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

RESULTS

Test date

Area Raw Score

Area Raw Score Possible

Area Percent Score

_____	_____	_____	_____
64	64	64	64
_____	_____	_____	_____

ADAPTIVE AREA

EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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**COGNITIVE AREA**

S = Scoring key

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A = Assistance provided

1 = Inconsistently meets criterion

B = Behavior interfered

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D = Direct test

M = Modification/adaptation

Q = Quality of performance

R = Report

Name: \_\_\_\_\_

Test period: \_\_\_\_\_

Test date: \_\_\_\_\_

Examiner: \_\_\_\_\_

	IFSP/ IEP	S		N		S		N		S		N	
		S	N	S	N	S	N	S	N	S	N		
<b>A. Sensory Stimuli</b>													
1. Orients to auditory, visual, and tactile events (p. 82)													
1.1 Orients to auditory events													
1.2 Orients to visual events													
1.3 Orients to tactile stimulation													
1.4 Responds to auditory, visual, and tactile events													
<b>B. Object Permanence</b>													
1. Visually follows object and/or person to point of disappearance (p. 83)													
1.1 Visually follows object moving in horizontal, vertical, and circular directions													
1.2 Focuses on object and/or person													
2. Locates object in latter of two successive hiding places (p. 83)													
2.1 Locates object and/or person hidden while child is watching													
2.2 Locates object and/or person who is partially hidden while child is watching													
2.3 Reacts when object and/or person hides from view													
3. Maintains search for object that is not in its usual location (p. 84)													
3.1 Looks for object in usual location													
<b>C. Causality</b>													
1. Correctly activates mechanical toy (p. 85)													
1.1 Correctly activates simple toy													
1.2 Acts on mechanical and/or simple toy in some way													

Name: \_\_\_\_\_

Test period: \_\_\_\_\_

Test date: \_\_\_\_\_

Examiner: \_\_\_\_\_

	IFSP/ IEP	S	N	S	N	S	N	S	N
1.3 Indicates interest in simple and/or mechanical toy									
2. Reproduces part of interactive game and/or action in order to continue game and/or action (p. 85)									
2.1 Indicates desire to continue familiar game and/or action									
<b>D. Imitation</b>									
1. Imitates motor action that is not commonly used (p. 86)									
1.1 Imitates motor action that is commonly used									
2. Imitates words that are not frequently used (p. 86)									
2.1 Imitates speech sounds that are not frequently used									
2.2 Imitates words that are frequently used									
<b>E. Problem Solving</b>									
1. Retains objects when new object is obtained (p. 87)									
1.1 Retains one object when second object is obtained									
1.2 Retains object									
2. Uses an object to obtain another object (p. 87)									
2.1 Uses part of object and/or support to obtain another object									
3. Navigates large object around barriers (p. 87)									
3.1 Moves barrier or goes around barrier to obtain object									
3.2 Moves around barrier to change location									
4. Solves common problems (p. 88)									
4.1 Uses more than one strategy in attempt to solve common problem									
<b>F. Interaction with Objects</b>									
1. Uses imaginary objects in play (p. 89)									
1.1 Uses representational actions with objects									
1.2 Uses functionally appropriate actions with objects									

# Child Observation Data Recording Form I: Cognitive Area

Name: \_\_\_\_\_

Test period: \_\_\_\_\_

Test date: \_\_\_\_\_

Examiner: \_\_\_\_\_

	IFSP/ IEP	S	N	S	N	S	N	S	N
1.3 Uses simple motor actions on different objects									
1.4 Uses sensory examination with objects									
<b>G. Early Concepts</b>									
1. Categorizes like objects (p. 90)									
1.1 Groups functionally related objects									
1.2 Groups objects according to size, shape, and/or color									
1.3 Matches pictures and/or objects									
2. Demonstrates functional use of one-to-one correspondence (p. 90)									
2.1 Demonstrates concept of one									
3. Recognizes environmental symbols (signs, logos, labels) (p. 91)									
3.1 Labels familiar people, actions, objects, and events in pictures									
4. Demonstrates functional use of reading materials (p. 91)									
4.1 Orally fills in or completes familiar text while looking at picture books									
4.2 Makes comments and asks questions while looking at picture books									
4.3 Sits and attends to entire story during shared reading time									
5. Demonstrates use of common opposite concepts (p. 92)									
5.1 Demonstrates use of at least four pairs of common opposite concepts									
5.2 Demonstrates use of at least two pairs of common opposite concepts									
6. Repeats simple nursery rhymes (p. 93)									
6.1 Fills in rhyming words in familiar rhymes									
6.2 Says nursery rhymes along with familiar adult									

An Area Raw Score can be computed by adding all of the 2 and 1 scores entered in the S column for a specific test period. To compute the Area Percent Score: divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

	Test date	_____	_____	_____	_____
RESULTS	Area Raw Score	_____	_____	_____	_____
	Area Raw Score Possible	116	116	116	116
	Area Percent Score	_____	_____	_____	_____



COGNITIVE AREA

EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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\_\_\_\_\_

# SOCIAL-COMMUNICATION AREA

S = Scoring key

2 = Consistently meets criterion

1 = Inconsistently meets criterion

0 = Does not meet criterion

N = Notes

A = Assistance provided

B = Behavior interfered

D = Direct test

M = Modification/adaptation

Q = Quality of performance

R = Report

Name: \_\_\_\_\_

Test period: \_\_\_\_\_

Test date: \_\_\_\_\_

Examiner: \_\_\_\_\_

IFSP/  
IEP

S

N

S

N

S

N

S

N

## A. Prelinguistic Communicative Interactions

1. Turns and looks  
toward person speaking (p. 99)

1.1 Turns and looks toward object  
and person speaking

1.2 Turns and looks toward  
noise-producing object

2. Follows person's gaze to  
establish joint attention (p. 99)

2.1 Follows person's pointing gesture  
to establish joint attention

2.2 Looks toward an object

3. Engages in vocal  
exchanges by babbling (p. 100)

3.1 Engages in vocal exchanges by cooing

## B. Transition to Words

1. Gains person's attention and refers to  
an object, person, and/or event (p. 101)

1.1 Responds with a vocalization  
and gesture to simple questions

1.2 Points to an object, person, and/or event

1.3 Gestures and/or vocalizes to greet others

1.4 Uses gestures and/or  
vocalizations to protest actions  
and/or reject objects or people

Name: \_\_\_\_\_

Test period: \_\_\_\_\_

Test date: \_\_\_\_\_

Examiner: \_\_\_\_\_

	IFSP/ IEP	S	N	S	N	S	N	S	N
2. Uses consistent word approximations (p. 102)									
2.1 Uses consistent consonant-vowel combinations									
2.2 Uses nonspecific consonant-vowel combinations and/or jargon									
2.3 Vocalizes to express affective states									
2.4 Vocalizes open syllables									
<b>C. Comprehension of Words and Sentences</b>									
1. Locates objects, people, and/or events without contextual cues (p. 103)									
1.1 Locates common objects, people, and/or events in unfamiliar pictures									
1.2 Locates common objects, people, and/or events in familiar pictures									
1.3 Locates common objects, people, and/or events with contextual cues									
1.4 Recognizes own name									
1.5 Quiets to familiar voice									
2. Carries out two-step direction without contextual cues (p. 104)									
2.1 Carries out two-step direction with contextual cues									
2.2 Carries out one-step direction without contextual cues									
2.3 Carries out one-step direction with contextual cues									
<b>D. Production of Social-Communicative Signals, Words, and Sentences</b>									
1. Uses 50 single words (p. 105)									
1.1 Uses five descriptive words									
1.2 Uses five action words									

# Child Observation Data Recording Form I: Social-Communication Area

Name: \_\_\_\_\_

Test period:

Test date:

Examiner:

	IFSP/ IEP	S	N	S	N	S	N	S	N
1.3 Uses two pronouns									
1.4 Uses 15 object and/or event labels									
1.5 Uses three proper names									
2. Uses two-word utterances (p. 106)									
2.1 Uses two-word utterances to express agent-action, action-object, and agent-object									
2.2 Uses two-word utterances to express possession									
2.3 Uses two-word utterances to express location									
2.4 Uses two-word utterances to describe objects, people, and/or events									
2.5 Uses two-word utterances to express recurrence									
2.6 Uses two-word utterances to express negation									
3. Uses three-word utterances (p. 107)									
3.1 Uses three-word negative utterances									
3.2 Asks questions									
3.3 Uses three-word action-object-location utterances									
3.4 Uses three-word agent-action-object utterances									

An Area Raw Score can be computed by adding all of the 2 and 1 scores entered in the S column for a specific test period. To compute the Area Percent Score: divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

RESULTS

Test date

Area Raw Score

Area Raw Score Possible

Area Percent Score

92

92

92

92

**SOCIAL-COMMUNICATION AREA**

EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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# Social-Communication Observation Form

## SOCIAL-COMMUNICATION OBSERVATION FORM (SCOF)<sup>1</sup>

Activity: \_\_\_\_\_ Total time: \_\_\_\_\_

### I. Transition to Words (Strand B)

Communicative Signal				Communicative Function				
	Interpretable	Partially interpretable	Not interpretable	Gains attention	Responds to questions	Refers to objects/people	Greets	Protests/Refuses
Gesture								
Vocalization								
Vocalizes/Gestures								

### II. Production of Social-Communicative Signals, Words, and Sentences (Strand D)

Word approximations, words, and word combinations	Context	Functions				
		Initiation	Response to comment	Response to question	Imitation	Inappropriate
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

<sup>1</sup> Users may need to make multiple copies of this form to accommodate an adequate sample of a child's communicative behavior.

SOCIAL-COMMUNICATION SUMMARY FORM (SCSF)

I. Transition to Words (Strand B)

<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
Interpretable gestures		Partially interpretable gestures		Not interpretable gestures		Total gestures

Divide	<input type="text"/>	÷	<input type="text"/>	x 100	=	<input type="text"/>	% of all gestures are interpretable
	Interpretable gestures		Total gestures				

<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
Interpretable vocalizations		Partially interpretable vocalizations		Not interpretable vocalizations		Total vocalizations

Divide	<input type="text"/>	÷	<input type="text"/>	x 100	=	<input type="text"/>	% of all vocalizations are interpretable
	Interpretable vocalizations		Total vocalizations				

<input type="text"/>	+	<input type="text"/>	+	<input type="text"/>	=	<input type="text"/>
Interpretable vocalizations/ gestures		Partially interpretable vocalizations/ gestures		Not interpretable vocalizations/ gestures		Total vocalizations/ gestures

Divide	<input type="text"/>	÷	<input type="text"/>	x 100	=	<input type="text"/>	% of all vocalizations/ gestures are interpretable
	Interpretable vocalizations/ gestures		Total vocalizations/ gestures				

## Social-Communication Summary Form

### II. Production of Social-Communicative Signals, Words, and Sentences (Strand D)

Word approximations, words, and word combinations		2.1 Agent-action		2.5 Two-word recurrence	
1.1 Descriptive words		2.1 Action-object		2.6 Two-word negation	
1.2 Action words		2.1 Agent-object		3.1 Three-word negative	
1.3 Pronouns		2.2 Two-word possession		3.2 Asks questions	
1.4 Object/event labels		2.3 Two-word location		3.3 Action-object-location	
1.5 Proper names		2.4 Two-word description		3.4 Agent-action-object	



## SOCIAL AREA

S = Scoring key

2 = Consistently meets criterion

1 = Inconsistently meets criterion

0 = Does not meet criterion

N = Notes

A = Assistance provided

B = Behavior interfered

D = Direct test

M = Modification/adaptation

Q = Quality of performance

R = Report

Name: \_\_\_\_\_

Test period:

Test date:

Examiner:

IFSP/  
IEP

S

N

S

N

S

N

S

N

### A. Interaction with Familiar Adults

1. Responds appropriately to familiar adult's affect (p. 111)									
1.1 Displays affection toward familiar adult									
1.2 Responds appropriately to familiar adult's affective tone									
1.3 Smiles in response to familiar adult									
2. Initiates and maintains interaction with familiar adult (p. 111)									
2.1 Initiates simple social game with familiar adult									
2.2 Responds to familiar adult's social behavior									
2.3 Uses familiar adults for comfort, closeness, or physical contact									
3. Initiates and maintains communicative exchange with familiar adult (p. 112)									
3.1 Initiates communication with familiar adult									
3.2 Responds to communication from familiar adult									

# Child Observation Data Recording Form I: Social Area

Name: \_\_\_\_\_

Test period: \_\_\_\_\_

Test date: \_\_\_\_\_

Examiner: \_\_\_\_\_

IFSP/  
IEP

S

N

S

N

S

N

S

N

## B. Interaction with Environment

1. Meets observable physical needs in socially appropriate ways (p. 114)									
1.1 Meets internal physical needs of hunger, thirst, and rest									
1.2 Uses appropriate strategies to self-soothe									
2. Participates in established social routines (p. 115)									
2.1 Responds to established social routines									

## C. Interaction with Peers

1. Initiates and maintains interaction with peer (p. 116)									
1.1 Initiates social behavior toward peer									
1.2 Responds appropriately to peer's social behavior									
1.3 Plays near one or two peers									
1.4 Observes peers									
1.5 Entertains self by playing appropriately with toys									
2. Initiates and maintains communicative exchange with peer (p. 117)									
2.1 Initiates communication with peer									
2.2 Responds to communication from peer									

An Area Raw Score can be computed by adding all of the 2 and 1 scores entered in the S column for a specific test period. To compute the Area Percent Score: divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

RESULTS

Test date

Area Raw Score

Area Raw Score Possible

Area Percent Score

50

50

50

50

SOCIAL AREA

EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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# Child Observation Data Recording Form II

## Three to Six Years

Child's name: \_\_\_\_\_

Child's date of birth: \_\_\_\_\_

Today's date: \_\_\_\_\_

Family's name and address: \_\_\_\_\_

Name of person completing form: \_\_\_\_\_

Directions: Before using the Child Observation Data Recording Form, it is necessary to review the material beginning on page 45 of this volume and the material beginning on page 21 of Volume 2. Methods of collecting child performance data as well as scoring procedures and guidelines are described. Child Observation Data Recording Form items should only be scored by comparing a child's performance on each item with each item's stated associated criterion. To score items without comparing a child's performance with stated criteria will invalidate the test results. The test items with their associated criteria can be found in Volume 2.

An Area Raw Score can be computed by adding all of the 2 and 1 scores entered in the S column for a specific test period.  
To compute the Area Percent Score: divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

RESULTS	Test date	_____	_____	_____	_____
	Area Raw Score	_____	_____	_____	_____
	Area Raw Score Possible	30	30	30	30
	Area Percent Score	_____	_____	_____	_____

### FINE MOTOR AREA

EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

\_\_\_\_\_

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EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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An Area Raw Score can be computed by adding all of the 2 and 1 scores entered in the S column for a specific test period.  
To compute the Area Percent Score: divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

RESULTS	Test date	_____	_____	_____	_____
	Area Raw Score	_____	_____	_____	_____
	Area Raw Score Possible	34	34	34	34
	Area Percent Score	_____	_____	_____	_____

### GROSS MOTOR AREA

EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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EXAMINER: \_\_\_\_\_ DATE: \_\_\_\_\_

COMMENTS: \_\_\_\_\_

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Name: \_\_\_\_\_

Test period:

Test date:

Examiner:

	IFSP/ IEP	S	N	S	N	S	N	S	N
2.1 Uses tissue to clean nose									
2.2 Brushes teeth									
2.3 Bathes and dries self									
2.4 Brushes or combs hair									
2.5 Washes and dries face									
<b>C. Dressing and Undressing</b>									
1. Unfastens fasteners on garments (p. 147)									
1.1 Unfastens buttons/snaps/Velcro fasteners on garments									
1.2 Unties string-type fastener									
1.3 Unzips zipper									
2. Selects appropriate clothing and dresses self at designated times (p. 147)									
2.1 Puts on long pants									
2.2 Puts on front-opening garment									
2.3 Puts on pullover garment									
2.4 Puts on shoes									
2.5 Puts on underpants, shorts, or skirt									
3. Fastens fasteners on garments (p. 148)									
3.1 Ties string-type fastener									
3.2 Fastens buttons/snaps/Velcro fasteners									
3.3 Threads and zips zipper									

An Area Raw Score can be computed by adding all of the 2 and 1 scores entered in the S column for a specific test period. To compute the Area Percent Score: divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

Test date	_____	_____	_____	_____
Area Raw Score	_____	_____	_____	_____
Area Raw Score Possible	70	70	70	70
Area Percent Score	_____	_____	_____	_____

COGNITIVE AREA

S = Scoring key

2 = Consistently meets criterion

1 = Inconsistently meets criterion

0 = Does not meet criterion

N = Notes

A = Assistance provided

B = Behavior interfered

D = Direct test

M = Modification/adaptation

Q = Quality of performance

R = Report

Name: \_\_\_\_\_

Test period: \_\_\_\_\_

Test date: \_\_\_\_\_

Examiner: \_\_\_\_\_

IFSP/  
IEP

S

N

S

N

S

N

S

N

A. Concepts

1. Demonstrates understanding of color, shape, and size concepts (p. 156)

1.1 Demonstrates understanding of eight different colors

1.2 Demonstrates understanding of five different shapes

1.3 Demonstrates understanding of six different size concepts

2. Demonstrates understanding of qualitative and quantitative concepts (p. 157)

2.1 Demonstrates understanding of 10 different qualitative concepts

2.2 Demonstrates understanding of eight different quantitative concepts

3. Demonstrates understanding of spatial and temporal relations concepts (p. 158)

3.1 Demonstrates understanding of 12 different spatial relations concepts

3.2 Demonstrates understanding of seven different temporal relations concepts

B. Categorizing

1. Groups objects, people, or events on the basis of specified criteria (p. 160)

1.1 Groups objects, people, or events on the basis of category

1.2 Groups objects on the basis of function

1.3 Groups objects on the basis of physical attribute



Name: \_\_\_\_\_

Test period:

Test date:

Examiner:

	I/FSP/ IEP	S	N	S	N	S	N	S	N
1.3 Uses imaginary props									
2. Engages in games with rules (p. 167)									
2.1 Maintains participation									
2.2 Conforms to game rules									
<b>G. Premath</b>									
1. Counts at least 20 objects (p. 168)									
1.1 Counts at least 10 objects									
1.2 Counts three objects									
2. Demonstrates understanding of printed numerals (p. 168)									
2.1 Labels printed numerals up to 10									
2.2 Recognizes printed numerals									
<b>H. Phonological Awareness and Emergent Reading</b>									
1. Demonstrates phonological awareness skills (p. 170)									
1.1 Uses rhyming skills									
1.2 Segments sentences and words									
1.3 Blends single sounds and syllables									
1.4 Identifies same and different sounds at the beginning and end of words									
2. Uses letter-sound associations to sound out and write words (p. 171)									
2.1 Writes words using letter sounds									
2.2 Sounds out words									
2.3 Produces correct sounds for letters									
3. Reads words by sight (p. 172)									
3.1 Identifies letter names									

An Area Raw Score can be computed by adding all of the 2 and 1 scores entered in the S column for a specific test period. To compute the Area Percent Score: divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

RESULTS

Test date

Area Raw Score

Area Raw Score Possible

Area Percent Score

108

108

108

108

**SOCIAL-COMMUNICATION AREA**

S = Scoring key

2 = Consistently meets criterion

1 = Inconsistently meets criterion

0 = Does not meet criterion

N = Notes

A = Assistance provided

B = Behavior interfered

D = Direct test

M = Modification/adaptation

Q = Quality of performance

R = Report

Name: \_\_\_\_\_

Test period: \_\_\_\_\_

Test date: \_\_\_\_\_

Examiner: \_\_\_\_\_

IFSP/  
IEP

S

N

S

N

S

N

S

N

**A. Social-Communicative Interactions**

1. Uses words, phrases, or sentences to inform, direct, ask questions, and express anticipation, imagination, affect, and emotions (p. 177)

1.1 Uses words, phrases, or sentences to express anticipated outcomes

1.2 Uses words, phrases, or sentences to describe pretend objects, events, or people

1.3 Uses words, phrases, or sentences to label own or others' affect/emotions

1.4 Uses words, phrases, or sentences to describe past events

1.5 Uses words, phrases, or sentences to make commands to and requests of others

1.6 Uses words, phrases, or sentences to obtain information

1.7 Uses words, phrases, or sentences to inform

2. Uses conversational rules (p. 179)

2.1 Alternates between speaker/listener role

2.2 Responds to topic changes initiated by others

2.3 Asks questions for clarification

# Child Observation Data Recording Form II: Social-Communication Area

Name: \_\_\_\_\_

Test period: \_\_\_\_\_

Test date: \_\_\_\_\_

Examiner: \_\_\_\_\_

	I/FSP/ IEP	S	N	S	N	S	N	S	N
3.3 Asks "when" questions									
3.4 Asks "why," "who," and "how" questions									
3.5 Asks "what" and "where" questions									
3.6 Asks questions using rising inflections									
4. Uses pronouns (p. 186)									
4.1 Uses subject pronouns									
4.2 Uses object pronouns									
4.3 Uses possessive pronouns									
4.4 Uses indefinite pronouns									
4.5 Uses demonstrative pronouns									
5. Uses descriptive words (p. 188)									
5.1 Uses adjectives									
5.2 Uses adjectives to make comparisons									
5.3 Uses adverbs									
5.4 Uses prepositions									
5.5 Uses conjunctions									
5.6 Uses articles									

An Area Raw Score can be computed by adding all of the 2 and 1 scores entered in the S column for a specific test period. To compute the Area Percent Score: divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

RESULTS

Test date

Area Raw Score

Area Raw Score Possible

Area Percent Score

98

98

98

98

**SOCIAL AREA**

S = Scoring key

2 = Consistently meets criterion

1 = Inconsistently meets criterion

0 = Does not meet criterion

N = Notes

A = Assistance provided

B = Behavior interfered

D = Direct test

M = Modification/adaptation

Q = Quality of performance

R = Report

Name: \_\_\_\_\_

Test period: \_\_\_\_\_

Test date: \_\_\_\_\_

Examiner: \_\_\_\_\_

IFSP/  
IEP

S

N

S

N

S

N

S

N

**A. Interaction with Others**

1. Interacts with others  
as play partners (p. 194)

1.1 Responds to others in distress or need

1.2 Establishes and maintains  
proximity to others

1.3 Takes turns with others

1.4 Initiates greetings to  
others who are familiar

1.5 Responds to affective  
initiations from others

2. Initiates cooperative activity (p. 195)

2.1 Joins others in cooperative activity

2.2 Maintains cooperative  
participation with others

2.3 Shares or exchanges objects

3. Resolves conflicts by  
selecting effective strategy (p. 196)

3.1 Negotiates to resolve conflicts

3.2 Uses simple strategies to resolve conflicts

3.3 Claims and defends possessions

# Child Observation Data Recording Form II: Social Area

Name: \_\_\_\_\_

Test period: \_\_\_\_\_

Test date: \_\_\_\_\_

Examiner: \_\_\_\_\_

	IFSP/ IEP	S	N	S	N	S	N	S	N
2. Follows context-specific rules outside home and classroom (p. 202)									
2.1 Seeks adult permission									
2.2 Follows established rules at home and in classroom									
<b>D. Knowledge of Self and Others</b>									
1. Communicates personal likes and dislikes (p. 203)									
1.1 Initiates preferred activities									
1.2 Selects activities and/or objects									
2. Understands how own behaviors, thoughts, and feelings relate to consequences for others (p. 203)									
2.1 Identifies affect/emotions of others									
2.2 Identifies own affect/emotions									
3. Relates identifying information about self and others (p. 204)									
3.1 States address									
3.2 States telephone numbers									
3.3 States birthday									
3.4 Names siblings and gives full name of self									
3.5 States gender of self and others									
3.6 States name and age									

An Area Raw Score can be computed by adding all of the 2 and 1 scores entered in the S column for a specific test period. To compute the Area Percent Score: divide the Area Raw Score by the Area Raw Score Possible, then multiply by 100.

RESULTS

Test date

Area Raw Score

Area Raw Score Possible

Area Percent Score

94

94

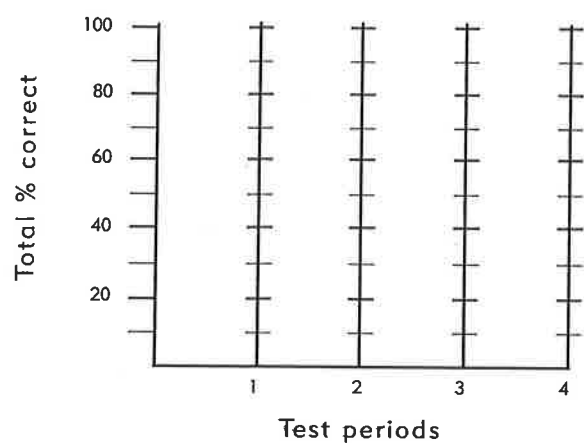
94

94

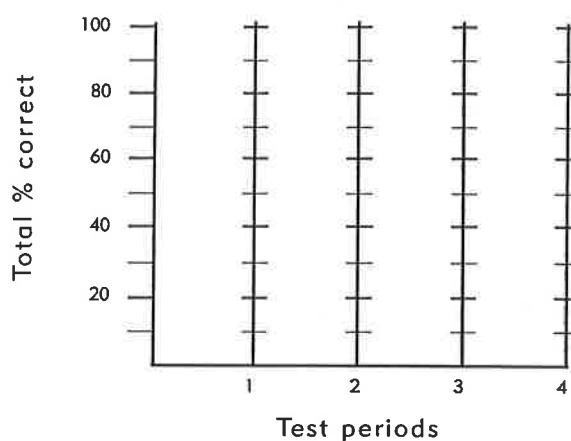
## Summary of AEPS Results

For each domain, plot the percent correct for each test period (1–4) to determine if the child's performance is improving over time.

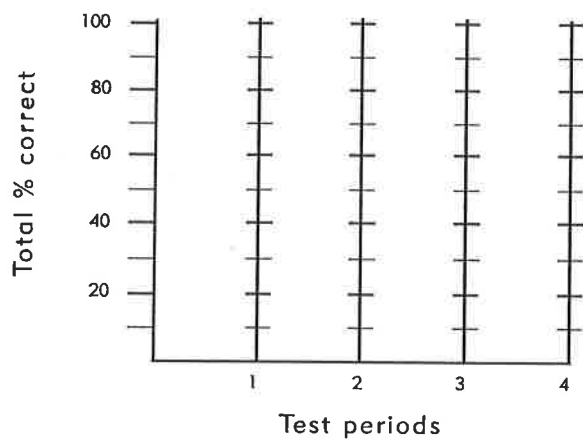
Fine Motor



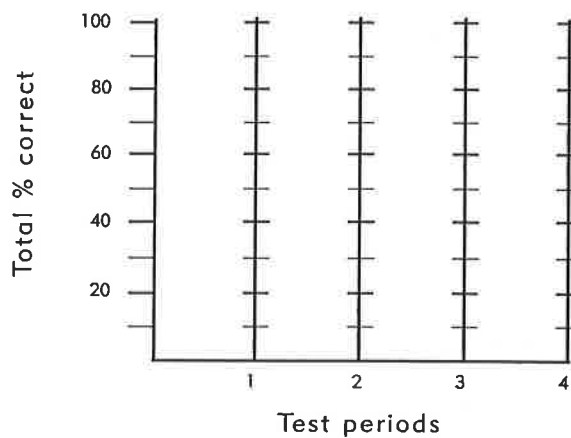
Gross Motor



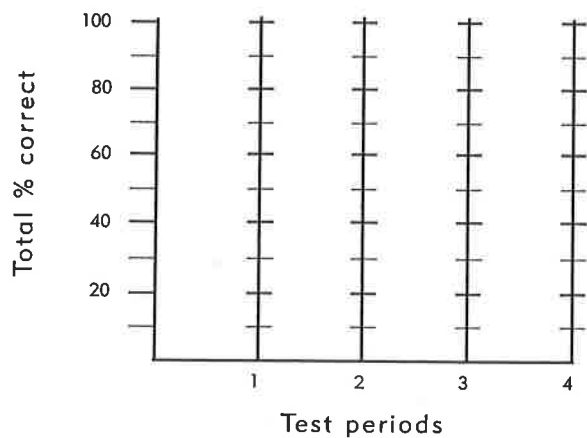
Adaptive



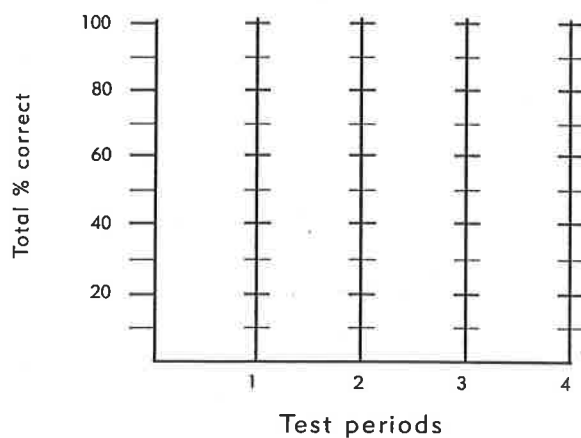
Cognitive



Social-Communication



Social



# Kindergarten End-of-Year Math Assessment

Name: \_\_\_\_\_

Date Administered: \_\_\_\_\_

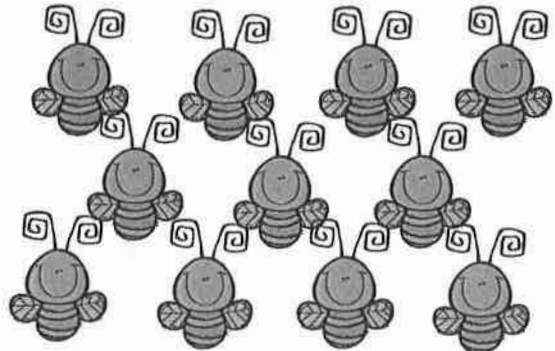
*Administer Questions 1-5 Orally*

- |                                   |     |    |
|-----------------------------------|-----|----|
| 1. Can you count to 100 by ones?  | YES | NO |
| 2. Can you count to 100 by tens?  | YES | NO |
| by fives?                         | YES | NO |
| 3. Start at 4 and keep counting.  | YES | NO |
| 4. Start at 12 and keep counting. | YES | NO |
| 5. Start at 7 and keep counting.  | YES | NO |

6. Write the numbers 1-20.

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

7. How many flip flops? \_\_\_\_\_ 8. How many bees? \_\_\_\_\_



Point to the first flip flop; third; fifth

YES NO

*Administer Questions 9-10 Orally*

9. Count 13 objects for me.

YES

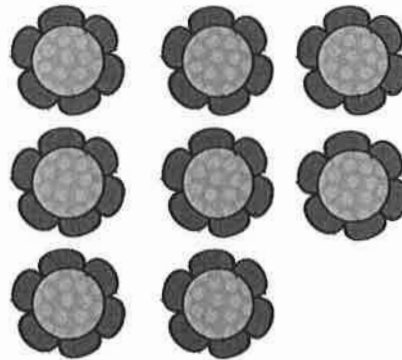
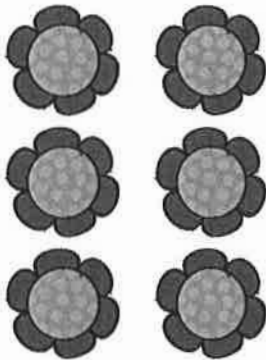
NO

10. Count 6 objects for me.

YES

NO

11. Circle the group with the greater amount of flowers.



12. Which number is greater: 4 or 7? \_\_\_\_\_

13. Which number is less: 3 or 8? \_\_\_\_\_

14. Adam had 10 apples. He gave 7 away. How many apples did he have left?



15. Jane read 4 books. Then, she read 4 more. How many books did she read in all? Draw to solve.

16. Max had 6 balloons. 2 of his balloons popped. How many balloons were left? Draw to solve.

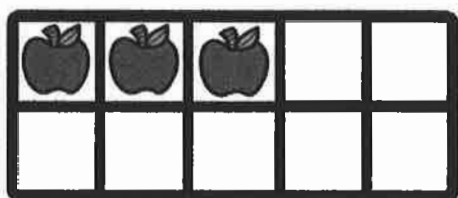


17. Show 2 ways to make 4

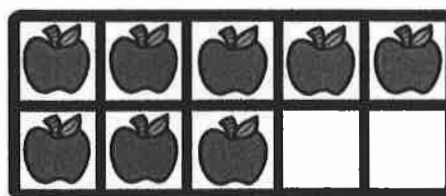
18. Show 3 ways to make 7

How many more do I need to make 10?

19.



20.



21.



22-27:

$3+2=$

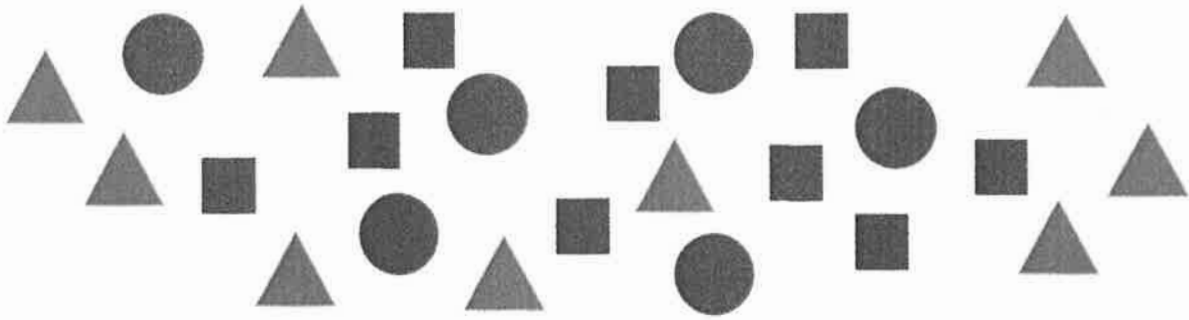
$1+4=$

$0+2=$

$2+2=$

$0+3=$

$1+2=$



40. How many triangles? \_\_\_\_\_

41. How many circles? \_\_\_\_\_

42. How many squares? \_\_\_\_\_

43. Place a square beside the triangle.



44. Place a square above the circle.



45. Place a square below the triangle.



28-33:

$5-1=$  \_\_\_\_\_

$3-2=$  \_\_\_\_\_

$4-0=$  \_\_\_\_\_

$2-2=$  \_\_\_\_\_

$3-0=$  \_\_\_\_\_

$4-3=$  \_\_\_\_\_

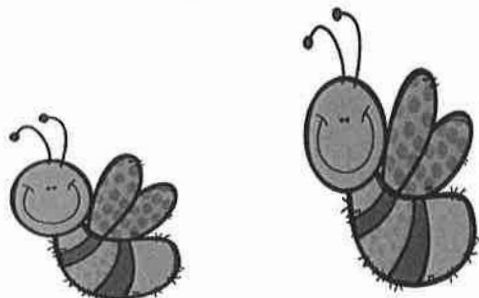
34.  $5 + 10 =$  \_\_\_\_\_

35.  $3 + 10 =$  \_\_\_\_\_

36. 17 is 10 and how many more ones? \_\_\_\_\_

37. 13 is 10 and how many more ones? \_\_\_\_\_

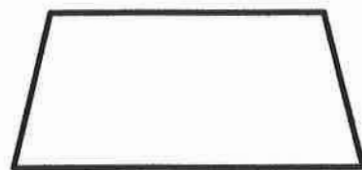
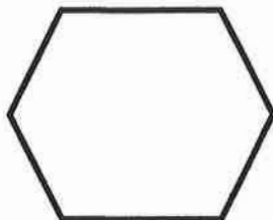
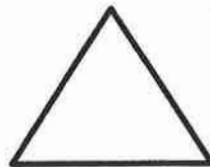
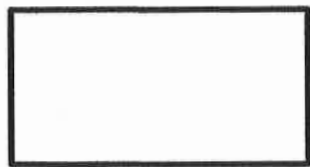
38. Circle the bug that is shorter



39. Draw a line that is taller than the bug.



46- Name the shapes:



Name the attributes of a:

Square:

YES

NO

Circle:

YES

NO

Triangle:

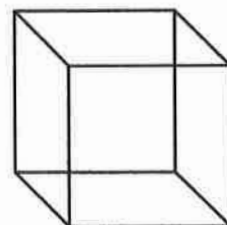
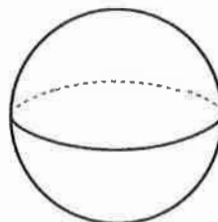
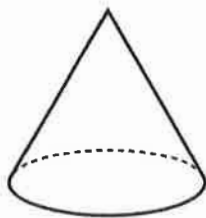
YES

NO

Rectangle:

YES

NO



47- Name the coin and its value



48- Name the number that is "one more" than the one shown:

5 \_\_\_\_\_

10 \_\_\_\_\_

17 \_\_\_\_\_

3 \_\_\_\_\_

11 \_\_\_\_\_

19 \_\_\_\_\_

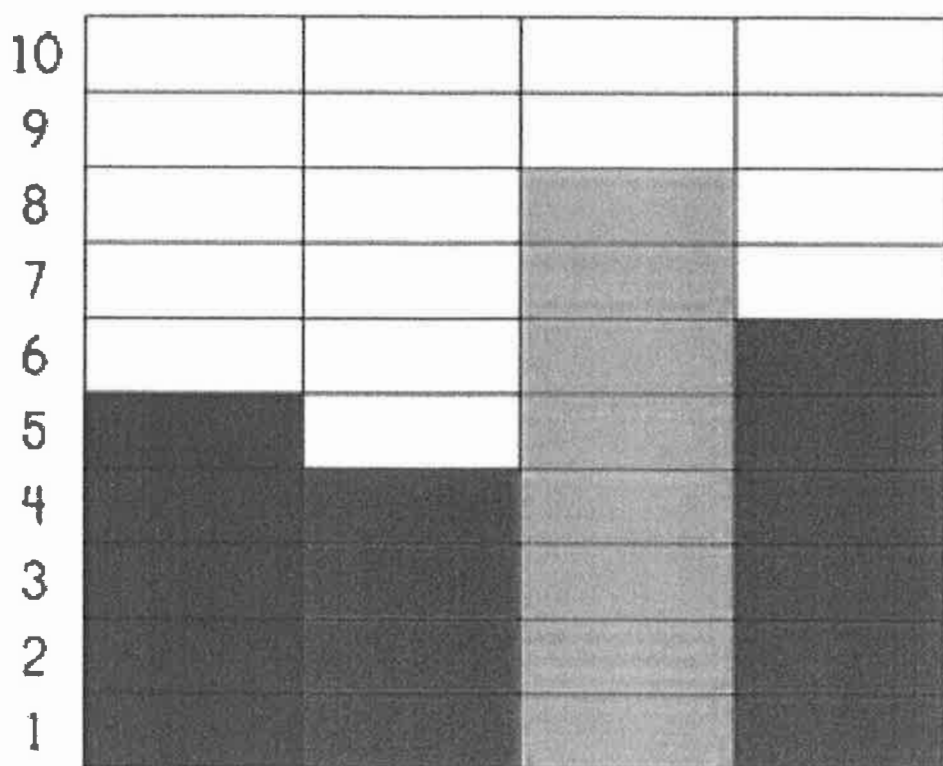
49- List all the ways to make 10 (number bonds or number sentences):

50- Equally distribute a set of: 6 and 10

51 - Finish the pattern:



51 - Tell me about this graph



Apple



Banana



Orange



Strawberry

# Phonological Awareness Skills Test (PAST) Form A

Name \_\_\_\_\_

Date \_\_\_\_\_

Teacher \_\_\_\_\_

Grade \_\_\_\_\_

## CONCEPT OF SPOKEN WORD (SENTENCE SEGMENTATION)

Tell the student you are going to play a game with words and colored chips. Use the sentence "Joey likes cake." As you say each word of the sentence, push a colored chip forward—one chip per word. Then ask the student to do it. Once the student understands the skill, read each sentence to the student and ask him/her to repeat the sentence while pushing forward one chip for each word. Put a check in the box to the right of the sentence if the student performs the skill correctly.

1	Tom ran home. (3)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I have two pets. (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Did you eat lunch? (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	What are you doing? (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Terry loves to play soccer. (5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Yesterday it rained. (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total		___/6	___/6	___/6	___/6
Date		_____	_____	_____	_____

## RHYME RECOGNITION

Tell the student that two words that sound alike at the end are rhyming words, such as *hat* and *sat*. Ask if *sit* and *bit* rhyme. (yes) Ask if *chair* and *boy* rhyme. (no) If the student appears to grasp the skill, do the same for the following pairs of words. Put a check in the box to the right of the pair if the student answers correctly.

1	bed-fed (yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	top-hop (yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	run-soap (no)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	hand-sand (yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	funny-bunny (yes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	girl-giant (no)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total		___/6	___/6	___/6	___/6
Date		_____	_____	_____	_____

## SYLLABLE BLENDING

Tell the student you are going to say a word in a funny way. The job of the student is to put the parts together and say the whole word. Give these examples, pausing between syllables: *out - side* (outside), *ro - bot* (robot). Have the student say the sample words normally. If the student grasps the skill, perform the activity with the following words and put a check in the box to the right if the student says the words correctly.

<b>1</b>	pen - cil	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2</b>	rain - bow	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3</b>	pop - corn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4</b>	black - board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5</b>	side - walk	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6</b>	pa - per	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total</b>		___/6	___/6	___/6	___/6
<b>Date</b>		_____	_____	_____	_____

## SYLLABLE SEGMENTATION

Tell the student that you are going to say a word and then break it into parts, or syllables. First say *rainbow* normally. Clap out the two parts in rainbow while saying each part. Then push forward a chip as you say each syllable. Read each of the following words and ask the student to push forward a chip while saying each syllable. It is not necessary to clap the syllables again unless the skill needs to be retaught. Put a check in the box to the right if the student performs the skill correctly.

<b>1</b>	sometime (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2</b>	basket (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3</b>	bedroom (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4</b>	fantastic (3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5</b>	maybe (2)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6</b>	helicopter (4)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total</b>		___/6	___/6	___/6	___/6
<b>Date</b>		_____	_____	_____	_____



## PHONEME ISOLATION OF FINAL SOUNDS

Tell the student you are going to say a word, and the student is to tell you the last sound in the word. Ask the student what the last sound is in the word pot. The student should say /t/. Do the same with the words below and put a check in the box to the right if the student says the sound correctly.

<b>1</b>	pick	/ k /	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2</b>	ran	/ n /	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3</b>	fill	/ l /	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4</b>	bug	/ g /	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5</b>	same	/ m /	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6</b>	tooth	/ th /	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total</b>			___/6	___/6	___/6	___/6
<b>Date</b>			_____	_____	_____	_____

## PHONEME BLENDING – ONSET AND RIME

Tell the student that you are going to say some words in a funny way. The job of the student is to put the parts together and say each whole word. Use the following examples by segmenting each word into onset and rime. Then have the child say the whole word blended together: /m/ /op/ is mop; /n/ /est/ is nest. Put a check in the box to the right of any word the child says correctly.

<b>1</b>	/s/ /un/	sun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2</b>	/p/ /ig/	pig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3</b>	/b/ /us/	bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4</b>	/f/ /ish/	fish	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5</b>	/ch/ /op/	chop	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6</b>	/sp/ /ill/	spill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total</b>			___/6	___/6	___/6	___/6
<b>Date</b>			_____	_____	_____	_____

## PHONEME DELETION OF INITIAL SOUNDS

Tell the student you will be playing a word game where the beginning sound of a word is left off. For example, *bed* without /b/ is *ed*. Ask the student to say *can* without /c/. The answer is *an*. Read each word and tell the student the beginning sound to leave off. Put a check in the box to the right if the student performs the skill correctly.

<b>1</b>	(s)un	un	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2</b>	(p)ig	ig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3</b>	(m)op	op	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4</b>	(n)eck	eck	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5</b>	(b)at	at	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6</b>	(t)ape	ape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total</b>			___/6	___/6	___/6	___/6
<b>Date</b>			_____	_____	_____	_____

## PHONEME DELETION OF FINAL SOUNDS

Tell the student that in this word game, the final sound of a word is left off. For example, *goat* without /t/ is *go*. Ask the student to say *meat* without /t/. The answer is *me*. Read each word and tell the student the ending sound to leave off. Put a check in the box to the right if the student performs the skill correctly.

<b>1</b>	ro/s/e	row	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2</b>	trai/n/	tray	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3</b>	grou/p/	grew	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4</b>	sea/t/	sea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5</b>	ba/k/e	bay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>6</b>	in/ch/	in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Total</b>			___/6	___/6	___/6	___/6
<b>Date</b>			_____	_____	_____	_____

# Phonics Assessment, Form A

## Student Summary - Short

student name \_\_\_\_\_

### KINDERGARTEN SKILLS

<p><b>1 Consonant Sounds</b></p> <p>b m r s t g n p c h f d l k j w y z v q x</p> <p>Mastery: 18/21 Date of Mastery: _____ (If mastered, go to item 3.)</p>	<p><b>Pa Consonant Names - Lowercase</b></p> <p>b m r s t g n p c h f d l k j w y z v q x</p> <p>Mastery: 18/21 Date of Mastery: _____</p>	<p><b>Pb Consonant Names - Uppercase</b></p> <p>B M R S T G N P C H F D L K J W Y Z V Q X</p> <p>Mastery: 18/21 Date of Mastery: _____</p>
<p><b>Pc Vowel Names</b></p> <p>a i o u e</p> <p>Mastery: 4/5 Date of Mastery: _____</p>	<p><b>2a Vowel Sounds - Short</b></p> <p>a i o u e</p> <p>Mastery: 4/5 Date of Mastery: _____</p>	<p><b>2b Vowel Sounds - Long</b></p> <p>a i o u e</p> <p>Mastery: 4/5 Date of Mastery: _____</p>
<p><b>3 High-Frequency Words - Kindergarten</b></p> <p>_____/50      Mastery: 40/50 Date of Mastery: _____</p>		

# Phonics Assessment, Form A

## Student Summary - Short

student name \_\_\_\_\_

### SECOND GRADE SKILLS

<p><b>17 Vowel Digraphs - Other</b></p> <p>book    thaw    chew    suit    saw faw    fuip    stook    blaw    plew</p> <p>Mastery: 4/5 real + 4/5 pseudo</p> <p>Date of Mastery: _____</p>	<p><b>18 Vowel Diphthongs</b></p> <p>boy    coin    cow    enjoy    couch toit    fow    moy    foun    gloit</p> <p>Mastery: 4/5 real + 4/5 pseudo</p> <p>Date of Mastery: _____</p>
<p><b>19 R- or L-Controlled</b></p> <p>after    barn    chirp    sport    salt balt    hort    nars    zerch    mirb</p> <p>Mastery: 4/5 real + 4/5 pseudo</p> <p>Date of Mastery: _____</p>	<p><b>20 Other Beginnings - not tested</b></p> <p><b>21 Multisyllabic Words - Open Syllables</b></p> <p>rebate    taper    silo    photo    bugle sobo    plifray    hutain    maside    zelow</p> <p>Mastery: 4/5 real + 4/5 pseudo</p> <p>Date of Mastery: _____</p>
<p><b>22 High-Frequency Words - List C</b></p> <p>_____/300    Mastery: 285/300</p> <p>Date of Mastery: _____</p>	

# Pre-K End-of-Year Math Assessment

Name: \_\_\_\_\_

Date Administered: \_\_\_\_\_

*Administer Questions 1-5 Orally*

- |                                   |     |    |
|-----------------------------------|-----|----|
| 1. Can you count to 100 by ones?  | YES | NO |
| 2. Can you count to 100 by tens?  | YES | NO |
| by fives?                         | YES | NO |
| 3. Start at 4 and keep counting.  | YES | NO |
| 4. Start at 12 and keep counting. | YES | NO |
| 5. Start at 7 and keep counting.  | YES | NO |

6. Identify the numbers 1-20.

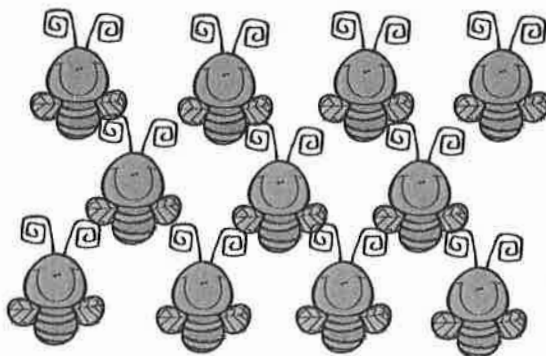
\_\_\_ 1 \_\_\_    \_\_\_ 2 \_\_\_    \_\_\_ 3 \_\_\_    \_\_\_ 4 \_\_\_    \_\_\_ 5 \_\_\_

\_\_\_ 6 \_\_\_    \_\_\_ 7 \_\_\_    \_\_\_ 8 \_\_\_    \_\_\_ 9 \_\_\_    \_\_\_ 10 \_\_\_

\_\_\_ 11 \_\_\_    \_\_\_ 12 \_\_\_    \_\_\_ 13 \_\_\_    \_\_\_ 14 \_\_\_    \_\_\_ 15 \_\_\_

\_\_\_ 16 \_\_\_    \_\_\_ 17 \_\_\_    \_\_\_ 18 \_\_\_    \_\_\_ 19 \_\_\_    \_\_\_ 20 \_\_\_

7. How many flip flops? \_\_\_\_\_ 8. How many bees? \_\_\_\_\_



Point to the first flip flop; second; third    YES    NO

*Administer Questions 9-10 Orally*

9. Count 13 objects for me.

YES

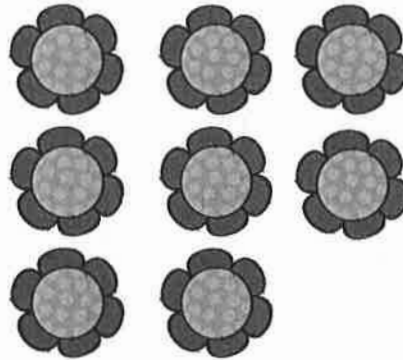
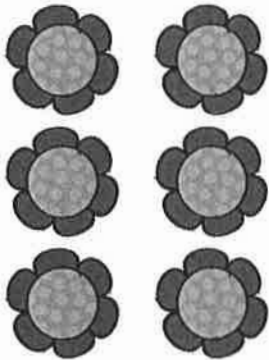
NO

10. Count 6 objects for me.

YES

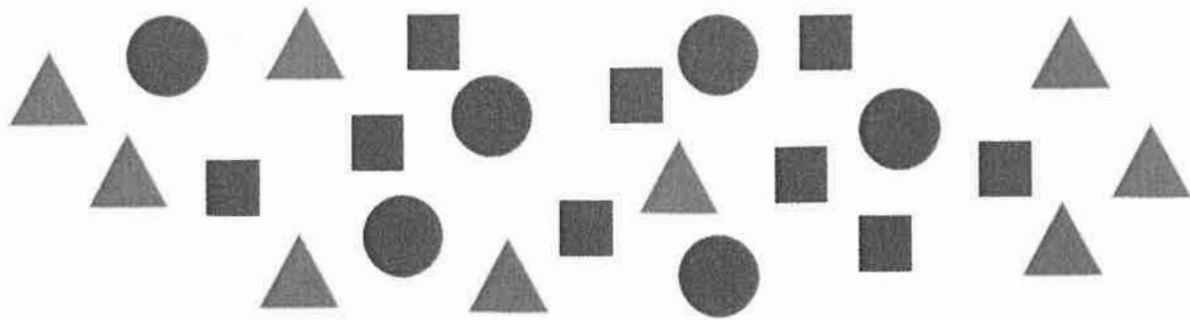
NO

11. Circle the group with the greater amount of flowers.



12. Which number is greater: 4 or 7? \_\_\_\_\_

13. Which number is less: 3 or 8? \_\_\_\_\_



Ask verbally:

18. How many triangles? \_\_\_\_\_

19. How many squares? \_\_\_\_\_

20. How many circles? \_\_\_\_\_

21. Place a square next to the triangle.



4 Place a square above the circle.



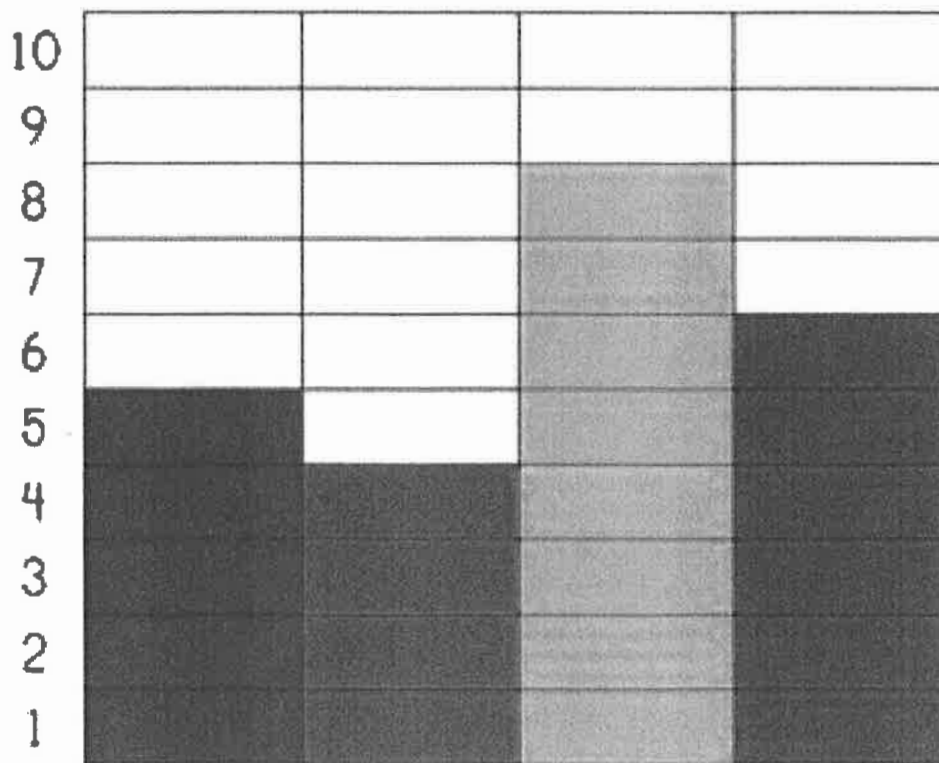
45. Place a square below the triangle.



51 - Finish the pattern:



51 - Tell me about this graph



Apple



Banana



Orange



Strawberry



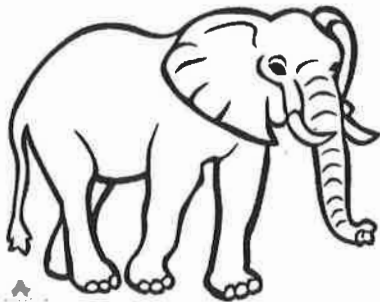
14. Circle the bug that is taller



15. Draw a line that is taller than the bug.



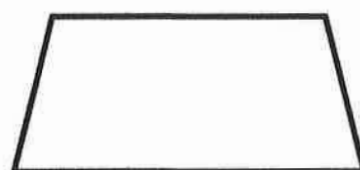
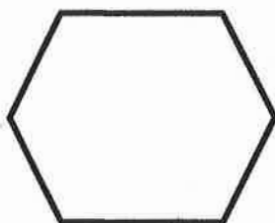
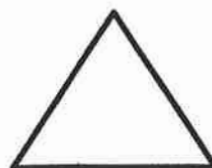
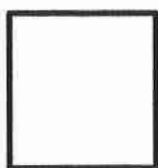
16. Which one is heavier?



17. Which one is lighter?



46- Name the shapes:



Name the attributes of a:

Square:

YES

NO

Circle:

YES

NO

Triangle:

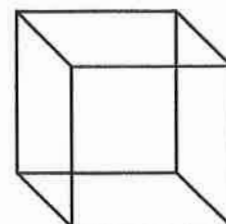
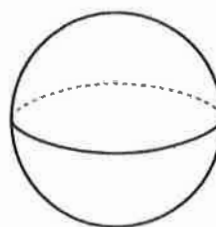
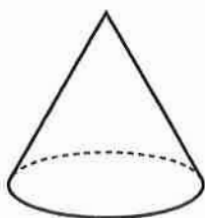
YES

NO

Rectangle:

YES

NO



**NAEYC 1.A.02, 4.A.01-4.A.03, 4.B.01, 4.B.02, 4.B.04, 4.D.04, 4.E.02, 4.E.04-4.E.07, 7.A.02-7.B.04, 7.C.01-7.C.03**

**Assessment and Evaluation Plan**

Assessment and evaluation are an integral part of a strong early childhood program. The program uses multiple sources of data collection to assess children's development and learning, and to evaluate the program. All assessments, evaluations, and communication with families about their child's growth and development are sensitive to family values, culture, race, identity, religion, family structure, and home language. The purpose of assessment and evaluation is to:

- conduct health and developmental screening of children and make appropriate referrals for further assessment as indicated.
- identify children's interests and needs.
- describe children's level of development and scope of knowledge.
- discover children's approaches to learning.
- plan curriculum and choose instructional strategies.
- plan an environment that best supports learning.
- improve the program and instructional practices.
- communicate with parents and the community.
- use language and familiar settings to the children to obtain meaningful and accurate results.
- progress reports are provided for parents at least on a quarterly basis, written reports at least two times a year, and at any time by parent request.
- conduct home visits prior to the beginning of the school year to collect vital information pertaining to families' race, religion, home language, culture and family structure.

**NAEYC 4.D.04, 4.E.04, 7.B.03, 7.B.04, 7.C.01, 7.C.03, 7.C.08**

**Assessment Philosophy**

Assessment should be embedded in the practices of an early childhood program and should be conducted in partnership with parents and families. An authentic assessment is one that gathers data from natural observations and interactions with the child in familiar settings and with familiar adults. Assessment done at the program strives to be authentic. Assessment should be valid and reliable.

The program selects assessment instruments and methods that best achieve the purposes of its assessment practices, using criteria for analyzing assessment data that are standardized or agreed upon by the field in conjunction with Oklahoma Academic Standards and Oklahoma Early Learning Guidelines. Assessment data is understood to be only one source of knowledge about the child. Multiple sources are gathered and analyzed along with assessment data to determine a child's level/ability or need.

Formal and informal sources of information are used before a referral is made for further evaluation. Assessment methods and gathered information from families/parents and professionals are used to design goals for individual children as well as guide the classroom curriculum, planning and monitoring methods.

Parents are recognized as the expert on their child's growth and development, and given respect for their right to make decisions about their child's education and care. Families/parents are given information about the data gathered in assessment practices. The staff works closely with

families/parents in achieving the best assessment method(s) that meet each individual child's needs. Assessment is on-going and is used to monitor children's progress and to inform practice. There are clear linkages between assessment and curriculum and program development.

### **Administration of Assessments and Evaluations**

Staff members will obtain written consent from families/parents before sharing information about a child with other relevant providers, agencies, or other programs.

The program staff and other personnel administering instruments will obtain and maintain appropriate training for collecting/gathering data on individual children. The director will be responsible in approving and checking set credentials and/or requirements for in-house and outside agencies that are administering instruments within the program. Results/reports will only be shared with parents and pre-determined individuals for research projects.

**NAEYC 4.A.02, 4.E.02, 7.B.03, 7.B.04, 7.C.01, 7.C.03,**

### **Assessment Timeline**

- AEPS Family Reports are begun at the home visits within the first three weeks of the beginning of each school year. The staff provides instruction about the AEPS, answers questions or concerns, and discusses the assessment philosophy and protocol to families. The Family Report is completed by the parents and delivered to the classroom teacher. Other AEPS Test sections are administered by the classroom teacher at designed times; results are shared and reviewed with parents during parent/teacher conferences. Information gathered from the AEPS informs teachers about curriculum objectives, parent education, and support programs. The data is used in planning for the approaching year.
- AEPS are reviewed three times throughout the school year (August to May) or more frequently if needed. The initial AEPS is completed within the first three months of enrollment or beginning of the school year. The results are shared with parents and review dates and changes are documented within the AEPS Test and Family Report sections. Additional intervention and/or resources are documented and followed up with the director and appropriate specialist.
- Checklists are monitored continually as teachers assess and plan for learning. Summary reports are given to parents every nine weeks. Parents receive written reports at least two times a year during parent/teacher conferences.
- Portfolios are on-going assessment tools and regularly used in planning. They are shared twice a year in parent conferences and available to parents and children to review at other times.
- Families/parents are provided opportunity to sign-up and attend four conferences throughout the school year. The teaching staff provides families/parents an interactive conference (October), one student-led conference (December), and two formal conferences (March and May). Written summary reports are given to families/parents during the 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> quarters. Documentation is kept within each child's file throughout the program.
- ECERS is done annually in January or February. NAEYC accreditation is done every five years. Results are used to establish program improvement plans and teacher professional development goals.
- In April, assessment activities and instruments are evaluated by families/parents, teaching staff, specialist, and administration of the program through surveys and/or research information.

**NAEYC 4.A.03, 4.B.01, 4.B.02, 4.B.04, 4.C.01, 4.E.06, 7.B.03, 7.B.04, 7.C.01-7.C.03**

## **Screening Instruments**

The following screening instruments and evaluation methods are used by the program for each child, unless other resources are identified as significant measures and/or suggestions. Each instrument is interpreted by the staff and results are shared with families/parents and used to plan authentic instruction for learning opportunities that promotes each individualized child's growth and development. These interpretations are used to guide curriculum planning and monitor progress throughout the year.

### **AEPS - Assessment, Evaluation, and Programming System for Infants and Children; Center-Based (AEPS Birth to Three Years and Three to Six Years) and Home-Based (Family Report I and Family Report II):**

- Test portions yield functionally and educationally relevant developmental information that is used to develop individualized plans and intervention content, emphasis on IFSP and IEP outcomes.
- Results make the formulation of goals/outcomes and objectives/benchmarks and intervention activities straightforward and accurate.
- It provides materials that permit and encourage the active input and participation of family members in the assessment, goal development, intervention, and evaluation process for their children.
- Supports placement of children in inclusive environments and fosters collaboration among teachers, specialists, family members and other caregivers.
- It establishes an inventory of the types of stimulation and activities available to children in their homes.
- Provides a picture of children's previous experiences upon which a teacher can plan new learning activities.
- Provides parents with feedback about the strengths their home provides for their child's growth and development.
- It identifies areas for parent education and support for their child's growth and development.
- Provides an opportunity to build a linkage for a parent/teacher partnership.
- Teacher/parents interview during the teacher's visit to the child's home when the child first enrolls in the program, initiates the parent/teacher partnership.
- It allows teachers the ability to gain information about the way families define their own race, religion, home language, culture, and family structure.
- Home and Center based testing that determines a child's present level of functioning, developing meaningful Individual Family Service Plan or Individual Educational Plan goals/objectives, planning intervention and evaluating a child's performance over time on an individual basis through task oriented observations and interactions.

### **Curriculum goals checklists: Oklahoma Academic Standards (OAS) for Pre-Kindergarten-Kindergarten and Oklahoma Early Learning Guidelines for Preschool 1-3:**

- Copies of these learning goals are located on-line at the State Board of Education's web site (documents for 2- and 3-year-olds can be obtained from the teacher).
- The teachers monitor a child's acquisition of these learning goals with a checklist system, rating each item by one of the following criteria: Not introduced; introduced; emerging; mastered.

- Data is collected informally while observing children engaged in activities; if a child does not demonstrate a behavior in an informal setting, a teacher may set up an assessment activity in a quiet area of the room; more formal assessment is not done in blocks of time that exceed 10 to 15 minutes, or stops when a child loses interest.
- Data collected from these checklists guides curriculum planning.
- The results are shared in parent conferences twice a year and/or by a written report every nine weeks in the Pre-Kindergarten and Kindergarten.
- Checklists and copies of reports are saved in the child's file.
- Suggestions of activities parents can do to help extend their child's learning are provided at conferences and with the reports.

#### **Early Childhood Environment Rating Scale (ECERS) and NAEYC Accreditation Criteria**

- Assessment is done on the environment, instructional practices, administration, and leadership.
- Assessment is conducted by the director; staff; and parents, faculty, and ECE students.
- Data is collected by observation, surveys of parents and staff, and review of documents.
- NAEYC accreditation assessment is done every five years and ECERS is done annually, except in NAEYC years.
- Results are used to develop program improvement plans and shared with parents and other stakeholders.

#### **Child and Family Information Sheet**

- Collect information from parent/guardian about child's developmental level.
- Establish information about child's abilities and interest.
- Establish rapport between teachers and families of children.
- Provides curriculum/program plans to meet children's needs/interest.

#### **Stillwater Public Schools Comprehensive Health Program:**

- Vision Screening Referral-Michigan preschool Acuity Test, Illiterate "E" Test, BRL Visual Acuity Test, Plus Lens Test, and BRL Visual Acuity Test-near or Illiterate "E" Test.
- Hearing Screening Referral-Audiometer and Tympanometry Screening.

Vision and hearing screening will be performed on children with parental permission. The vision and hearing screening permission will be given when a parent signs the screening section on the SPS enrollment card. SPS school nurse will receive training regarding specific equipment used, appropriate screening process techniques, and interpretation of results. Screening information results will be sent to parents using Parent's Report Form, with screening results, and staff will be notified using the Teacher's Report Form. SPS school nurse will act as a liaison between parents and local agencies to provide vision examinations and glasses when financial assistance is sought.

#### **Stillwater Public Schools Reading Assessments:**

- Literacy First Screening-PAST (Phonemic Awareness Skills Test) & Phonics Screening-Oklahoma State Department of Education

Kindergarten children receive a reading assessment conducted by SPS Reading Specialist. Kindergarten children are expected to count the number of words in a sentence and recognize

whether or not two words rhyme to satisfy the PAST requirements. Phonics Screening identifies a child's ability to recognize upper and lowercase letters and provide the sound for corresponding letters. Child's inability to complete the task is considered at risk according to the Reading Sufficiency Guidelines for the State of Oklahoma. Results of the pre and post assessment are shared with parent conferences and used to plan the reading curriculum.

### **Portfolio Assessment/Individual Child Portfolio**

Portfolios are developed for each child at the program to document the child's development. Tracking the children's achievements using the curriculum objectives checklist (obtained from the office) provides the structure of the portfolio. Ten developmental areas are documented each year in each classroom so there are similar samples for the duration the child spends at the program. Analysis of change in development is assisted with these common documents. The documentation collected is examples of that which is most representative of the child's work at a specific time. For example, in September, Jason pushes his way into other's play. The teacher writes a narrative of a specific incident that most typifies this behavior and dates it.

### **Individual Child Portfolios**

- Evidence of developmental progress and learning is gathered over time and organized in a folder.
- Includes samples of children's work, photos, dictations, drawings, writings, as well as anecdotal notes of teacher, student teacher, and parent observations.
- Documents and anecdotal notes are gathered informally throughout the day and then sorted, by the teacher, to select typical samples of work to save in the folder.
- Analysis of the data is done by teachers and parents.
- Curriculum and developmental goal checklists, and the portfolio data are used by parents and teachers to set goals for each child.
- Portfolios are saved from year to year and passed to the next teacher.
- Parents receive the portfolio when their child leaves the program. The portfolio can be a good tool to tell the next school about a child.
- Items to be Documented in Children's Portfolios:
  - **Social/Emotional**
    - child's use of language to communicate wants and solve problems
    - child's separating from and reuniting with parents
    - the nature of the child's relationships with other children and adults
  - **Language**
    - documented samples of the child's language in written and/or recorded form
    - child's ability to follow directions within the classroom
  - **Cognitive**
    - sorting, classification, and pattern recognition skills
    - development of number concept
    - understanding of the written word and use of books
  - **Gross Motor**
    - description of how child moves in space
  - **Fine Motor**
    - a sample of the child's drawing and/or writing
  - **Other**

- how does the child make sense of the world (intellectual concepts)
- how does the child approach learning
- what interests the child

Every effort is made to conduct assessments and evaluations that are sensitive to culture, previous experience, abilities, and challenges. To be most effective, assessment and evaluation methods benefit from parent input into the planning. All preferences or suggestions are directed to the director for further discussion.

#### **NAEYC 4.E.06, 4.E.07, 7.B.03, 7.B.04, 7.C.01, 7.C.03, 7.C.08,**

##### **Sharing Results with Parents**

AEPS results are entered in the software program for scoring and the generation of a report to be shared with parents and teachers. Along with the AEPS, all assessment results are collected and used to formulate a summary to be shared with parents during parent teacher conferences. The report makes recommendations for follow up activities as needed. If a child's score exceeds the cut-off score, the teachers, parents, and director meet to discuss the next steps to be taken. Generally, more data is gathered before a referral is made to outside resources.

All communication to families is approached through a sensitive, supportive, and confidential manner with documentation from multiple screenings and assessments. The AEPS, along with other assessments, are used to inform families about the concerns of possible delays/disabilities or special needs. A meeting is held to develop an Individualized Care Plan that addresses the concern, suggested next steps, and information about the program and outside resources.

#### **NAEYC 4.E.02, 4.E.06, 4.E.07, 7.B.03, 7.B.04, 7.C.01, 7.C.03, 10.B.08**

##### **OKDHS 340: 110-3-281.4(b)(14)**

##### **Family/Parent-Teacher Conferences**

Family/Parent-Teacher Conferences are held in October, December, March, and May as deemed necessary; which include student led conferences, exploration night, and formal conferences. Before the conference, parents are invited to prepare by completing a questionnaire, reviewing the AEPS, and observing their child's classroom. Family/Parent-Teacher Conferences are used to promote dialogue between families and the program staff.

Families/parents, teachers, and specialist (if applicable) meet to review the assessment data and discuss each child's progress in the various areas of the program. Families/parents, specialist, and teachers collaborate to review progress to date, address difficulties, evaluate the effectiveness of the program in meeting each child's needs, and set new goals for each child. Experiences from within the classroom and from home will be recognized to determine a child's accomplishments and for setting goals for further progress. The teachers and specialist (if applicable) will work to achieve a consensus with families about the progress, assessments, and educational goals and plan for each child. Parents or teachers may request additional conferences if needed.

Documentation of all parent/teacher conferences includes a summary of the discussion, goals set for the child, and/or recommended action plans. Parents and teachers sign the documentation and parents are provided with a copy. Written documentation is provided for the parents at least three times a year and conferences with quarterly conferences. This documentation is kept in the child's



file located in the teacher's file. Intern teachers should be included in parent conferences, if parents agree.

Families are asked to schedule a date/time for conferences through the classroom teacher. Teachers provide opportunities to schedule a date/time through email, phone conversations/messages, Doddle, or hard copy in the classroom. Notification is offered through an individual or general invitation.

#### **NAEYC 4.A.02, 4.E.07, 7.B.03, 7.B.04, 7.C.01, 7.C.06, 7.C.07**

##### **Storage of Assessment Information**

Assessment documents, summary results, checklist, and portfolios are kept by the teacher in the child's file in a locked cabinet in the teacher's office. Anecdotal notes and other data kept about the children are locked in the teacher's office files. The original, signed copy of the parent/teacher conference report is kept in the teacher's office. Stillwater Public School report cards are completed every nine weeks for the PreK/K children and distributed to parents. One copy is put in the child's SPS file and a copy is kept in the child's file in the teacher's office.

#### **NAEYC 4.A.02, 4.A.03, 4.B.04**

##### **Evaluating the Effectiveness of the Screening and Assessment Program**

Once a year, the staff meets to examine the effectiveness of assessment activities in meeting the purposes of the program, and make adjustments as needed. A family/parent questionnaire is distributed to determine parent satisfaction with the screening and assessment instruments (AEPS, checklists, and portfolios).

The effectiveness of the AEPS is evaluated by determining the proportion of children correctly identified as having intervention needs. It is anticipated that the percentage of children needing follow-up services will not exceed 10% of the number of children who were initially screened with the AEPS. The assessment checklists and portfolio collections are reviewed annually to ensure they align with curriculum goals and provide information useful for program planning and improvement. This information is presented to the Human Development and Family Science, Oklahoma State Department of Education, Parent-Teacher Organization and other stakeholder.

#### **NAEYC 4.A.02, 4.E.06, 4.E.07, 7.B.03, 7.B.04, 7.C.01, 7.C.08, 10.B.08**

##### **Confidentiality/Privacy**

Families/parents are informed that enrollment in the program means their child's development and growth will be studied by students and faculty approved to work in the lab. Permission to allow their child to be studied is implicit in their decision to enroll their child in the program.

The faculty and staff of the program assume the responsibility of protecting children's and families' privacy by monitoring who has access to what pieces of information. Child and family information and educational records are confidential and cannot be released without parental written permission. This includes permission to share information about potential health emergencies such as allergic reactions to particular foods or insects and services.

Families/parents understand that enrollment is permission to give their child's first name and date of birth to university students who have access to the program to complete course assignments.

Intern students working in the lab have access to health and development information, assessment data, IFSPs or IEPs, and general family demographics necessary to plan lessons for the class, individualize the curriculum for each child, and support parents. Other lab students, as needed to complete a lab assignment, are given general information about a child's development and limited demographics to assist their understanding of a child's individual development and needs. All intern students sign a statement accepting their responsibility to maintain confidentiality of children's information.

Children's files and personnel files are maintained within the administrative offices of the Child Development laboratory. Known food and life-threatening allergies will be posted within each classroom and kitchen area maintain confidentiality. The child's full name, allergy, and location of life-threatening medication if applicable. Request to review files should be made through the administrative office.

Families/parents are asked to retain and keep information, events, and incidents confidential and report or discuss any concerns they have with the teachers or director, which includes, but is not limited to, observations within the classroom or observation booths, interaction with children and staff within the classroom, observation of other children within the program/classroom. Inappropriate sharing of certain information, events, or incidents can lead to immediate discontinuation at the program.

#### **NAEYC 4.A.02, 4.E.06, 4.E.07, 7.B.03, 7.B.04, 7.C.01, 7.C.08, 10.B.08**

#### **Family Education and Rights Privacy Act**

The program will ask for written permission from the parent in order to release any information from a child's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR& 99.31):

- School officials with legitimate educational interest.
- Other schools to which a student is transferring.
- Specified officials for audit or evaluation purposes.
- Organizations conducting certain studies for or on behalf of the school.
- Accrediting organizations.
- To comply with a judicial order or lawfully issued subpoena.
- Appropriate officials in cases of health and safety-emergencies.
- State and local authorities, within a juvenile justice system pursuant to specific state law.

Families/parents have the right to access their children's educational records. Requests to review the records should be made through the administrative office.

Suspected violations of confidentiality should be reported promptly to the director.

#### **Non-custodial parents and grandparents**

The right to information about a child, by non-custodial parent(s) and grandparent(s), is determined by court order and/or by the custodial parent(s). A copy of any custody papers issued by the court is to be kept on file in the office.

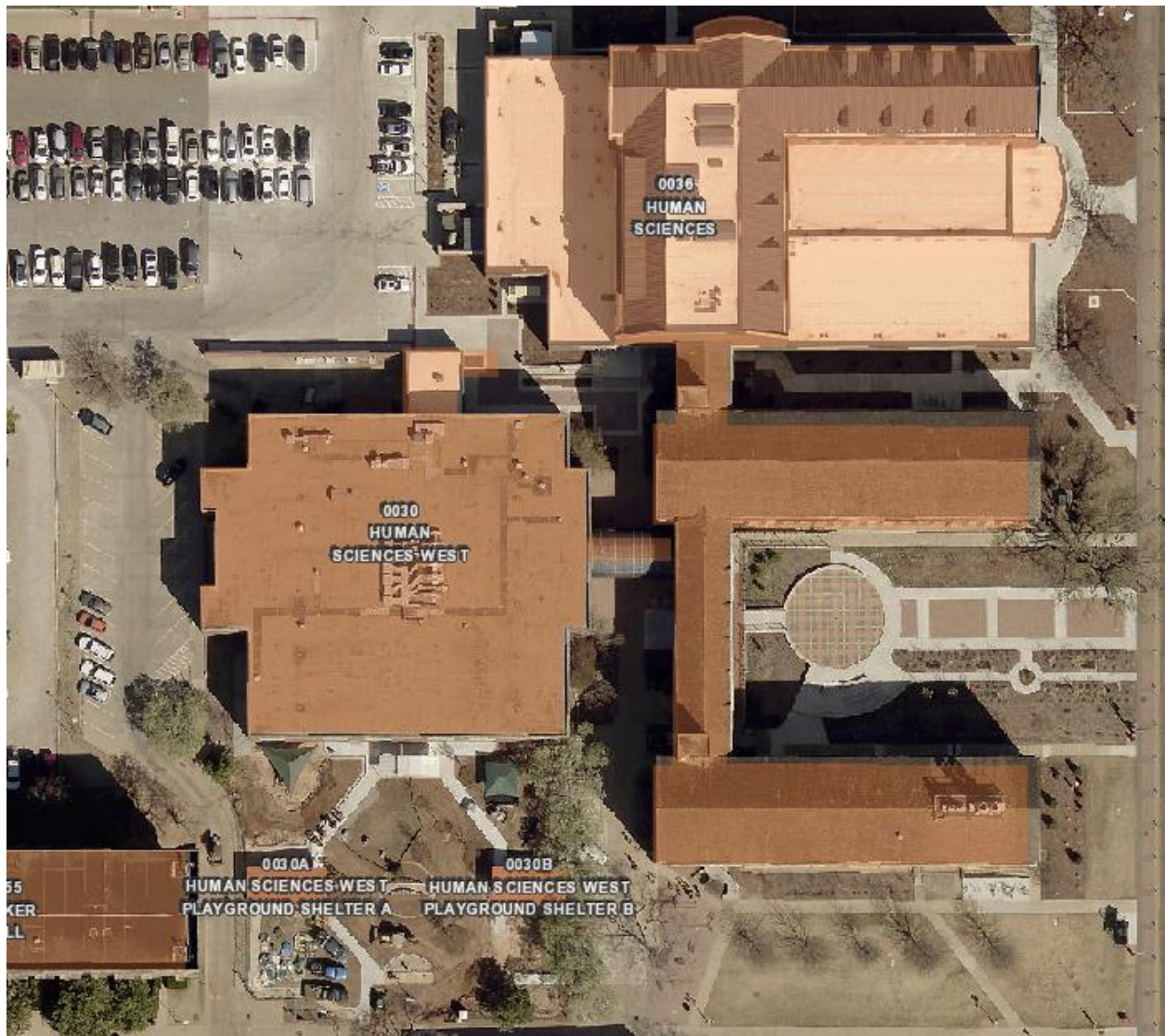
## Aerial View of Facility

The Child Development Laboratory is located on the first floor of Human Sciences West; which is a two-story brick building on the Oklahoma State University-Stillwater campus.

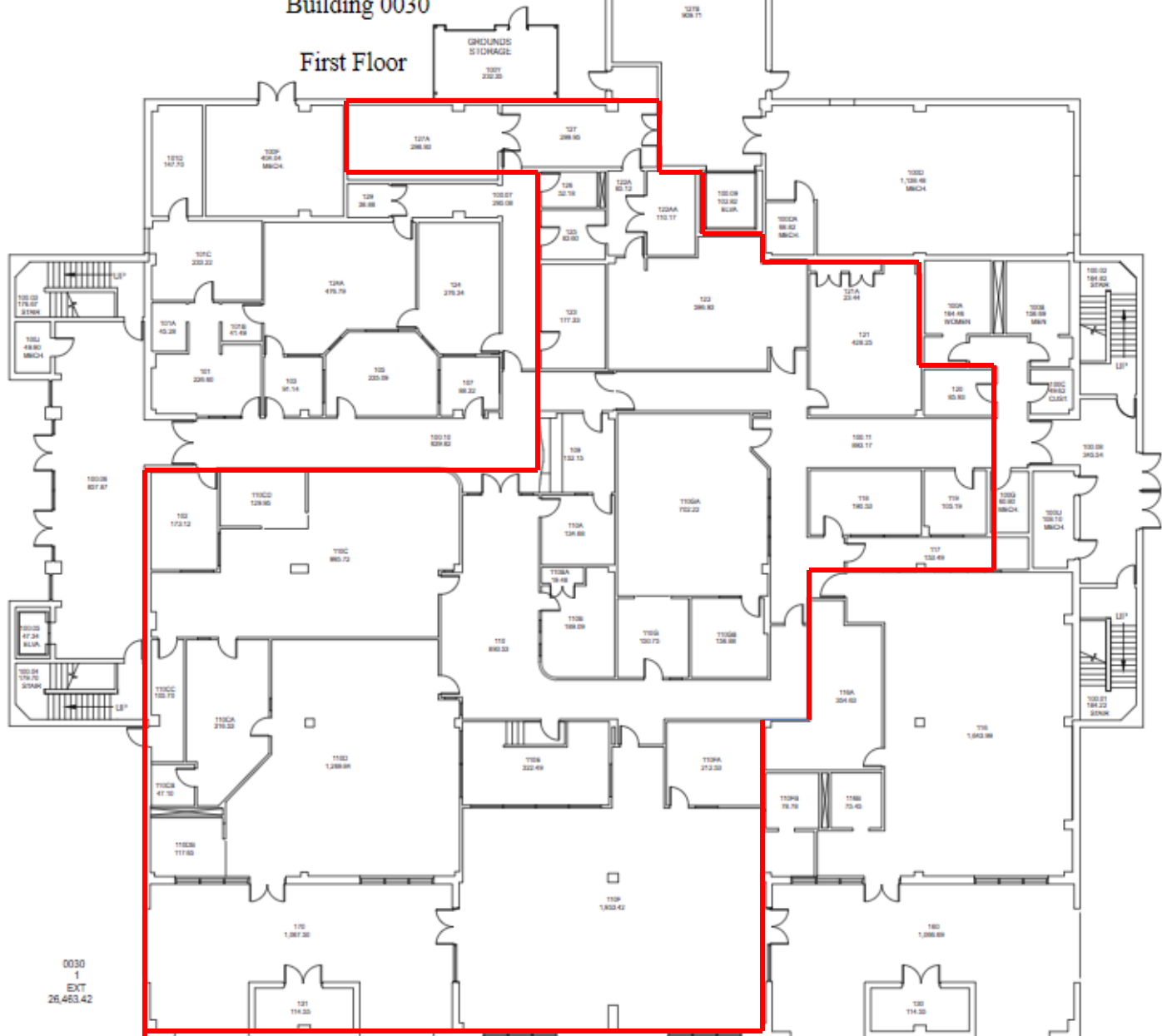
911 address: 1125 W. Drummond Lane, Stillwater, OK 74078

Campus address: 110 Human Sciences West, Stillwater, OK 74078

In this photo, the playground is at the bottom, on the south side of the building, and under construction.



### First Floor



The Child Development Laboratory has a reception desk, two administrative offices, four classrooms, three teacher offices, library, full-service kitchen, three therapy rooms, two storage rooms, and playground.

The area is outlined in red.

		<b>2019-2020</b>
<b>65 Children total</b>		
<b>SALARY</b>		
		-
<b>TOTAL SALARY AND BENEFITS:</b>		<b>818,000.00</b>
<b>EXPENSES:</b>		
Contracted Services/Therapies	Music & Speech	30,000.00
Office Supplies/Equipment		2,400.00
Computer Supplies/Toner		2,650.00
Classroom Supplies/Equipment		8,500.00
Medical Supplies		500.00
Janitorial/Cleaning/Diaper Genie		2,600.00
Meals/Food		29,000.00
Kitchen Maintenance/vent cleaning/ degreasing/repairs		1,000.00
Kitchen Supplies/ Equipment		1,200.00
Prof dev/staff training		3,000.00
Background checks		2,000.00
Travel		1,300.00
Postage		200.00
Phone		3,000.00
Playground Inspections		500.00
Playground Maintenance		3,000.00
Playground equipment		2,000.00
NAEYC Accreditation		500.00
Facilities Repairs/Maintenance		5,000.00
Copier Rental		1,750.00
Copies/Printing		200.00
Liability Insurance		600.00
Parking Fees		7,000.00
Misc exp		1,200.00
<b>TOTAL MAINT EXPENSES:</b>		<b>109,100.00</b>
<b>TOTAL SALARY and EXPENSES:</b>		<b>927,100.00</b>





# Human Development and Family Science

## COLLEGE OF HUMAN SCIENCES

**Department of Human Development  
and Family Science**

233 Human Sciences  
Stillwater, OK 74078-6122

P 405-744-5057  
F 405-744-6344

2/4/2020

To Whom It May Concern

As the Accountant for the department of Human Development and Family Sciences at Oklahoma State University, one of my responsibilities is to reconcile our shadow accounting system to the University Accounting system for all HDFFS accounts, including the Child Development Lab. The shadow system we use is Quickbooks. I enter revenue and expenses as they are incurred, then reconcile them on a monthly basis to the University Financial reports produced from the University Accounting System. I ensure that all expenses and revenues post to the correct accounts and process any necessary corrections. From Quickbooks I produce a Profit & Loss Detail report for the Director of the Child Development Lab, as well as an Excel spreadsheet. These reports show all expenses and revenues for the fiscal year and any encumbrances on the accounts and compares actual numbers to budgeted numbers. These monthly reports are provided to the Director for review.

Sincerely

A handwritten signature in black ink that reads 'Rita Ryan'.

Rita Ryan  
HDFS Accountant



State of Oklahoma  
Department of Central Services  
Risk Management Division

### ***CERTIFICATE OF SELF-INSURANCE***

Name of Insured: **State of Oklahoma**

Issued: **8/5/2019**

Name & Address of Certificate Holder:

Certificate # **010**

Oklahoma Department of Human Services  
Child Care Licensing  
PO Box 25352  
Oklahoma City, OK 73125-0352

The State of Oklahoma is self-insured for the following coverage to the limits indicated pursuant to the "Governmental Tort Claims Act" (Title 51 § 151, et. seq.).

#### **TYPES OF COVERAGE**

#### **LIABILITY LIMITS** **Applies to All types of Coverage**

General Tort Liability	\$ 175,000 per person, any loss other
Vehicle Liability	than property
Water Craft Liability	\$ 25,000 per person, property damage
	\$ 1,000,000 per occurrence, all claimants
	and coverage

Should any of the above-described coverages be withdrawn, the State will attempt to mail 30 days written notice to the Certificate Holder. If you have any questions or need to report an incident, call Risk Management at (405)521-4999.

**COVERAGE PERIOD:** Perpetual unless coverage is changed by statute

*In the event of a change in statute, State Risk Management will notify each certificate holder.*

RISK MANAGEMENT DIVISION  
P.O. BOX 53364  
OKLAHOMA CITY, OK 73152-3364



# Oklahoma Tax Commission



[www.tax.ok.gov](http://www.tax.ok.gov)



CAREY DALE  
OKLAHOMA STATE UNIVERSITY  
409 WHITEHURST HALL  
STILLWATER OK 74078-1030

TBS

Date Issued: December 14, 2015

Letter ID: L0507804416

Taxpayer ID: \*\*-\*\*\*3996

## Oklahoma Exemption Permit Public Schools-Higher Education

County PAYNE

**Non-Transferable**

68 Oklahoma Statutes Section 1356(11)(2001): Which we quote in part: "Sales of tangible personal property or services to private institutions of higher education and private elementary and secondary institutions of education accredited by the State Department of Education or registered by the State Board of Education for purposes of participating in federal programs or accredited as defined by the Oklahoma State Regents for Higher Education..."

**Permit Number**

EXM-10471402-09

Business Location	Industry Code	City Code	Permit Effective	Permit Expires
OKLAHOMA STATE UNIVERSITY 409 WHITEHURST HALL STILLWATER OK 74078-1030	611110	6071	January 01, 2016	NON-EXPIRING

Steve Burrage, Chairman  
Dawn Cash, Vice-Chairman  
Thomas Kemp Jr., Secretary-  
Member



**Oklahoma State University**

**Cleo L. Craig Child  
Development Laboratory**

**Operations, Policies and Procedures  
HANDBOOK**

**2019-2020**

**College of Human Sciences  
Department of Human Development and Family Science  
110 Human Sciences West  
Stillwater, OK 74078  
(405) 744-5730  
<https://humansciences.okstate.edu/hdfs/cdl>**

**NAEYC 10.B.02**

**Information in this Handbook is tentative and subject to change.**

# **Cleo L. Craig Child Development Laboratory Operations, Policies and Procedures Handbook**

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# Oklahoma State University

## 1924-2019

### 95 Years of Leadership in Early Childhood Education

#### NAEYC 10.B.02

#### **Section 1: Program Overview Handbook**

The Cleo L. Craig Child Development Laboratory Handbook provides written documentation of policies and procedures that are implemented through well-defined plans, systems, and procedures that assist the program in running smoothly and effectively while achieving its goals, mission, philosophy, and outcomes for the university, college, department, program, families, and community.

#### NAEYC 10.B.06

#### **Faculty and Administration**

Dr. Stephan Wilson     Dean, College of Human Sciences

Dr. Sissy Osteen        Department Head and Professor of Human Development and Family Science

#### **Governance Body**

V. Burns Hargis        President, Oklahoma State University

Dr. Stephan Wilson     Dean, College of Human Sciences, OSU-Stillwater

Dr. Sissy Osteen        Department Head and Professor, Human Development and Family Science

- Leadership Responsibilities:
  - Provide administrative oversight for the Cleo L. Craig Child Development Laboratory
  - Supervise the Director

Sandy Major, M.S.     Director of Cleo L. Craig Child Development Laboratory

- Leadership Responsibilities:
  - Provide day-to-day management of the program and to ensure delivery of the program's high standards of quality in early childhood education.
  - Develop and implement programs to enhance the physical, social, emotional, and intellectual development of young children attending the program.
  - Supervise OSU Early Childhood Education Practicum Interns assigned to the program each semester.
  - Supervise and support retention of program teachers and other staff members.
  - Train and motivate program staff by providing in-service workshops and access to other regional early childhood education professional workshops and conferences.

**NAEYC 10.B.04****OKDHS340: 110-3-278(d)(1-2)(D)****OKDHS 340: 110-3-281.3(b)(7)****Regulations and Requirements-Accreditation and Licensing Agencies:****Oklahoma Department of Human Services 3 STAR & National Association for the Education of Young Children**

The program is accredited by the National Association for the Education of Young Children (NAEYC) and has been awarded the Oklahoma Department of Human Services (OKDHS) 3 STAR status. All staff is expected to follow the regulations and requirements set forth by NAEYC and the OKDHS Licensing and STARS program.

The Child Development Laboratory is regulated by several different organizations and must maintain their designated requirements at all times. The regulating entities are the Oklahoma Department of Human Services (Child Care Licensing), the Payne County Health Department, Oklahoma State University, National Association for the Education of Young Children (accrediting agency), and the Oklahoma State Department of Education-Stillwater Public School System.

The designated requirements are incorporated within the program's policies and procedures and can be found throughout this handbook. Families and Personnel are provided a copy of the programs policy upon enrollment, employment and revisions. OKDHS reports and compliance files are maintained in a notebook for public access for all families and guest located within the family resource section. It is the responsibility of all program teachers and staff members to follow these requirements.

In some cases, failure to follow these requirements could result in legal action taken against the program. All program teachers and staff members are required to learn and follow the policies and procedures described in this handbook.

**Human Development and Family Science (HDFS) Mission & Vision Statement****Human Development and Family Science Mission**

Human Development and Family Science is a premier academic program dedicated to the discovery, integration, and application of knowledge to enhance the quality of life and competence of diverse individuals and relationships. Committed to enhancing the quality of life of individuals and families by maximizing the development of individual and relationship competence, Human Development and Family Science provides a dynamic environment for life-long learners through engagement in:

- **Instruction** - that fosters creative and critical thinking for individuals in their professional and personal lives;
- **Research** - that contributes to the discovery of knowledge and understanding of human development and family relationships; and
- **Outreach** – application of knowledge that is responsive to and informed by constituent's needs.

**Human Development and Family Science Vision**

The department's primary focus is an integrative approach to developing individual and relationship competence. The distinguishing feature of Human Development and Family Science is the interdisciplinary and multidisciplinary integration of instruction, research, and outreach, between and among human development, family science, early childhood education, and marriage and family therapy. Because integrative approaches are necessarily broad, the department's focus is on the many ways individual and relationship competence may be discovered, developed, mastered, and maintained across human processes and contexts.

The Human Development and Family Science Department is the infrastructure that supports and facilitates OSU's early childhood education program to develop exemplary professional educators who facilitate children's learning from birth through grade three by utilizing state of the art developmentally effective approaches to teaching and learning.

The department is committed to providing an environment for:

- Innovative instruction of future teachers;
- Research related to the development and education of children and teachers;
- Access and utilization of state of the art developmentally appropriate materials;
- Professional development activities to enhance teacher quality;
- Technical assistance to meet early learning professional standards and guidelines.

The Child Development Laboratory is an NAEYC accredited early childhood education school serving the Stillwater and surrounding communities. These classrooms offer innovative, engaging, and state of the art developmentally appropriate instruction. Through the provision of enriched indoor and outdoor learning environments, interest centers, and long blocks of time, program children have the opportunity to actively engage in meaningful experiences that provide them with a strong foundation in important areas of school readiness.

#### **NAEYC 10.B.06, 10.C.02 & 10.C.03**

#### **Compliance of Governance Body**

It is agreed and understood that the Child Development Laboratory's Governing Body must meet and maintain all state or federal standards including, but not limited to, the Oklahoma Administrative Code (OAC) applicable to the authorized services being provided pursuant to the Oklahoma Department of Human Services contract and the provider hereby acknowledges full awareness of such standards. Furthermore, provider certifies by signing the agreement that any such persons who have such an ownership or employment relationship with Provider at the time of signing the contract will be disclosed to Oklahoma Department of Human Services.

The set persons of the Governing Body have and will be supportive and responsible for, but not limited to, the short and long-range fiscal planning in operating budget preparation, reconciliation, and review. The Governing Body will also assist in gaining resources and supporting the program's vision, philosophy, mission, goals, operation, outcomes, and strategic planning. It is noted that the program administrators and other program leaders will actively work together to generate and manage the resources needed to support a program of excellence; which includes long-range fiscal planning, operating budget preparation, and reconciliation and review.

#### **NAEYC 10.B.06, 10.B.07**

The Governing Body will oversee the implementation of the Child Development Laboratory's strategic planning. The strategic planning will include, but will not be limited to the following:

- Participation in the Human Sciences and Human Development and Family Science strategic plans and align those with the program's strategic plans.
- Monthly Human Sciences, Human Development and Family Science, and Early Childhood Education meetings.
- Alignment of the program's philosophy, mission, vision, family outcomes.
- Maintain a high-quality program and the long-term resources to sustain the operation of the program.
- Participation and examination of research projects submitted within the program.
- Documentation of professional development to meet state, federal, and national agencies.
- Reporting of summarized surveys (parents, teachers, staff and OSU students) to Governing Body and parents as needed.



- Improvements are summarized and presented to the Governing Body and parents as needed.
- Gather information from stakeholders in planning for continuous improvements, build stakeholder involvement in the program and broaden community support for the program.

### **NAEYC 8.A.06, 8.A.07, 10.E.04**

#### **Stakeholders**

The Stakeholders will also assist in gaining resources and supporting the program's vision, philosophy, mission, goals, operation, outcomes, and strategic planning. It is noted that the program administrators and other program leaders will actively work together to generate and manage the resources needed to support a program of excellence. Stakeholders and program administration staff will be responsible to identify and advocate the needs of the program and families to community councils, service agencies, and local government organizations as needed.

The following are considered to be stakeholders, but not limited to, College of Human Sciences, Human Development and Family Science, Early Childhood Education Program, OSU Foundation, Oklahoma State Department of Education, Cleo L. Craig Foundation, Stillwater Public Schools, Payne County Health Department, Mya's Promise, and Child Development Laboratory Advisory Board and Parent-Teacher Organization.

### **NAEYC 10.C.01, 10.C.03**

#### **Accountability**

##### **Accounting**

The Child Development Laboratory will adhere to and implement the OSU fiscal accounting system which includes a direct relation to the Human Development and Family Science Department and College of Human Sciences accounting systems. A close working relationship among Human Sciences, Human Development and Family Science, and Child Development Laboratory accounts necessary for the alignment and operation of yearly budgets, as well as maintaining university and governmental regulations, restrictions, and audits.

#### **Introduction and General Statement**

The Oklahoma State University accounting system developed from the following contributing factors: the State of Oklahoma's laws and procedures; federal agency requirements; College and University Business Administration, published by the National Association of College and University Business Officers; the Audit Guide for College and Universities, published by the American Institute of Certified Public Accountants; and the internal needs and limitations have been most influential in determining the system as it now exists. What is presented on the following pages is not a static system.

#### **University Policy and State Law**

State Law - The Oklahoma Higher Education Code requires — (a) The Oklahoma State System of Higher Education shall operate an allotment system similar to the procedure set out in the Oklahoma Budget Law of 1947 for other agencies of the state, except that the Oklahoma State Regents for Higher Education shall be substituted for the Director of State Finance in connection with approving allotment requests of the constituent institutions and agencies comprising the State System. The account classification for the State System shall conform as nearly as possible to the classification of accounts recommended by the National Committee on Standard Reports for Institutions of Higher Education.

State Encumbrance System — Title 62, Section 41.5, O.S. 2001, provides that the State Director of Finance through the Division of Central Accounting and Reporting shall settle all claims payable by the state and shall prescribe all forms, systems, and procedures for administering accounting for the several departments, institutions, and agencies of the state, and shall establish a pre-audit system of settling

claims under which system vouchers supporting proposed payments shall be submitted to the Director of State Finance for audit and settlement.

### **Accounting System Structure**

The purchased general ledger system software has several changes and enhancements to the basic package, primarily to meet requirements of the State of Oklahoma cash and allotment system. It is referred to as the Banner System or Banner. The Banner System is an integrated general and subsidiary (or management reporting) ledger record keeping and reporting system. This system is designed to provide the complementary features of a budgetary control system and a fund accounting system from the same set of input transactions. 3.03

### **Department Reports**

#### **Report Explanation and Distribution**

Two monthly reports are generated. These reports are the Balance Sheet Report (FGRBLSH) and the Organization Detail Activity Report (ODTA). Both reports are generated for every OSU subsidiary ledger account. Reports will be posted in Banner E-Print.

The Balance Sheet Report, FGRBLSH, summarizes the account's budget and actual activity to show the budget available for future activity. This information is shown for both revenues and expenditures. The Organization Detail Activity Report, ODTA, shows the detailed transactions that occurred for the account during the month. This information provides the detailed audit trail for the summarized information on the Balance Sheet Report.

The Child Development Laboratory staff is given the opportunity and responsibility to select, purchase, and use materials, equipment, and furnishings to support the curriculum; meet program goals, interests, and needs; and to foster the achievement of desired outcomes for families, children, and OSU students, faculty, and staff.

### **Correction of Errors**

Each month, the departmental reports should be checked for accuracy. Any errors found should be referred to the following offices: Campus Vendor – University Accounting Payroll - Payroll Processing Deposits – University Accounting Expenditures – University Accounting Encumbrances – Purchasing and University Accounting errors will be corrected upon request. Departmental errors will be corrected upon receipt of the appropriate correction form. These forms should be signed by the same person(s) required to sign the original document being corrected.

### **Program Tuition/Fees Procedures/Fiscal Agreements**

Tuition invoices, including any fees due, are sent out at the end of each month and due on the fifteenth day of the next month. Payment due date/time should allow the designated program staff time to prepare and submit any deposits. Invoices are exported electronically to the office of the Bursar. All payments are made through the Bursar office unless other financial arrangements are agreed upon by all parties involved. Fiscal regulations are applied to each family account by the Bursar's office.

In addition, the program currently receives fiscal funding from the Oklahoma State University, College of Human Sciences, and Human Development and Family Sciences Department, Stillwater Public Schools, and Oklahoma Department of Human Services. The fiscal contribution for each agency is dependent on yearly factors, such as number of children receiving services and committed funding levels. Stillwater Public Schools contributions are administered through a grant by the Department of Human Development and Family Sciences. Child subsidy from Oklahoma Department of Human

Services is billed through an electronic device and payment is sent electronically to the Accounts Receivable office located in Whitehurst on campus.

### **NAEYC 10.B.05**

### **OKDHS 340: 110-3-278(b)(c)**

#### **Program Insurance**

The Child Development Laboratory shall maintain liability and vehicle insurance in accordance with OKDHS Statutes. An OKDHS Insurance Verification Form is completed and submitted annually to licensing which includes a certificate of liability insurance obtained from OSU insurance agent. OSU is confirmed and provided with liability coverage through the State of Oklahoma Risk Management Division Program which administers a self-insurance pool for all State entities under authority of 74 O. S. 85.58 A. The form can be obtained and viewed by all individuals upon request.

#### **Workers Compensation**

Federal and state laws determine the eligibility requirements and the type of coverage for OSU Workers Compensation. OSU provides Workers Compensation coverage for all employees who are on the payroll. Workers Compensation protects employees against accidental injuries or occupational diseases arising from employment. The coverage provides for reasonable and necessary medical treatment and some income replacement. The Oklahoma Workers' Compensation Counselor Program, at (800)-522-8210 or the website [www.oesc.state.ok.us](http://www.oesc.state.ok.us) offers employees private counseling concerning injuries or sickness that occur on the job.

### **OKDHS 340:110-3-280(a)(1-2)**

#### **Reporting**

NAEYC and OKDHS have required standards for reporting events within a timely fashion. The following is a general list of such occurrences:

##### Next business day:

- Change of responsible entity.
- Change of director.
- Change in mailing address if different from physical address.
- Change in phone number.
- Change in program insurance coverage.
- Known legal action, investigation, or charge of any personnel within/involving the program.
- Known child abuse or neglect investigation of any personnel within/involving the program.
- Unscheduled temporary or permanent closure or relocation of program.
- Facility damage affecting the usable square footage or compliance requirements.
- Incidents of children in imminent risk of harm or danger; such as child leaving facility without program knowledge or being left along on or off site.
- Animal bit to an individual that occurs at any time when involved with program activities/events.
- Child requiring emergency medical attention
- Death of a child occurring while in program care.

##### Thirty Calendar Days Prior:

- An anticipated temporary or permanent closing, other than scheduled closings such as holidays.
- An anticipated temporary or permanent change in location.
- An anticipated facility changes or alteration in square footage or compliance requirements.
- A change of business entity.
- Change in program name.
- Proposed licensed capacity change.

**NAEYC 9.A.16, 9.C.03, 9.C.11, 9.C.13, 9.D.01-9.D.05, 9.D.07-9.D.09, 10.D.01 & 10.D.02**

**OKDHS 340: 110-3-279(f)(1-3)**

**OKDHS 340: 110-3-281.2(c)(4)(A-G)**

**OKDHS 340: 110-3-330(a-z)(1-26)(A-H)(i-iii)**

**OKDHS 340: 110-3-304(i)**

**Facilities Maintenance**

The Child Development Laboratory's facilities physical infrastructure is maintained by the OSU Facilities Management and kept in compliance with all local, state, and federal guidelines related to fire safety, air and water quality, electrical, plumbing, and meet Americans Disabilities Act (ADA) accessibility requirements. Accessibility includes access to building, sinks, drinking fountains, outdoor play space and all classroom and therapy areas. The program is asbestos free. A certified Document of Occupancy is on file in the Director's office.

In addition to the OSU Facilities Management, Environmental Health and Safety, and Utilities and Energy Management required guidelines; the program conducts facility and equipment maintenance standards required by OKDHS and an annual Outdoor Learning Environment inspection by a Certified Outdoor Learning Environment Inspector. The OSU Facilities Management and/or Environmental Health and Safety inspect the facility and equipment on a regular monthly basis and provide written documentation within their office.

The following is a limited list of services rendered to the program, extensive explanations or inspections can be obtained by contacting the OSU Facilities Management or Environmental Health and Safety. Each classroom has a computerized central detection system that monitors and regulates emergency or life threatening issues, heating and cooling system, and daily air quality control checks.

The OSU Utilities and Energy Management closely supervise each entity of the program's physical facility along with the Facilities Management and Environmental Health and Safety.

- Fully working fire extinguishers, fire alarms, sprinkler systems, and smoke detectors are installed in each classroom and are reported, serviced, and tagged annually by OSU licensed authority Environmental Health and Safety. Carbon Dioxide detectors have been installed and tested manually on a monthly basis.
- A hard wire central detection and alarm system for smoke, and fire equips the program. The system is connected to a central control panel. Installation, testing, and documentation of the system is regulated by Environmental Health and Safety Department. Carbon Dioxide systems are battery operated and checked during monthly testing.
- Monthly written documentation of testing dates and service is maintained and available at OSU Environmental Health and Safety.
- Fire extinguishers are portable and Class ABC, each extinguisher is installed and inspected by fire governmental authorities at OSU, which includes the proper number, size, and type of extinguisher. Extinguisher locations are posted in each classroom on the evacuation route map.
- The program's areas that are painted, carpeted, tiled or otherwise renovated are ventilated and receive a statement of occupancy before the areas are used by adults and children.
- Documentation can be obtained in the OSU Facilities Management office that the program has been assessed for lead, radon, radiation, asbestos, fiberglass and/or any other hazard from friable material, and hazardous decibel-noise levels (normal conversation can be heard without raising one's voice). Records will provide remedial or containment action taken to prevent exposure to children and adults if warranted by the Facilities Management.
- Toxic substances are stored in originally labeled containers, kept in a locked room or cabinet, inaccessible to children, and away from medications and foods. Matches and lighters are not

accessible to any child, and gasoline and other flammable materials are stored (when needed) in the outside storage building, which is kept locked.

- OSU uses a public supply source for their water which has been determined the water safe for human consumption. Documentation of water testing for outlets and drinking fountains can be located at the OSU Facilities Management Office.
- OSU Utilities and Energy Management publishes and sends out alerts to protect adults and children from exposure to high levels of air pollution from smog or heavy traffic, heat alerts, or other severe weather alerts. Upon receiving such information/alerts the program's staff takes precautions by limiting outdoor and physical activity or takes other necessary precautions as the situation warrants.
- OSU Utilities and Energy Management governs each classroom's cooling and heating system, and ventilation, to maintain room temperatures and humidity levels. The Energy Program can certify that the facility's system complies with national standards for the use of adults and children, such as mercury-free thermostats and humidity levels to prevent mold and mildew.
- In conjunction with OKDHS, OSU Utilities and Energy Management will be used in assisting the program to identify and maintain areas, furnishings, or supplies that may have dust mites or other health related factors.
- The Facilities Management is responsible for maintaining the facilities so that harmful animals, insect pests, poisonous plants, and other unwanted vegetation are prohibited. In addition, the Facilities Management uses non-toxic methods inside and outside when possible, including Integrated Pest Management to control pest and unwanted vegetation when possible, such as rodents, insects, stray animals, and to eliminate or reduce chemical exposures. Pesticides and herbicides are applied according to the manufacturer's instructions and when children are not at the facility; which prevents skin contact, inhalation, and other exposure to children. Children must be removed from the area for at least 12 hours before being exposed to treated area. Families and staff are notified in advance about the application of such toxic chemicals.
- Any remodeling, reconstruction, or new construction is approved and supervised through Facilities Management or Environmental Health and Safety. All construction plans are submitted to OSU, local, and state governmental authority having jurisdiction for approval of any and all aspects of the project, especially building and fire codes. No to low-VOC (Volatile Organic Compounds) adhesive, paints, plywood, particle board, or medium-density fiberboard will be utilized at all times.
- Phones and utilities meet requirements and operable.
- Children will be absent from the area(s) that are undergoing new construction or renovation. Safety and health standards are implemented and followed.

**OKDHS 340: 110-3-281.2(c)(9)(A-E)**

**OKDHS 340: 110-3-300(k)(1)(B)**

**OKDHS 340: 110-3-302(a, c-d)(1-3)**

OKDHS requires a Physical Environment Checklist, Equipment Inventory Checklist, Water Supply Results, Impact-Absorbing Materials documentation, and Crib Compliance Verification from Consumer Product Safety Commission. The Physical Environment and Equipment Inventory Checklist is completed for each Star Visit. OSU uses a public supply source for their water that is state approved for human consumption. Water Supply Results can be obtained from the OSU Facilities Management or OSU Utilities and Energy Management departments. Impact-Absorbing Materials and Crib Compliance Verification documentation will be kept with classroom/outside equipment warranties.

Equipment and materials purchased for the program will adhere to OKDHS and NAEYC criteria, which includes, but not limited to, appropriate type and size to meet the physical, cognitive, emotional and social developmental needs of all age groups and individual children within the program. The condition of the equipment and material will be safe and constructed free of lead, installed, maintained and used

according to manufacturer's instructions/directions, remain in good working condition and be repaired as needed, and be clean and sanitary to OKDHS and NAEYC cleaning and sanitizations guidelines.

Indoor and outdoor play equipment will be safe and appropriate for designed use, accessibility for children, rotation of items, use zones, and ample impact-absorbent materials; as well as eco-healthy and free from lead, phthalates and other hazards. Consumer Product Safety Commission product recall notices will be forward to families through emails and posted upon the Family Information area.

**NAEYC 9.C.18, 9.D.06, 10.D.01**

**OKDHS 340: 110-3-280(d)(5)(B)**

**OKDHS 340: 110-3-281.1(b)(d)(5)(B)**

**OKDHS 340: 110-3-294(g)(5)(A-C)**

### **Tobacco Free Campus**

The OSU Stillwater campus is tobacco free (which includes the Human Sciences West Building). No tobacco or tobacco simulated products are allowed in or around these facilities and smoking is entirely prohibited. Smoking, e-cigarettes, or vaping, is not permitted in the presence of children at any time. Posting of Tobacco Free Environment will be posted at the entrance of Human Sciences West.

Oklahoma State University Policy and Procedures 1-0530.

### **Weapons on Campus**

No person is allowed to possess, display, or use firearms, weapons, ammunition, or fireworks on campus at any time. Oklahoma State University Policy and Procedures 1-1301.

### **OSU Sustainability**

The Child Development Laboratory participates in OSU Sustainability Program. Recycling is a portion of the Sustainability Program at OSU; which provides the teaching staff and children opportunities to become educated about recycling, saving energy, eco-healthy, and the OSU Resource Conservation Policy and Sustainability Strategic Plan.

## **Cleo L. Craig Child Development Laboratory**

### **Brief History**

A History of Oklahoma State University College of Human Sciences

Oklahoma State University Stillwater, OK

Historical source: Keeler-Battles, L. (1989)

A look at the history of the Child Development Laboratories at OSU finds that the college offered several models of early care and education in more than one location on campus during its 91-year history. In 1924, OSU became the second land-grant college (behind Iowa State) to establish a nursery school. This first nursery school offered two classrooms, one for two-year-olds, and the other for three-year-olds. The children attended from 9 am to 12 pm daily. In the mid-1930s, OSU assisted in establishing 15 nursery schools in Oklahoma under the Federal Emergency Relief Administration. One of those schools was located at Stillwater High School and was used for teacher preparation. After WWII, OSU took control of that nursery.

In 1937, a kindergarten was added to the campus, and shortly thereafter, in 1938, the nursery grew to three groups when they added a four-year-old class. During WWII, the number of children in the nursery program increased dramatically to 100 to support parents who were enrolled in the War Production Training Program. An after-school program was added for children from six to ten years of age. By the end of the decade, OSU had added three nurseries in Veteran's Village for returning soldiers and their



families supported by the GI Bill. In all, there were sixteen groups of preschool children on campus; four groups offered all day programs.

In the early 1980s, the current building (Human Sciences West) was built and the Child Development Laboratories were gathered under one roof in 1983. Enrollment varied over the years, but at times as many as five to six groups of children were enrolled ranging in age from infancy through Kindergarten. Part-day and full-day options were available for parents.

During the last few decades, as resources diminished, universities across the country struggled with funding child development laboratories. As Kindergarten and Pre-Kindergarten options were made available and funded by public sectors, the Child Development Laboratory began to see a drop in enrollment. OSU faced the same struggle as those facing other universities. By fall, 2004, Stillwater Public Schools (SPS) was offering full day Kindergarten and Pre-Kindergarten enrollment, with many campuses adding after-school care options for working parents who needed care for their children.

As Stillwater Public Schools was adopting a plan to bring four-year-olds into the schools, they were very aware of the limited space for these additional students in the current public schools. Negotiations took place with Stillwater Public Schools to provide space for children at the pre-kindergarten and kindergarten level. OSU provided the space and equipment and Stillwater Public Schools provided salary and benefits for one teacher in the Pre-K classroom. However, the convenience of having their children in before- and after-school care at the public school site often led parents to choose education in the public schools rather than the Child Development Lab.

In July 2010, the Cleo L Craig Child Development Laboratory integrated with The Rise School of Stillwater to form the Child Development Laboratory program. The Child Development Laboratory Program included four classrooms serving children from one-year-old through kindergarten in an inclusive environment where children living with developmental disabilities and/ or delays interact and play alongside their typically developing peers.

It was decided in May 2012 that the official name of the program would be the Cleo L. Craig Child Development Laboratory and the Rise Program would remain as a component within the laboratory setting. The Child Development Laboratory provides an environment in which professionals are provided the opportunity to enhance, observe, and meet early childhood learning standards and guidelines, while fulfilling the OSU mission of instruction, research, and outreach. The Child Development Laboratory provides opportunities for innovative instruction of future children, teachers, and research about the development and education of children from birth through age eight.

In May 2016, the program was notified that the funding from Oklahoma State Department of Education was suspended due to funding cut across the state. The \$529,000.00 for operation, services, and research was eliminated with changes to continue meeting the needs of children, families, and students. One certified classroom teacher and two teacher assistants were implemented, OSU provided finances for Speech and Language, while Mya's Promise continued to provide scholarships for children and finances for Music and Physical Therapy. During the 2018-2019 school year OSU students will provide Speech and Language therapy services along with Recreational Management and Recreational Therapy providing play therapy to identify fine and gross motor development.

Human Sciences has sought to be a good steward of available resources while preserving the quality of the Child Development Laboratory. Therefore, considerable energy, time, and finances have been implemented to address the various needs of the program. Numerous program options dealing with children's groupings, ages, parent needs, and hours of operation have been researched to provide a

successful learning laboratory for the community and OSU. The goals of these changes were to focus the available resources on enhancing the quality of the program, and strengthening the training resources available to the ECE majors.

The faculty used the opportunity to undertake reflection on the teacher education program, review the course preparation for ECE majors, and the utilization of the program for that purpose. Faculty redefined the ECE program to strengthen the commitment to teacher education, research in human growth and development, and to community outreach in the form of early education and care of young children.

### **Child Development Laboratory facilitates opportunities**

- For innovative instruction of future teachers,
- For research about the development and education of children from birth through age eight,
- For professional development of early childhood educators across the region to enhance teacher quality,
- For technical assistance to meet early learning standards and guidelines.

### **Child Development Laboratory future development**

The integration of the Child Development Laboratory allowed the department to restructure the services offered to families and OSU faculty/staff. The following is a list of future development possibilities to be addressed as it continues to expand the program:

- Staff the program with a full time receptionist.
- Continue to address the need for an infant classroom.
- Continue to staff two degreed teachers with three years of experience in each classroom. The intention is that teachers have more time to work with ECE majors, plan appropriate curriculum, and help with development of professional development.
- Continue to have AM and PM Wrap-Around Care from 7:00 am to 8:00 am and 3:30 pm to 5:30 pm; with daily operation hours of 8:00 am to 3:30 pm to enhance planning and staffing of the program. Teacher's hours are 7:30 am to 4:00 pm with a half-hour break for lunch. Planning and meetings are held after the children are gone.
- The continuation of hiring Assistant Teachers will be dependent upon the number and severity of disabilities within the classroom, to meet the appropriate child-adult ratio.
- Methods classes as well as other Human Development and Family Science classes are encouraged to utilize the program.

### **Courses that Utilize the Child Development Laboratory**

- **Foundations HDFS 2223:** Involves 40 hours in the classroom practicing assessment, observation, and child interaction.
- **Infant/Toddler HDFS 2243:** Currently using the program, to practice observation, assessment, and interaction of young children from birth to three.
- **Creative Expression HDFS 2233:** Students plan and implement early childhood performing and visual art lessons.
- **Guidance HDFS 3233:** Students use the program observation booths to study group time, strengths, and changes in children and curriculum, as well as walk around to observe environment.
- **Math/Science HDFS 3223:** Students plan an inquiry lesson, develop sensory table use, assess and observe number sense, conservation, and other Piagetian concepts.
- **Social Studies/Social Development HDFS 3103:** Students observe social development and practice comparison of ages and stages.
- **Infant Child Development HDFS 3413:** Students spend several sessions observing the children in the program from the observation booths.



The Child Development Laboratory provides research opportunities for OSU faculty and opportunities for the program teachers to engage in active research:

- Collaborative research projects from other OSU colleges and departments are representation of continuous growth and development within the philosophy of OSU, Human Sciences, Human Development and Family Science, and the Child Development Laboratory. Previous projects within the program are:
  - *Child, Family and School Influences on Development Outcomes of Young Children with and without Disabilities, Longitudinal Assessment of Child Development Laboratory* by Dr. Amy L. Tate, Human Development and Family Science-OSU-Tulsa.
  - *Preschoolers' Social Skills and Social Understanding* by Dr. Jennifer Byrd-Cravens, Psychology.

### **Local Competition**

The Child Development Laboratory's local level competition of OKDHS 3 STAR ranked, NAEYC accredited programs is non-existent. There are other local for profit childcare centers, including two that offer extended care hours and on-site transportation to and from the public schools. The program's competitive edge is its reputation for the following features:

- Small class size and low teacher/student ratio.
- Strong community among enrolled families, program teachers, and staff.
- Quality educational program and practices for all children.
- Convenience of location.

### **Future Goals**

- Continue operation of the Child Development Laboratory that serves as a model of appropriate practices for young children, including wrap-around childcare for working families.
- Provide professional development activities through an outreach program that serves the program's faculty/staff and surrounding communities.

### **NAEYC 2.A.01, 10.A.01, 10.B.08**

## **Program Philosophy, Vision, Mission, and Outcomes**

### **Philosophy**

The Child Development Laboratory at Oklahoma State University is committed to meeting the developmental needs of young children. The theoretical frameworks of Erikson, Piaget, and Vygotsky provide a guide around the curriculum, which is designed to facilitate each child's social, emotional, physical, language, and cognitive development. The program's philosophy is based on the following concepts:

- Children construct their understanding of their world through active involvement and interaction with people and materials.
- Play, exploration, and experimentation are the major vehicles for learning.
- Children benefit from making choices in a stimulating and age-appropriate planned environment.
- Children learn best in an environment, which promotes acceptance, trust, initiative, and decision-making.

### **Vision**

The Child Development Laboratory at Oklahoma State University is a leader in developing innovative early childhood education programs that inspire a passion for what we do and those we serve, while preparing dedicated quality professional educators for work in today's world.

## **Mission**

Serving as a premier model for early childhood education programs, the Child Development Laboratory at Oklahoma State University provides educational opportunities where:

- Theories of instruction, research, and service are put into practice in a developmentally appropriate environment.
- Faculty, staff, and students engage in ground-breaking research that contributes to the development of cutting edge teaching practices and learning environments.
- Quality educational programming for young children is offered.
- OSU student teachers are trained in developmentally appropriate early childhood education.
- Observation and interpretation of human growth and development can occur in a least restrictive environment.
- Community leaders and professionals can observe and replicate quality educational practices.

## **Goals**

Staffing:

Continue to build and maintain a qualified, dedicated professional team.

- Employ and retain qualified staff.
- Provide professional development opportunities to enhance competencies.
- Provide competitive salary and benefits options.

## **Curriculum:**

Continue to create and implement innovative practices that are appropriate for early childhood education.

- Provide innovative early childhood teacher preparation opportunities.
- Collaborate with ECE faculty to provide a quality connection between coursework and application.
- Encourage and expand research opportunities for faculty, students, and staff.

## **Operation:**

Continue to develop operational processes and resources that meet the unit and constituent needs.

- Provide an optimal environment for quality professional education.
- Provide an optimal environment for children and families.
- Expand options for generating resources.

**NAEYC 10.A.01, 10.B.03, 10.F.01, 10.F.02, 10.F.03, 10.F.05**

**OKDHS 340:110-3-281.1(e-1-3)(2)**

## **Program Outcomes**

A combination of numerous initiatives and protocols will be implemented to measure the programs outcome and to determine needed procedures for sustaining a high quality program. Evidence will include policies and procedures; program quality; children's progress and learning, family involvement and satisfaction; and community awareness and satisfaction. A report of the annual evaluation findings is shared with families, staff, and appropriate advisory and governance boards. The following initiatives and protocols will be used, but not limited to the following:

- Technology based software will be implemented, when appropriate, to collect data for fiscal reports, family surveys, faculty, and staff surveys, OSU student surveys, and research projects.
- Annual NAEYC, OKDHS and OSU surveys to be compiled, summarized, and reported to the Governing Body and families as needed., such as combined documents, original documents, and completed forms/documents.
- Improvements and alterations will be reviewed and implemented after consideration and approval has been granted from the Governing Body.

The evaluation systems will be used to establish goals for continuous improvement and innovation. The program will also use the information to assist with planning professional development and improving the quality of the program, operations, and policies.

### **NAEYC 1.A.02, 7.A.02-7.A.09, 8.B.01-8.B.05, 10.A.01, 10.B.14**

#### **Child and Family Outcomes**

The Child Development Laboratory strives to further the OSU mission of instruction, research, and service. In this respect, the program offers a site for developing quality educational programs for young children; training student teachers in early childhood education; observing and interpreting human growth and development; and providing early childhood curriculum to the community. Program staff will use a variety of formal and informal strategies to become acquainted with and learn from parents about their family structure, their preferred child-rearing practices and information families wish to share about their socioeconomic, linguistic, racial, religious, and cultural backgrounds. Therefore, the following initiatives are explored with children and their families.

- Staff understands the characteristics and roles of developmentally appropriate early childhood education practices by identifying diverse needs, interests, and abilities of young children and families.
- Reflecting and identifying strategies that represent developmentally appropriate practices for the child by learning and applying knowledge in various early childhood settings.
- Recognizing and supporting the home-school communication and collaboration as a strategy for building mutual trust and respect. As well as assisting families with the transition of children from one teacher to another, from one class to another, and from one program to another.
- Use multiple sources of data collection to assess children's development and learning; and to evaluate the program.
- Actively use information about families to adapt the program environment, curriculum, and teaching methods to better serve the families and OSU students, faculty, and staff.
- Staff participates in community cultural events, concerts, storytelling activities, or other events and performances designed for children and their families to better understand the cultural backgrounds of children, families, and the community.
- Staff provides support and information to family members legally responsible for the care and well-being of a child.
- Staff establishes intentional practices designed to foster strong reciprocal relationships with families from the first contact and maintain them over time.
- Staff ensures that all families, regardless of family structure, socioeconomic, racial, religious, and cultural background; gender; abilities; or preferred language are included in all aspects of the program, including volunteer opportunities; which includes and considers families' interest and skills and the needs of the staff.
- Staff engages with families to learn from their knowledge of their child's interest, approaches to learning, and the child's developmental needs, and to learn about their concerns and goals for their children. The information is incorporated into ongoing classroom assessment, development and planning curriculum.
- Staff uses a variety of formal and informal methods to communicate with families about the program philosophy and curriculum objectives, including educational goals and effective strategies used by families to promote their children's learning.
- Staff uses a variety of methods such as family orientations, small group meetings, individual conversations and a written questionnaire, which helps staff get input from families about curriculum activities through the year.

**OKDHS 340:110-3-278(d)(2)(A-C)****Introduction**

The Child Development Laboratory is an integral part of the Department of Human Development and Family Science (HDFS) within the College of Human Sciences. A review of the program is recommended for staff and families to develop a true understanding of the program's policies and procedures. The program strives to further OSU's mission of instruction, research, and outreach. In this respect, the program offers a site for:

- Quality educational programming for young children.
- Training student teachers in early childhood education.
- Observation and interpretation of human growth and development.
- Research design and implementation by OSU faculty and students to further their knowledge base of early childhood education areas such as social interaction; language development; cognitive development; and classroom curriculum.
- Community service in the form of early childhood education and care, parenting programs, and in-service teacher education.
- The program currently has four laboratory classrooms:
  - Lab 110 GC: Preschool I: 12 children, ages from 12 months to 2 years
  - Lab 110 C: Preschool II: 16 children, ages 2 years to 3 years
  - Lab 110 D: Preschool III: 18 children, ages 3 years to 4 years
  - Lab 110 F: Pre-Kindergarten-Kindergarten: 20 children, ages 4 years to 6 years

Children enrolled in the Pre-Kindergarten and Kindergarten classroom (age 4 or 5 before September 1) are dually enrolled in Stillwater Public Schools, which results in a program tuition reduction for that classroom. Dual enrollment means that the child attends school at the program site and attendance is recorded with the Stillwater School District. Further details on dual enrollment are available from the Director.

Program Hours are 8:00 am to 3:30 pm. Wrap-around child care hours are 7:00 am to 8:00 am and 3:30 pm to 5:30 pm.

The Child Development Laboratory is accredited by the National Association for the Education of Young Children and is licensed as a 3 Star program by Oklahoma Department of Human Services.

**OKDHS 340: 110-3-285(a-d)(1-4)****OKDHS 340: 110-3-286(a)(1-3)(A-E)(i-ii)(I-II)****Licensed Capacity**

OKDHS calculates the licensed capacity which identifies the maximum number of children in care at all times, whether on or off site, staff ratios, equipment, and materials. The following list are factors used to calculate licensing capacity.

- Indoor play area based on the number of sinks and toilets.
- Indoor play area based on the square footage.
- Outdoor play area based on square footage or square footage documented on fire inspection report.
- Amount of equipment and material.
- Number of required mater teachers.
- Licensed capacity may be reduced during quarterly or Star visits.
- Facility code requirements for building reconstruction/construction and maintenance, emergency, and health criteria.
- Facility hazards, cleanliness and sanitation codes and requirements.

**NAEYC 6.A.01, 10.A.04, 10.E.01****OKDHS 340: 110-3-278(e)(1)(A-D)(i-iii)****Personnel Descriptions, Requirements, and Responsibilities**

The program employs a full time Director with a minimum of a Master of Science degree in early childhood education or the equivalent, and who is also a clinical instructor in the Early Childhood Education academic program.

The program employs in each classroom, one full-time Teacher with Bachelor of Science or Master of Science degree in Early Childhood Education or related fields, Oklahoma Teaching Certification in Early Childhood Education or related field, and experience in the field.

The program employs an Administrative Assistant or Administrative Associate with a minimum of three years of office experience to manage the program's administrative tasks, including children's records and billing.

The program employs a Food Service Supervisor with a minimum of three years of experience cooking for young children. The Food Service Supervisor plans and manages the program's kitchen operations in addition to the preparation of healthy meals, snacks, and drinks on site.

The program employs a part-time Lunch Monitor for each classroom who also assists in the kitchen as needed.

The program employs a part-time Receptionist for the front desk responsibilities. The Receptionist is generally a student worker, and is trained to provide assistance in most aspects of the program.

The program employs Teaching Assistants as needed, and they must have at least a high school diploma and experience in early childhood care.

All new teaching staff members are given an initial orientation that introduces them to fundamental aspects of the program. An orientation includes, but is not limited to the following:

- Program philosophy, values and goals,
- Expectations for ethical conduct,
- Health, safety, and emergency procedures,
- Individual needs of children they will be responsible for,
- Accepted guidance and management techniques,
- Daily activities and routines of the program,
- Program curriculum,
- Child abuse and neglect reporting procedures,
- Program policies and procedures,
- OKDHS, NAEYC and InTASC Childhood Program and Ethical Conduct,
- Regulatory requirements,
- Follow-up and detailed orientations are covered under Program Orientation section.

**Probationary Period**

- All full time staff members undergo a 90-day probationary period to determine their suitability for the position.

**NAEYC 6.A.01, 10.A.03, 10.E.01****OKDHS 340: 110-3-278(e)(1-2)(A-B)****OKDHS 340: 110-3-281.3(a-b)(1-2, 5, & 8)(A-B)****OKDHS 340: 110-3-282(a-d)(1-3)(A-F)(i-ii)****OKDHS 340: 110-3-283(a-d)(1-2)****OKDHS 340: 110-3-284(a-b)(1-3)****OKDHS 340: 110-3-284(d)(4)****General Child Development Laboratory Staff Requirements**

- All teaching and non-teaching staff must complete OSU Payroll and OKDHS Personnel Forms; OKDHS forms are submitted within two weeks of employment. All OKDHS records are maintained for at least 12 months after last date of employment.
- All teaching and non-teaching staff must complete forms and receive results for an OSBI background and fingerprints request. Owners, responsible entities, personnel applicants, individuals with unsupervised access to children, and individuals who have access to or review of fingerprints results must have results-records on file before any unsupervised interaction with children occur.
- The program will complete an online Child Care Restricted Registry, Joshua's List, on all teaching and non-teaching staff, students, and contracted personnel. Non-registrants are individuals who are not recorded on the restricted registry and permitted to unsupervised access to children. Registrants are prohibited from employment within the program
- Each individual will be required to complete Criminal History Review Request forms. Criminal History identifies registration for Sex Offenders and Mary Rippe Violent Crime Offenders. Individuals with criminal history restrictions are prohibited from working at the program, unless a waiver has been granted by OKDHS. Restrictions include, but not limited to, pending charges, pleas of guilty or no contest, or convictions of criminal activity with gross irresponsibility or disregard for safety of others, violence against an individual, sexual misconduct, child abuse or neglect, animal cruelty, possession, sale or distribution of illegal drugs, or a pattern of criminal activity.
- All personnel will submit at least three non-relative references prior to hiring, at least two references from the most recent employers if applicable.
- Teaching personnel will obtain and maintain a current Oklahoma Professional Development Ladder after completion of their Entry Learning Child Care Training (ELCCT) within the first thirty days of employment.
- ELCCT or have an ECE degree from OSU, and register for the Center for Early Childhood Education Professional Development Ladder (CECPD). Required forms are maintained for each individual who observes/participates/employed at the Child Development Laboratory.
- All permanent staff is required to obtain 20 clock hours of training annually and reported to CECPD.
- All part-time staff is required to obtain 12 clock hours of training annually and reported to CECPD.
- The director is required to obtain 30 clock hours of training annually and reported to CECPD.
- All staff must have current Pediatric First Aid and CPR certifications, which is reported to CECPD.
- All documentation of required certification, training, and experiences is maintained for at least 12 months after the last date of employment.
- All staff will adhere to and sign a Statement of Commitment to follow NAEYC and InTASC Code of Ethical and Professional Conduct, and OSU Code of Values.
- The Statement of Commitment addresses the issues of professional behavior in which a climate of trust, collaboration, and inclusion are identified.
- All continuous staff (non-student employees) will be evaluated once a year.
- All staff will complete the mandatory OSU Employee Orientation and Program Orientation.
- All staff will participate in new and existing orientation and ongoing staff development programs that build skills and knowledge to work effectively with diverse families.
- Any individual with a criminal history prohibitions according to OKDHS is not allowed to have access to children on or off-site of the program.



- Individuals who demonstrate a behavior or health concern which could endanger the health, safety, or well-being of children are prohibited from the program.
- Personnel will possess the necessary skills to perform their position responsibilities.

**NAEYC 6.A.06-6.A.12, 7.A.01, 8.C.02, 10.B.01, 10.B.09, 10.E.01, 10.E.10, 10.E.11, 10.E.12**

**OKDHS 340: 110-3-278(e)(1-2)(A-B)**

**OKDHS 340: 110-3-281(c)**

**OKDHS 340: 110-3-284(d)(2)(A-B)**

**OKDHS 340: 110-3-284(d)(7)(A-E)(i-iii)**

### **Staff Professional Development Requirements**

In conjunction with annual performance appraisals and evaluations, each teaching staff member will develop an annual professional staff development plan and submit the plan to the director for approval, if different than offered training. The professional staff development plan should build upon the teacher's previous training/education/skills/knowledge of the needs of the assigned age group, diversity of families, culture, language, and the goals of the program.

Professional development trainings, conferences or events may be obtained from numerous agencies. Such agencies would include, but are not limited to, Center for Early Childhood Teaching and Learning, Payne County Smart Start, Center for Early Childhood Professional Development, Delaware County Professional Resources, Oklahoma Early Childhood Teacher Association, and National Association of Education for Young Children, Southern Association of Education for Children, and Oklahoma Early Childhood Association.

The individual professional development plans should include these requirements:

- At least six clock hours of annual training must be in one or more of the following topics:
  - Child growth and development-atypical development
  - Health, safety and nutrition
  - Child Observation and assessment
  - Family and community partnerships
  - Learning environments and curriculum
  - Interactions with children, such as teaching practices
  - Program planning, development and evaluation
  - Professionalism and leadership, such as mentoring and coaching
- The remaining clock hours of annual training must be in one or more of the following topics:
  - Ethics and professionalism
  - Working with families/parents-identifying family centered practices
  - Community resources and supports
  - Collaborating & partnering with families, communities, and colleagues
  - Care of children with special needs-IDEA and other applicable laws, children's and families under IDEA laws, roles and responsibilities related to IEP and IFSP, and strategies for supporting inclusion
  - Adult and child health
  - Safety
  - Risk management
  - Identification and care of ill children
  - Supporting diversity
  - Positive relationships (children, families, community & colleagues)
  - Professional development (effective communication, time and stress management, conflict resolution)
  - Preventing the spread of communicable diseases

- Topics relevant to a particular age group
- Planning developmentally appropriate learning activities
- Policy, legislation, and regulatory changes as they apply to early care and education.
- In addition to the above, the Director is required to obtain the following:
  - Three clock hours in management techniques, leadership, or staff supervision
  - Training hours may not be earned for presenting training to others

Annual training for each teaching staff must be obtained within the first twelve months from their date of hire, and during each subsequent 12-month period. Hours must be obtained for each 12-month period and deferring hours from period to period is prohibited. Training must meet requirements which reflect developmentally appropriate practices as the fundamental principle of teaching and caring for young children.

Teaching staff will maintain a current and verified OKDHS approved training with CECPD. Training will be relevant to job responsibilities and includes center administration or management, age-appropriate childhood education, and infection control.

An individualized educational plan will be developed within the first month of employment, with annual updates, and maintained with Performance Reviews.

Professional Development documentation of required certification, training, and personnel forms will be maintained for at least 12 months after the last date of employment.

- Training opportunities and available/training sources may include the following.
  - Training during the staff meetings
  - Workshops held at the university
  - Workshops held at other centers, Stillwater Public Schools, Smart Start, Licensing Health Department and other organizations
  - Conferences
  - Self-instructional materials (limitations apply)
  - Reading and television programs do not count toward required clock-hours

Teaching staff are notified of training opportunities available in the community by email or at staff meetings. Teaching staff coordinate with the director to attend trainings. The registration fee is paid by the program until the teaching staff reaches the 24-hour requirement. Hours are counted toward professional development.

**Teaching Staff is responsible for ensuring they have earned the required hours in the time allowed and must provide the Director with an original copy of the training certificate. All training certificates must be kept current.**

### **Director's Professional Development**

In conjunction with annual performance appraisals, the director is required to obtain 30 clock hours per employment year of CECPD (OKDHS) or higher training, such as professional conferences or from an accredited college, university, or vocational program, in accordance with:

- Maintain current and verified OKDHS approved trainings with CECPD to obtain an Oklahoma Director's Credential Certificate through the Oklahoma Professional Development Ladder.
- Training is relevant to job responsibilities and includes center administration or management, age-appropriate childhood education, and infection control.



- An individualized educational plan will be developed within the first month of employment, with annual updates, and maintained with Performance Reviews.

**NAEYC 6.A.01, 10.A.02-10.A.07, 10.B.01, 10.C.02, 10.E.01**

**OKDHS 340: 110-3-278(e)(1-2)(A-B)**

**OKDHS 340: 110-3-284(c)(1-2)(A-E)**

**OKDHS 340: 110-3-284-.1(b)(2 & 3)(A-D) (i-viii)**

**OKDHS 340: 110-3-286(a)(1-3)(A-E)(i-ii)(I-II)**

**Staff Descriptions**

**Director's Responsibilities** include, but are not limited to, the following:

- Present at least fifty percent of operation or 30 hours per week, whichever is less; free from direct care responsibilities when four or more teaching personnel are required to meet ratios so that at least 3 hours a day during operational hours are utilized for supervision.
- Maintain a high quality program on a day-to-day basis while implementing the philosophy, mission, and goals of the program.
- Included in long-range fiscal planning and in operating budget preparation, reconciliation, and review.
- Respond proactively to changing conditions to enhance program quality for the children, families, staff, and faculty.
- Develop and implement programs to enhance the physical, social, emotional, and intellectual development of young children.
- Responsible for management, supervision, and retention of program faculty and staff members.
- Train and motivate staff providing in-service workshops as well as making available workshops provided by Stillwater Public Schools and other entities.
- Oversee maintenance of financial records and accounts for the program, being mindful of the proposed budget.
- Make sure that the program procedures and requirements are aligned with government standards OKDHS-CECPD, NAEYC, and Stillwater Public Schools.
- Work effectively with parents/families by providing information and resources; and appointing and informing personnel in charge when the director is away from facility.
- Meet regularly with the coordinator of the ECE Program.
- The program's events should be communicated (direct and indirect) and/or reported by the Director. If information is requested or communication warranted for higher authority consideration, it is conveyed at the discretion of the Director.
- Supervision will be provided by the Director or other designated individual(s) assigned.
- Completion of faculty and staff appraisals/evaluations will be the responsibility of the Director unless other designated personnel are assigned.
- Maintain and keep all information confidential; which includes but not limited to personnel, children, and family records, reports, or forms.
- Provide systematic support with an organizational climate that fosters trust, collaboration, and inclusion.
- Collaborate with teaching staff to provide individualized care and learning opportunities to meet each child's needs based upon their age and abilities; without the use of physical, psychological or emotional punishment, treatment, or abuse.
- Identify, recognize, and act to physical safety issues both indoors and outdoors of the program.
- Carry out other duties as assigned.

**Communication /Appraisal**

- Supervision of the director is provided by the Department Head of Human Development and Family Science.

- Communicate effectively with children's families, other teachers, staff, relevant specialists, and community that enhances and supports a climate of trust, collaboration and inclusion of all those involved.

### **Professional Commitment Requirements**

- Obtain and maintain required criteria for NAEYC, stipulations for OKDHS, and maintain Center for Early Childhood Professional Development Level training; which includes, but not limited to, compliance review forms, cardio-pulmonary resuscitation and first aid certification, and Entry Level Child Care Training or equivalent requirements.
- Adhere to NAEYC and InTASC Codes of Professional and Ethical Conduct and Statement of Commitment, and OSU Code of Values.
- Maintain collegial and collaborative relationships with co-workers, parents, other professional colleagues, and community members.
- Advocate for young children, their families and the services they need, assisting with relations for therapists, nutritionists, social workers, and Stillwater Public School.
- Commitment to diligence and effort in meeting the needs of young children, the classroom, and in all settings serving young children.
- Expected to maintain confidentiality, act professionally, and continue professional education to be a lifelong learner.
- Demonstrate a commitment to a high level continuing professional competence and ability to promote teamwork.
- Personnel in Charge will be identified by the director and meet the following requirements: at least 21 years of age, good understanding of the requirements and program policies, and takes responsibility for program operation when director is not present at facility.

### **NAEYC 10.A.02 & 10.A.04, 10.B.09, 10.E.01**

### **OKDHS 340: 110-3-278(e)(1-2)(A-B)**

### **OKDHS 340: 110-3-284.1(b & c)(1)(A-E)**

### **Required Qualifications**

- Master of Science degree in Early Childhood Education, Child and Family Services, or Elementary Education with:
  - At least nine credit hours of specialized college-level course work in administration, leadership and/or management, or early childhood management or administration, and;
  - At least 20 credit hours of specialized college-level course work in early childhood education, child development, elementary education, or early childhood special education that encompasses child development and children's learning from birth through kindergarten; family and community relationships; practices of observing, documenting, and assessing young children; teaching and learning processes; and professional practices and development
- Oklahoma Teaching Certificate in ECE required.
- Individual must be at least 21 years of age.
- Individuals must have three years of satisfactory experience in an early childhood setting, which also includes an understanding of the requirements and program policies.
- Obtain and maintain requirements and training designated by OSU Child Development Laboratory, NAEYC, and OKDHS, such as Entry Level Child Care Training within the first thirty days of employment and a current bronze or higher certificate from CECPD.

### **Compensation**

Salary commensurate with qualifications and experience is considered upon employment. OSU employees in this position receive 50% OSU tuition reduction.

**NAEYC 6.A.01, 6.A.05-6.A.12, 10.B.01, 10.B.09, 10.D.01, 10.E.01**

**OKDHS 340: 110-3-278(e)(1-2)(A-B)**

**OKDHS 340: 110-3-284(c)(1-2)(A-E)**

**OKDHS 340: 110-3-284(d)(4)**

**OKDHS 340: 110-3-284.2(a-e)(1-5)(i-ii)**

## **Teaching Staff**

### **Master Teachers**

The program must employ at least one Master Teacher for each age group to meet the specific requirements for OKDHS, obtain and maintain a Level 4 on the Oklahoma Professional Ladder CECPD.

**Responsibilities** Include, but are not limited to, the following:

Teaching staff should demonstrate competence in curriculum planning for early childhood education (range from birth to age seven), ability to teach young children, and interact positively with parents, fellow teachers, and faculty in the department. The teaching staff will assist in supervision of student teachers and other student field placements in the classroom. Teaching staff have opportunities to participate in professional development, research, and outreach.

All teaching staff must have specialized course work and/or professional development training for preparation of, but not limited to, the following:

- All teaching staff must obtain and maintain cardio-pulmonary resuscitation (CPR) and first aid certification required by OKDHS, CECPD, and NAEYC.
- All teaching staff must be able to adapt their teaching in response to children and families' differences by working with children and their families of diverse races, cultures, and languages.
- All teaching staff must have knowledge to apply the program's curriculum and in communication and collaboration skills that prepare them to participate as a member of the program team.
- Teaching staff will maintain and keep all information confidential; which includes but not limited to children, family, student, and personnel records, reports, or forms.
- Teaching staff will provide individualized care and learning opportunities to meet each child's needs based upon their age and abilities; without the use of physical, psychological or emotional punishment, treatment, or abuse.
- Identify, recognize, and act to physical safety issues both indoors and outdoors of the program by reporting the issue to administrative associate or director if unable to correct the issue.
- All teaching staff who supervises or mentors other staff members must have development or training in the preparation of supervision, mentoring, and/or leadership development.
- Specialized college-level course work that covers supervision may be considered as appropriate development.
- All teaching staff will have knowledge and skills or gain training relevant to specific age(s) and/or the special circumstances/specific needs of the children they teach.
- All teaching staff will have training in how to accurately use the program's assessment procedures for assessment of child progress and program quality. The training is to be used to adapt their classroom practices and curriculum activities.
- All teaching staff will have training that prepares them to work with children who have special needs. The training includes, but not limited to: family-centered practice, atypical development and common health problems, IDEA and other applicable laws, children and families' rights under national and state laws, IEP/IFSP roles and responsibilities, strategies for supporting inclusion, strategies for modifying and adapting curriculum schedules and material to meet individual needs, referral and assessment process, and community supports and resources.

### **Knowledge Base**

- Knowledge of a whole-child integrated curriculum base that includes knowledge of children's physical, social-emotional, cognitive, language, health, and creative growth through activity based, project based or theme orientated activities.
- Knowledge from key theories-Piaget, Erikson, Vygotsky, Bronfenbrenner, Dewey, and Bandura.
- Understand the central role of play.
- Understand relationships of various family structures and community.
- Understand cultural, linguistic, and economic diversity and the impact of children's development.
- Ability to implement individual and group guidance to develop problem-solving strategies, to foster positive strategies of conflict resolution, to promote self-esteem and self-control, and to build a sense of community within the classroom, school, and broader environment segments.
- Ability to use a variety of approaches for assessing children's growth in order to plan curriculum and to inform parents of the child's progress.

### **Curriculum/Planning**

- Be responsible for the direct care of children on a day-to-day basis, short-term, and long-term purposes.
- Knowledge of planning and implementing age appropriate curriculum.
- Demonstrate knowledge of child development with appropriate/acceptable teaching practices.
- Maintain a safe, clean, and pleasant environment/classroom/indoor/outdoor that meets the social-emotional, cognitive, and physical needs of individual children.
- Interact with children in developmentally appropriate avenues/practices.
- Act in accordance with all lab policies and guidelines and follow developmentally appropriate practices set forth by NAEYC.

### **Evaluation/Assessment of Children**

- Ability to assess students' attainment of knowledge through formal and informal examinations: reports of observations, integrative papers, and observations of work/activities, portfolios, norm-referenced and standardized tests.
- Assessment includes/provides developmental screening and referral for: children's interests and needs, developmental progress, adapting curriculum planning and/or teaching, and communicating to parents.
- Families have an opportunity to contribute information about their child's growth and development and results are shared and communicated in a professional manner.
- Maintain an accurate and up-to-date portfolio to document children's progress.

### **Communication/Appraisal**

- Direct/indirect communication/reporting relays through the director, whose discretion governs communication for higher authority consideration.
- Supervision is provided by the director or other designated individual(s) assigned.
- Appraisals/evaluations are the responsibility of the director unless designated personnel are assigned.
- Teachers have the opportunity to mentor candidates (student teachers) within the classrooms. It is the cooperating teacher's responsibility to evaluate their own candidate (student teacher). All information is kept confidential.
- Communicate effectively with children's families, other teachers, staff, relevant specialist and community, assisting with relations for therapists, nutritionists, social workers, and Stillwater Public School.
- Teachers maintain written and/or verbal contact with each child's family: weekly newsletters, notes and/or parent-teacher conferences.

### **Professional Commitments Required**

- Obtain and maintain required criteria for NAEYC, stipulations for OKDHS, and maintain CECPD Level training.
- Adhere to NAEYC and InTASC codes of Professional and Ethical Conduct and Statement of Commitment.
- Collegial and collaborative relationships with co-workers, parents, other professional colleagues and community members.
- Be an advocate for young children, their families and the services they need.
- Commitment to diligence and effort in meeting the needs of young children in the classroom and in all settings serving young children.
- Teachers are expected to maintain confidentiality, act professionally, and continue professional education to be a lifelong learner. Maintain current and verified OKDHS approved trainings with CECPD.
- Training is relevant to job responsibilities and includes center administration or management, age-appropriate childhood education, and infection control.
- An individualized educational plan will be developed within the first month of employment, with annual updates, and maintained with Performance Reviews.

### **Required Qualifications**

- Bachelor of Science degree in Early Childhood Education.
- Oklahoma Teaching Certificate in ECE required or in the process of receiving their certification.
- Individuals must have at least one-year experience in an early childhood setting.
- Obtain and maintain requirements and training designated by OSU/Child Development Laboratory, NAEYC, OKDHS, CECPD, such as Entry Level Child Care Training within the first thirty days of employment.
- In addition to obtaining and maintaining requirements and training, all teachers will be identified as a “Highly Qualified Teacher” by the Oklahoma State Department of Education. According to *No Child Left Behind Act of 2001* highly qualified teachers of early childhood education will have the following:
  - At least a Bachelor’s Degree
  - License/certificate in the subject(s) taught
  - Demonstrate competency based on a high objective uniform state standard of evaluation (HOUSSE).

### **Teacher Assistant**

- Must have a high school diploma or GED or working towards one of the following:
  - Have a minimum of Child Development Associate (CDA) credential awarded by the Council for Professional Recognition or equivalent.
- Have a degree outside of early childhood field and three or more years of work experience in an NAEYC Accredited program and/or working on a CDA or have 12 credits in Early Childhood Education, Child Development, Elementary Education, or Early Childhood Special Education
- Obtain and maintain requirements and training designated by OSU Child Development Laboratory, NAEYC, OKDHS, such as Entry Level Child Care Training within the first thirty days of employment.
- Assist with the responsibilities for the direct care of children.
- Carry out assigned tasks that may include participation in lesson development and implementation, classroom/indoor/outdoor arrangement, family engagement, program development and evaluation, and assist with intervention techniques.
- Does not have sole responsibility for a group of children more than three hours per day and during higher risk activities.

### **Substitutes**

Individuals, volunteers or other personnel who meet the specific requirements:

- At least 18 years of age.
- Have at least high school diploma, General Education Development (GED), or Licensing approved equivalent of completing 10<sup>th</sup> grade and in process of obtaining GED for a period not to exceed 12 months from employment date.
- Carry out assigned task that may include participation in implementing classroom/indoor/outdoor arrangements, lesson plans, family engagement, and intervention techniques.
- Maintain a professional manner and confidentiality at all times.

### **Planning Time**

The teacher's work day is 7:30 am to 4:00 pm with thirty minutes for lunch, scheduled during naptime/rest time. The teacher's time with the children is from 8:00 am to 3:30 pm. The morning and evening time when children are not present is a time for teachers to prepare the classroom and plan activities as well as a thirty-minute planning period each day. Teacher assistant's work day is 7:30 am to 4:00 pm with thirty minutes for lunch, scheduled during naptime/rest time. The teacher assistant's time with the children is from 8:00 am to 3:30 pm. The morning and evening time when children are not present is a time for teacher assistants to prepare the classroom and receive instructions from the classroom teachers.

### **Compensation**

Salary commensurate with qualifications and experience will be considered upon employment. OSU employees in this position receive 50% OSU tuition reduction.

**NAEYC 6.A.01, 10.B.01, 10.B.09, 10.E.01**

**OKDHS 340: 110-3-278(e)(1-2)(A-B)**

**OKDHS 340: 110-3-284.3(a-b)(1-3)**

### **Administrative Assistant and or Administrative Associate (non-exempt)**

**Assignment:** Position is assigned 1.0 FTE to Child Development Laboratory. Position reports to Director. Position provides administrative support to the Director, teaching staff, parents-families, OSU students and community individuals. The support will be in the form of maintaining oversights of organizational and operational procedures to ensure efficient and compliant functioning of the program in alignment with OKDHS, NAEYC and InTASC accreditation. In addition, fiscal support is provided to the program by generating monthly tuition statements.

**Responsibilities** include, but are not limited to, the following:

- Effectively communicate the programs, HDFS, and OSU policies and procedures to families, OSU students, faculty and staff.
- Manage the tuition statements.
- Oversee program account reports and manage program purchasing.
- Assist with overseeing program kitchen staff and programs' food operation.
- Assist with interviews, hiring, scheduling, and supervising program student workers for the reception area, lunch assistance, and child care.
- Assist with recruitment and enrollment of continuing and new program children each academic year.
- Assist with overseeing regular facilities inventory to ensure compliance with OKDHS, NAEYC and InTASC and other duties as needed or assigned.

### **Communication/Appraisal**

- Direct and indirect communication/reporting is relayed through the director.

- If information is warranted for higher authority consideration it is communicated at the discretion of the director.
- Supervision is provided by the director or other designated individual(s) assigned.
- Appraisals/evaluations are the responsibility of the director unless designated personnel are assigned.
- Questions/concerns can be addressed by director at any time.
- All interactions with faculty/staff, OSU students, children and parents will be handled by adhering to the NAEYC and InTASC Code of Ethics.

### **Professional Commitments Requirement**

- Obtain and maintain required stipulations for OKDHS-CECPD as necessary for the position.
- Adhere to NAEYC's and InTASC codes of Professional and Ethical Conduct and Statement of Commitment.
- Maintain and develop collegial and collaborative relationships with co-workers, parents, other professional colleagues, and community members.
- Be an advocate for young children, their families, and the services they need.
- Commit to diligence and effort in meeting the needs of young children in the classroom and in all settings serving young children.
- Maintain confidentiality, act professionally, and continue professional education to be a lifelong learner.

### **Required Qualifications**

- Minimum of a high school diploma.
- Three years of progressive experience in administrative support, including fiscal operations.
- Obtain and maintain requirements designated by OSU/Child Development Laboratory and OKDHS as necessary for the position.

### **Compensation**

Salary commensurate with qualifications and experience is determined upon employment. OSU employees in this position receive 50% OSU tuition reduction.

### **NAEYC 10.B.01, 10.B.09, 10.E.01**

### **OKDHS 340: 110-3-278(e)(1-2)(A-B)**

### **OKDHS 340: 110-3-284.3©(1-2)(A-B)**

### **Food Service Supervisor (non-exempt)**

**Assignment:** Position is 1.0 FTE – from 7:00 am -3:30 pm with a 30 minute lunch during the academic year and summer program. Time off in between program operations that is not considered holiday is taken as annual leave or leave without pay. This position is benefits eligible, including accrual of annual, sick leave, and OSU retirement contributions. Position reports to the Administrative Associate.

**Responsibilities** include but are not limited to the following:

- Managing all aspects of operation of the program kitchen.
- Planning and preparation of morning snack, lunch, and afternoon snack for all classrooms.
- Preparation of food and supplies purchasing lists and maintaining inventory.
- Reporting maintenance and repair issues to the administrative assistant or director.
- Maintaining sanitation supplies for kitchen and classrooms.

### **Communication/Appraisal**

- Direct and indirect communication/reporting is relayed through the administrative associate and/or the director.



### **Professional Commitments Requirement**

- Obtain and maintain required stipulations for OKDHS and Oklahoma Health Department as necessary for the position
- Adhere to NAEYC and InTASC codes of Professional and Ethical Conduct and Statement of Commitment.
- Advocate for young children, their families, and the services they need.
- Commit to diligence and effort in meeting the needs of young children.
- Maintain confidentiality and act professionally.

### **Required Qualifications**

- A minimum of three years of experience in public food service for young children.
- Obtain Food Handler certification through ServSafe within three months of employment.

### **Compensation**

Salary commensurate with qualifications and experience is determined upon employment. OSU employees in this position receive 50% OSU tuition reduction.

**NAEYC 10.B.01, 10.B.09, 10.E.01**  
**OKDHS 340: 110-3-278(e)(1-2)(A-B)**

### **Lunch Monitor (non-exempt)**

**Assignment:** Position is part-time from 8:00 am to 2:00 pm during the academic year and summer program. Sometimes the hours may be assigned as 10:00 am to 2:00 pm. Position reports to the administrative associate and director. This position does not qualify for paid leave or any other university benefits.

**Responsibilities** include, but are not limited to, the following:

- Set-up of classroom food carts in the kitchen.
- Assist the Food Service Supervisor as needed to finish lunch preparations.
- Delivery of food to classroom and table set-up.
- Eating at a table with children.
- Clean-up of classroom tables following lunch.
- Returning carts to kitchen and putting gallon milk jugs back into refrigerator.
- Assisting teaching staff in classroom with rest/quiet time.

### **Communication/Appraisal**

- Direct and indirect communication/reporting is relayed through administrative assistant or director.

### **Professional Commitments Requirement**

- Obtain and maintain required stipulations for OKDHS-CECPD as necessary for the position.
- Adhere to NAEYC and InTASC codes of Professional and Ethical Conduct and Statement of Commitment.
- Advocate for young children, their families, and the services they need.
- Commit to diligence and effort in meeting the needs of young children.
- Maintain confidentiality and act professionally

### **Required Qualifications**

- Preferred ECE program major; otherwise, a high school education and two years of experience in an early childhood care center is required.



**NAEYC 6.A.01, 10.B.01, 10.B.09, 10.E.01****OKDHS 340: 110-3-278(e)(1-2)(A-B)****Receptionists (non-exempt)**

**Assignment:** Position reports to the administrative assistant, and is made up of several part-time employees who are generally OSU students. Position is hourly and not eligible for any OSU benefits.

**Responsibilities** include but are not limited to the following:

- Knowledgeable front desk reception for the program, with administrative support provided to both the administrative assistant and director as needed.
- Assistance in classroom and kitchen as directed.
- Maintain the reception area materials and supplies.

**Communication/Appraisal**

- Direct and indirect communication/reporting is relayed through the administrative associate and/or the director.

**Professional Commitments Requirement**

- Obtain and maintain required stipulations for OKDHS-CECPD as necessary for the position.
- Adhere to NAEYC and InTASC codes of Professional and Ethical Conduct and Statement of Commitment.
- Advocate for young children, their families, and the services they need.
- Commit to diligence and effort in meeting the needs of young children.
- Maintain confidentiality and act professionally

**Required Qualifications**

- Preferred ECE program major; otherwise, a high school education and two years of experience in an early childhood care center is required.

**NAEYC 10.B.01, 10.B.09, 10.E.01****OKDHS 340: 110-3-278(e)(1-2)(A-B)****Internships (non-exempt)**

Work study interns are required to adhere to all program policies and procedures. Internships are negotiated with the director and the Human Development and Family Science undergraduate coordinator of student internships. The following is a general description of the role and function of internship positions in the program. Must complete required criteria for OKDHS-CECPD.

**Responsibilities**-include, but are not limited to, the following:

A contract verifies the agreement between the student and director. Student goals/objectives, job description, and hours are subject to approval of the director. Agreements address the areas of oversight and the type of feedback to the student. Work study interns establish a set of goals and objectives, and agree to a set number of designated hours to fulfill the internship. A brief list of responsibilities might be:

- Office assistance.
- Parent Support/Education and Family Events.
- Assist teachers as needed.
- Assist with Human Development and Family Science student-orientation, schedules and records maintenance.
- Assist with preparations of material as assigned.

### **Communication /Appraisal**

- Internship's daily involvement and activity is supervised by the administrative assistant or other person as assigned by the director.
- Questions/concerns can be discussed with the director at any time.

### **OKDHS 340: 110-3-284.4(a-e)(1-4)**

#### **Contracted Personnel**

Contracted personnel are required to adhere to all program policies and procedures. Services are negotiated with the director and the Human Development and Family Science Department Head. The following is a general description of the role and function of contracted personnel in the program. Must complete required criteria for OKDHS-CECPD, such as fingerprints and Criminal History Review.

**Responsibilities**-include, but are not limited to, the following:

A contract verifies the agreement between the services and director. Student goals/objectives, job description, and hours are subject to approval of the director. Agreements address the areas of oversight and services for children. Contracted personnel establish set goals and/or objectives, and agree to a set number of designated hours to fulfill the service. A brief list of responsibilities might be:

- Identify and record group therapy sessions.
- Complete documentation and progress reports.
- Document services, conferences, meetings, and collaboration teaching staff, families, and other agencies.

### **Communication /Appraisal**

- Involvement and service is supervised by the director.
- Questions/concerns can be discussed with the director at any time.

### **NAEYC 6.A.03, 7.A.01, 10.B.09, 10.D.01, 10.E.11**

#### **OKDHS 340: 110-3-278(e)(1)(A-D)(i-iii)**

#### **OKDHS 340: 110-3-281.3(b)(6)**

#### **OKDHS 340: 110-3-284(d)(3)(A-L)(i-v)**

#### **OKDHS 340: 110-3-284(d)(6)**

### **Orientation**

All employees attend a mandatory orientation for the university. During the orientation, employees are provided the options for benefits, salary compensation, and infrastructure of the university. Employees are provided policies and procedures upon the attendance of the university and program orientation.

In addition, the program will also provide an orientation for each staff member, which will include, but not limited to, the following components:

- Completed OSBI Criminal History Review Request and Results along with Fingerprints received.
- Completed OKDHS-CECPD Child Care Staff Information and required criteria.
- Employee receives the Operation, Policy and Procedure Handbook and is informed of program's web site and asked to read both. Personnel will receive the handbook upon employment and/or when revisions are implemented.
- Employee submits a signed statement indicating that the Handbook has been read and all operation, policies, and procedures are understood and will be followed.
- Employee receives a copy of the program's academic calendar.
- Employee attends the OSU general orientation and benefits training sessions.
- Employees are given time to obtain an OSU parking permit and employee ID.
- Employees meet with the director to do the following:
  - Tour the program and relevant areas of Human Sciences.

- Receive introductions to co-workers.
- Obtain necessary keys.
- Discuss the professional and ethical responsibilities of the program; including the ECE teacher preparation program and the responsibilities the employee will have related to teacher interns and participants (if applicable).
- Discuss the role of the program in research.
- Discuss leave request processes.
- Discuss relationships with agents.
- Review job responsibilities.
- Discuss the program's philosophy, values, goals of accepted guidance and classroom management techniques.
- Discuss the standards and expectations of the NAEYC, INTASC, OKDHS and program's ethical code of conduct, which include but not limited to:
  - infection control at least every 12 months
  - injury prevention and wellness and safety for children and adults
  - handling common childhood emergencies-including choking
  - reportable disease mandatory reporting
  - child abuse and neglect definition, identification, and mandatory reporting
  - appropriate use of discipline
  - transportation and general child passenger safety
  - diaper changing
  - shaken baby syndrome or abusive head trauma
  - program policies and procedures
  - emergency plans and procedures
  - confidentiality of information regarding to children, families, and students
  - methods used to inform personnel and families of children's special health, nutritional, and developmental needs.
- Discuss performance reviews and professional staff development procedures.
- Introduce a new teacher to a mentor teacher, who will review the following: if applicable
  - The policies and procedures of the assigned classroom, health, safety and emergency procedures, abuse and neglect reporting.
  - Diverse and individual needs of children in the classroom including IEP's as applicable.
  - The curriculum and lesson planning process program curriculum and standards, daily activities, and routines of the program.
  - The structure of the working relationship.
  - Parent involvement and conferences.
  - Child assessment and classroom evaluation procedure.
  - Regulatory requirements and standards.
- Enroll the employee in ELCCT training (if required) and CECPD Registry.
- Enroll the employee in First Aid and Pediatric CPR training if required.
  - Discuss the requirements of OKDHS and the programs for additional training

Orientation generally takes about two days with a couple of extra days scheduled for training during the first week of employment. Before working alone with children, new teaching staff is given an initial orientation that introduces them to the fundamentals of the program's operation. Pediatric CPR and First Aid training may come later if the employee is paired with a certified co-teacher. The employee is assigned a mentoring teacher for the first month of employment. Gradually increasing responsibilities occur as the employee demonstrates competence and confidence with new responsibilities.

Orientation and ongoing staff development will provide all teaching staff the opportunity to develop skills and knowledge to work effectively with diverse families, children, and other personnel.

**NAEYC 10.E.05**

**OKDHS 340: 110-3-278(e)(2)(D)(i)**

A 30, 60, and 90-day performance appraisal is conducted for all full-time employees in order to give the employee feedback and establish a professional development plan. During the 90-day probationary period, the supervisor and employee will meet to discuss job performance. Employee may be dismissed at any time during the 90-day probation period for unacceptable job performance.

**NAEYC 10.E.08**

**OKDHS 340: 110-3-278(e)(2)(D)(i)**

Confidential personnel files that consist of a copy of offer letter, applications with record of experience, transcripts of education, OKDHS Staff Forms, criminal background and fingerprints checks, documentation of ongoing and current professional development and results of performance evaluation, are kept in a locked file system in the director's office. Records and documents will be accessible to governing agencies, review of such information must be requested with approval of director or personnel in charge.

**NAEYC 8.C.01, 8.C.02, 10.B.01, 10.B.09, 10.E.01, 10.E.12**

**OKDHS 340: 110-3-281(b-c)(1-3)**

**OKDHS 340: 110-3-278(e)(1-2)(A-B)**

**OKDHS 340: 110-3-281.3(b)(4)(A-D)**

**Professional Development**

All full-time teaching staff is required to obtain a minimum of 20 hours of professional development each year. Staff may obtain professional development hours by attending conferences, workshops, and in-service trainings. Pediatric CPR and First Aid will be required every three years. The program pays the expenses for the CPR/First Aid training of staff members.

All part-time teaching staff is required to obtain a minimum of 12 hours of professional development each year. Staff may obtain professional development hours by submitting official college transcripts, attending conferences, workshops, and in-service trainings. Pediatric CPR and First Aid will be required every three years. The program pays the expenses for the CPR/First Aid training of staff members.

The director is required to obtain a minimum of 30 hours of professional development each year. Professional development hours can be obtained by attending conferences, workshops, and in-service trainings. Pediatric CPR and First Aid will be required every three years. The program pays the expenses for the CPR/First Aid training of the director.

In addition, staff will conduct discussions or surveys to identify the type of professional development to be scheduled to meet OKDHS requirements. The program will maintain a current plan of each individual's professional development credits.

Professional development will be relevant to the roles and responsibilities for each assigned position, includes training regarding OKDHS requirements, professional development will vary each year, and builds upon development previously obtained from other trainings. Possible topics could include, but are not limited to, specialized areas such as curriculum, conflict resolution, discipline strategies, growth and development milestones, diverse families, and issues/trends.

Program staff is expected to maintain membership in local, state, or national early childhood education organizations by joining and attending meetings and conferences. Program staff is also encouraged to participate in public-awareness activities related to early care and education. Program staff will need to register on the Center for Early Childhood Professional Development Oklahoma Registry.

The program will pay for the expense to be on the Oklahoma Registry due to the OKDHS 3 STAR Requirements. Other acceptable organizations would include, but is not limited to NAEYC, SECA, OKECTA, Smart Start, and OECA.

### **ELCCT Training**

All teaching staff is required to have ELCCT training within the past two years or be a May 2004 or later graduate of the OSU ECE program. ELCCT training must be completed within the first 30 days of employment and registry to the CECPD is finalized. Please see the Administrative Associate for more information.

### **Research**

Teaching staff are expected to participate in research projects. Teachers may be asked to do research, mentor a student in research, implement research findings, and/or collaborate with ECE research faculty.

### **NAEYC 10.B.09, 10.E.01, 10.E.03, 10.E.06**

### **Personal and Professional Procedures**

OSU policies and procedures protect all staff. The following is a narrow, non-inclusive, list that affects all employees. All personnel are offered a benefit package dependent upon their position, such as part-time and full-time employee's benefits.

OSU benefit-eligible employees attend a required New Employee Orientation. The session allows individuals to make selections in the following areas, but are not limited to: health care, dental care, vision care, flexible benefits, life insurance, long term disability, college savings, LTC cancer, retirement, workers' compensation, and other incentives/benefits. OSU policies and procedures can be obtained at the OSU Human Resource Department or <https://hr.okstate.edu/benefits>.

OSU is an equal opportunity/affirmative action site. OSU provides an equal employment and/or educational opportunity on the basis of merit and without discrimination because of age, race, ethnicity, color, gender, religion, national origin, sexual orientation, veterans' status, or qualified disability. A Recruitment Report Form that accompanies Payroll Action Forms for University personnel is used to implement the University's plan for affirmative action in regard to equal opportunity employment.

The responsibility for the recruitment of faculty shall continue to be delegated to the Provost and Senior Vice President in conjunction with the deans of the colleges. The responsibility for the recruitment of administrative and professional staff shall continue to be delegated to the appropriate vice president in conjunction with the deans and directors within the colleges or other subdivisions of the University.

The responsibility for the recruitment of classified staff shall be delegated to the Office of Human Resources in conjunction with the deans and directors within the colleges or other budgetary subdivisions of the University. It shall be the responsibility of the Office of Human Resources to refer supervisors to names of candidates who qualified. It shall further be the responsibility of the Office of Human Resources to list all vacancies with the Clearinghouse and the Oklahoma State News and to disseminate job information for posting on designated bulletin boards on the campus.

### **NAEYC 3.F.03,**

**OKDHS 340: 110-3-281(a-b)(1-2)****Confidentiality and Rights to Privacy**

Oklahoma State University is committed to maintaining the confidentiality of sensitive and personal information. Policy 3-30322 applies to all individuals and University units that collect, use, store, and transmit confidential information. The University adheres to the following privacy acts: **Federal: Privacy Act of 1974; Family Education Rights and Privacy Act (FERPA); Gramm-Leach-Bliley Act (GLB-A); and the Health Insurance Portability and Accountability Act (HIPAA)**. Additional information can be obtained by contacting the Human Resources Department located in Whitehurst or at [www.okstate.edu](http://www.okstate.edu).

All information about children is confidential. It is inappropriate to share information with others outside of the program. Staff is not to discuss or compare other children's progress with parents. Conversations with parents are limited to information about their child only. Keep relationship with parents on a professional level. It is inappropriate to approach parents for their professional advice or services when caring for their child. It is inappropriate to share one's personal life with parents. The faculty/staff responsibility and job is to support parents. Eliciting support for ones' self confuses the role that staff plays with parents.

Program staff and families will work together to help make sure that children are growing and developing appropriately. Information about family values, cultures, and goals are collected during the home visit conducted prior to the beginning of the school year through the AEPS. The AEPS and Research Surveys by the college are used to collect information at the end of the school year. Collected information will be used to assist teachers in developing curriculum, instruction, and learning opportunities for children. Information will be reassessed twice during the school year after the initial home visit by families, teaching staff, and specialist.

Program staff is required to recognize, value, and educate children in regard to cultural values and differences. Families and program members will use the differences as a teaching opportunity for children, staff, and students. Unresolved differences can be reported to the director who will assist and implement the protocol identified under the Grievance Policies for unresolved differences.

**NAEYC 6.A.01, 10.B.09, 10.E.01, 10.E.02, 10.E.04, 10.E.06****OKDHS 340: 110-3-278(e)(1-2)(A-B)****Ethics and Professionalism**

All staff must adhere to the NAEYC and National Council for Accreditation of Teacher Education (InTASC) core principles and competencies for ethic and professional conduct and OSU Code of Values. Teachers identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice.

They are continuous, collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies, such as:

- Identify and involve oneself with the early childhood field.
- Know about and uphold ethical standards and other professional guidelines.
- Engage in continuous, collaborative learning to inform practice.
- Integrate knowledgeable, reflective and critical perspectives on early education.
- Engage in informed advocacy for children and the profession.
- Each individual will read, sign, and adhere to the Statement of Commitment.

## Hiring

Director will consider the following factors when filling a position within the program:

- Individuals with talents as well as experience and knowledge-many individuals have experience and knowledge about education (or the position they are pursuing) but unable to relate or interact when teaching or dealing with children, families, students, faculty, and staff.
- Individuals will implement new strategies, methods, and select different aspects or backgrounds for new ideas and implement them to fit the needs within the classroom/position.
- Individuals will teach and lead their children, families, students, and peers by sharing concepts, thoughts, and expectations as they follow through and reflect upon their abilities and skills.

## Employment

In order to be employed, all program personnel must:

- Obtain the payroll sign-up packet from the director or administrative assistant or Human Development and Family Science Financial Coordinator.
- Forms must be completed in black ink and returned to the office or Human Development and Family Science Financial Coordinator.
- OKDHS forms will be submitted within two weeks of employment and maintain at least 12 months after the last date of employment.
- Full-time staff must attend New Employee Orientation.
- All staff must obtain First-Aid certification and Pediatric CPR training.
- All staff must complete and have clear criminal background check and fingerprints and be free from any history of substantiated child abuse or neglect to work in a child care facility.
- All staff must be at least 18 years old-excluding volunteers.
- All staff must have completed high school or the equivalent.
- All staff will provide personal and professional references that can be contacted before an offer can occur.
- If applicable, a current health assessment that attests to the employee's ability to perform the task required to carry out the responsibilities of the position.
- All staff must complete an orientation with the director or representative.
- All staff that are not certified early childhood educators from OSU must complete the state required pre-service training on-line, set up by the administrative assistant.
- All staff must register on the Center for Early Childhood Professional Development.
- All staff must adhere to documentation of one's full name and arrival and departure time each day; which will be maintained for at least 12 months.

OKDHS requires that all employees are to be of good character and possess adequate education, training, and experience to provide them with the skills to perform the essential functions of the job with or without reasonable accommodation. Each employee:

- Provides annual documentation that he or she meets the health and training requirements.
  - Tuberculosis Testing-The need for tuberculin skin testing of employees is based upon a local identified tuberculosis exposure, the degree of risk of transmission of latent tuberculosis infection, the impact to public health and safety, and the specific recommendations of the Oklahoma State Department of Health.
  - Impairment of Job Performance-Licensing Services may require a report of a physical or psychological examination by a licensed physician or mental health professional if it is reported or observed that an employee has a physical, mental, or emotional condition that impairs the employee's ability to perform assigned job responsibilities.
- Demonstrates the ability to perform essential job functions.
- Recognizes and acts to correct hazards to physical safety, both indoors and outdoors.
- Works with children without recourse to physical punishment, mistreatment, or child abuse.

- Demonstrates good judgment as evidenced by prudent and responsible behavior that reasonably ensures the health and safety of children in care.

### **Criminal History**

A criminal history background checks and fingerprints will be required of all program staff. Staff may be dismissed if there is a criminal record. OKDHS requires that a Criminal Background Review of Oklahoma State and National Courts Network be completed before the employee begins the designed position. The following background and fingerprints will be completed and documented as on file by Oklahoma Child Care Services: Oklahoma State Bureau of Investigation Criminal Background History, Criminal History Review Request, Child Care Restricted Registry, and any out of state records from the past three years.

### **Compensation**

Pay must be performance driven and equity is considered by relative internal worth and external competitiveness. OSU staffs' pay plan supports and advances accomplishments of OSU mission and goals. OSU provides fair, consistent, and equitable pay to all employees. The OSU pay plan is flexible and responsive to labor market conditions and OSU's business environment. It is simple to administer and easy to understand, but legally sound. The pay plan encourages career progression and developmental opportunities for OSU employees. It also emphasizes individual and unit responsibility in partnership with OSU Human Resources.

OSU hiring range is determined and set by the internal comparison, position value, market information, qualifications, and budget.

- Internal comparison consists of pay similar to positions on campus, determining similar positions on campus, how a position relates to other positions in a department.
- Position value consists of how critical the position is to the mission: how would the department function without this position? What are the consequences to the department if position is not filled? How many similar positions are in the department?
- Market information consists of surveys that reflect relevant labor market, salary surveys, and similar survey job positions.
- Qualifications consist of education, certifications, number of years of experience, work experience, professional/community involvement.
- Budget consists of constraints, not necessarily more money, and a set range that can be funded.

### **Recruitment for Position**

It will be the responsibility of the director to work with Human Development and Family Science Department Head, and Human Resources to recruit for all position available within the program. The following is a list of steps that will be implemented, but not limited to:

- Post the position
- Review applications
- Request diversity information
- Interview applicants
- Check references
- Identify candidate to be hired
- Send new employee to program and OSU orientation sessions.



**NAEYC 6.B.01, 10.A.03, 10.B.09, 10.E.01, 10.E.05, 10.E.09**  
**OKDHS 340: 110-3-278(e)(2)(D)(i-ii)**

**Performance Evaluations**

Performance evaluations are completed on a yearly basis. The results of such evaluations are used to assist the director and Human Development and Family Science Department Head in the decision making process for the following:

- Determining staff merit pay increases
- Identifying staff for promotion
- Informing staff of deficiencies, training needs, and expected improvement
- Justifying disciplinary action
- Identifying staff for lay-off during emergency reductions in work force
- Determine retention data for highly qualified staff and teachers

OSU Policy and Procedures for performance evaluation program for staff along with annual faculty performance reviews and staff development program forms can be obtained by contacting OSU Human Resource Department. A 90-day performance review appraisal is conducted for all employees to give the employee feedback and establish a professional development plan. During the 90-day employment period, the administrator/supervisor leadership will make a professional judgment as to the employee's physical abilities, psychological competencies, and theoretical fit for working with children, families, staff, and faculty. Dismissal may be determined at this time due to anyone or more than one of these aspects.

Classroom teaching staff is evaluated two times a year for the first three years of their employment, to coincide with the State Department of Education requirements. All other teaching staff is evaluated once a year based upon the State Department of Education's competencies. The program follows the State Department of Education's evaluation system (HOUSSE) for "Highly Qualified Teacher" criteria.

In addition to staff members being given the opportunity to evaluate their own performance, they may also be asked to evaluate the performance of their peers, administrators, and other staff they may work with. All staff members, including teaching staff, take part in their own evaluation/performance review and improving their own performance based on ongoing reflection and feedback from supervisors, peers, and families.

Weaknesses and strengths are identified and added to their knowledge and ability when applying methods into practice. Each staff member develops an annual individualized professional staff development plan with their supervisor and uses it to guide their professional development. The evaluation is conducted through several different forms of performance. The following is a list of available forms used for staff members' evaluation/performance review and appraisals, but not limited to the following: OSU Staff Performance Review, Staff Appraisal-Self-Evaluation, and Oklahoma State Department of Education Performance Criteria, along with family and research surveys.

OSU Staff Performance Review and Staff Appraisal-Self Evaluation is used by the College of Human Sciences and Human Development and Family Science Department to complete evaluations and appraisals. Each form addresses job performance in completing and conducting duties and responsibilities, goals, objectives and self-evaluation for future development. The College of Human Sciences Staff Appraisal Self-Evaluation and Performance Review form is completed by one or more of the following categories and/or individual:

- Staff Appraisal-Self Evaluation by Employee
- Staff Performance Review by Supervisor
- Staff Performance Review by Peers

### **Appointment Period**

The director is on a 10-month appointment and Teaching staff (also listed as exempt staff in this handbook) are on a 9.5-month appointment during the academic year. Specific appointment dates are identified on the EA form. Teaching staff is expected to be on duty throughout the appointment period.

### **Pay Possibilities**

Pay possibilities are pre-determined by several factors, but are not limited to, the following:

- Promotion-change in position/job.
- Reclassification-duties cause job to change job descriptions or job groups.
- Merit Increase-guidelines are established each year, any less than “good” performance is not eligible.
- Proficiency Increase-90-day orientation period, new responsibilities, permanent increase in work volume, not to exceed 5% of the employee’s base pay within any fiscal year.
- Interim Increase-six months to a year, interim title given, up to 5% of current pay without further review, pay increase removed at end of appointment.
- Equity Adjustments-formalized pay study for all departmental positions or similar positions across campus or evaluate internal comparisons, external market or affirmative action considerations.
- Career Development Plan Increase-given in accordance with career development plan and college/division guidelines.
- Incentive Plan Increase- given accordance with established incentive plan and college/division guidelines.
- One-time Payments-incentive plans, individual or team accomplishments, FLSA guidelines, \$750 dollars gross, lump sum payment within any fiscal year.

### **NAEYC 10.E.01, 10.E.07** **OKDHS 340:110-3-281.2(c)(5)(A)**

#### **Time Sheets**

All non-exempt employees paid on an hourly basis are required to fill out a digital time sheet on Banner System. Time sheets must be filled out accurately and submitted by the employee at the end of each pay period. Exempt employees are required to report their daily arrival and departure times on time-cards with their full names. Personnel timesheets/attendance reports must be maintained for at least 12 months.

The teachers’ work day is 7:30 am to 4:00 pm with a half hour for lunch, scheduled during naptime/rest time. The teacher’s time with the children is from 8:00 am to 3:30 pm The morning and evening time when children are not present is a time for teachers to prepare the classroom and plan activities.

The full-time teacher assistants’ work day is 7:30 am to 4:00 pm with a half hour for lunch, scheduled during naptime/rest time. Part-time teacher assistant’s work day will vary upon the scheduled work times.

Staff is provided space and time away from children throughout the day. All staff that works directly with children for more than four hours is provided a 15-minute break within each four-hour period. Staff may request temporary relief to attend to personal issues/situations. Currently room 121 is utilized as a staff resource and break room.

### **NAEYC 10.B.09, 10.E.01, 10.E.06**

#### **University Holidays**

All OSU employees with continuous regular appointments of at least six months and .50 FTE have the following holidays off with pay:

- New Year's Day (January 1)
  - Martin Luther King Day (third Monday in January)
  - Memorial Day (last Monday in May)
  - Independence Day (July 4)
  - Labor Day (first Monday in September)
  - Thanksgiving Day (fourth Thursday in November)
  - Friday following Thanksgiving
  - Christmas Eve (December 24)
  - Christmas Day (December 25)
  - All workdays between Christmas and New Year's Day unless otherwise specified by OSU
- Employees who are part-time (less than .50 FTE) or temporary are not eligible for holiday pay

The faculty/staff follow the program's calendar planned in collaboration with Stillwater Public School and OSU calendars, which identifies Holidays and Professional Staff Development Days.

### **NAEYC 10.B.09, 10.E.01, 10.E.06**

#### **Annual Leave**

Full-time teaching staff earn 10 (ten) hours of annual leave for each full month worked. On the following days, all teaching staff is required to take annual leave.

- November: Wednesday before Thanksgiving
- December: designated dates for winter break with the exception of December 24<sup>th</sup>, 25<sup>th</sup>, and 31<sup>st</sup>.
- March: designated spring break dates
- Other dates identified on program's School Year Calendar

The work schedule for OSU Child Development Laboratory exempt staff personnel is whatever is deemed appropriate to meet the operating needs of the program. In general, a 40-hour work week is considered minimal for exempt staff members, and such personnel are expected to work hours in excess of 40 hours per week when the work load requires such additional hours. Staff accepting a position will assume the accrual rate of the new position.

Annual leave is scheduled by the director, considering the needs of the program and, when possible, the wishes of the employee. Approved annual leave may be used only after it is earned (new accumulation is added at the end of the month). At any time, the maximum accumulation balance of earned but unused leave shall not be in excess of the amount of leave accrued in the immediate past two-years (24 months), subject to the provisions of payment for terminal annual leave. If the current annual leave balance is in excess of the maximum accumulation allowable, the accumulation balance will be reduced to the level of the maximum balance allowable. Excess annual leave lost though such reduction shall be forfeited.

Each department or division head at OSU should make every effort to ensure that earned annual leave is used on a current yearly basis, to provide exempt staff with vacation and proper rest and relaxation. Upon reasonable notice, a department or division head may request exempt staff to use a portion of their accrued annual leave for vacation purposes at any time this is deemed advisable. Annual leave shall continue to accumulate at the normal rate during periods of leave of absence with pay except during terminal annual leave and when receiving disability supplement pay.

Staff who are terminated or separated from the University employment for any reason shall be paid for accrued but unused annual leave, except that in no case shall payment be made for more than one full year's accumulation. Staff who is laid off from employment shall be paid for accrued but unused annual

leave following the last day of work, except in no case shall payment be made for more than two full years' accumulation.

**NAEYC 10.B.09, 10.E.01, 10.D.01, 10.E.01, 10.E.06**

**OKDHS 340: 110-3-278(e)(2)(C)**

**OKDHS 340: 110-3-281.3(b)(3)**

**OKDHS 340: 110-3-283(f)**

### **Sick Leave**

Sick leave is defined as an absence from assigned duties with pay, such absence resulting from an illness or disabling injury which is expected to continue for less than six calendar months or such absence resulting from the medical requirements and care for a qualifying family member who is ill or incapacitated. Sick leave accrual may not be anticipated. Staff may use only the amount of sick leave, which has been earned and credited prior to or within that pay period.

An immediate family member is defined as spouse, children, parents, siblings, grandparents, grandchildren, or corresponding in-law relationships. Sick leave is intended for absences from work due to illness instead of "vacation days." No payment will be made at any time for unused sick leave. Staff who terminates employment with OSU will forfeit all unused sick leave.

Sick leave may be used for personal illness or incapacity, or for occasions, which require the employee to care for a member of the immediate family who is ill or incapacitated. Sick leave may be used for staff or eligible dependent's personal appointments with a doctor, dentist, or other recognized licensed medical practitioner. Such appointments should be scheduled in coordination with the unit's work schedule. In no case shall the length of time exceed the extent of time required to complete the appointment.

Notification of absence due to personal or dependent illness or injury shall be given to the supervisor by the staff member or his/her representative as soon as possible. Failure to give such notice may be considered as cause for disciplinary action including dismissal. Staff members may be required to furnish certification of illness or disabling injury.

A written statement by a qualified licensed medical practitioner certifying that the employee is ill or incapacitated, the medical facts which support the certification, suggested alterations for the staff's regular duties, anticipated length of illness, and other information may be necessary to determine approved sick leave. Falsification of such information shall be cause for dismissal with appropriate adjustments in terminal pay.

OKDHS requires that when a report or observation of an individual that has a physical, mental, or emotional condition which has a negative impact on a child or impairment of the individual to perform their assigned job/duties/responsibilities submit a treating medical personnel statement.

**NAEYC 10.B.09, 10.D.01, 10.E.01, 10.E.04, 10.E.06**

**OKDHS 340: 110-3-278(e)(2)(C)**

**OKDHS 340: 110-3-283(e)**

**OKDHS 340: 110-3-294(e)(4)**

### **Health/Wellness Issues**

OSU is an equal opportunity/affirmative action site. OSU provides an equal employment and/or educational opportunity on the basis of merit and without discrimination because of age, race, ethnicity, color, gender, religion, national origin, sexual orientation, veterans' status, or qualified disability. A

Recruitment Report Form that accompanies Payroll Action Forms for University personnel is used to implement the University's plan for affirmative action in regard to equal opportunity employment.

OSU sick leave is accrued proportionate to the FTE as stated on the EA form for those with at least .50 but less than 1.0 FTE. If the occasion arises that work must be missed due to illness or disabling injury, the employee must call the Child Development Laboratory Director (744-5707) or Administrative Associate (744-5705) so that a substitute can be arranged.

The program is a part of the OSU Employee Assistance Program (EAP) which provides administration, faculty and staff confidential resources that are experiencing some form of personal distress which may interrupt or cause deterioration in work performance. The following services are provided, but not limited to: consultation, problem assessment/evaluation, referral to community resources or treatment, follow-up on client progress and education/training in the following areas of alcohol/drug abuse, emotional/stress, family/personal relationships, medical, career and psychological services.

Employees will report injuries to the administrative staff and be escorted to the University Health Science Center. The employee will be provided health services, which will include an evaluation of the injury, medication, instructions/directions for injury, return or release time and other related information such as workman's compensation and insurance.

The university is unable to require health documentation in relation to immunization status, capacities and limitations that affect job performances, or TB skin testing, unless an epidemic is posted by the Payne County Health Department. An individual's privacy is protected by law and respected by OSU. When an employee has a problem or concern, call the EAP at 744-6415 and schedule an appointment. All services of the EAP are confidential and without charge.

The following sick leave policies apply:

- Unless there has been an emergency and communication is impossible, the employee should be the one to call in to report her/his absence.
- A doctor's note may be requested of any full time staff who misses work due to her/his own illness or injury, and is mandatory when more than four days of sick leave are taken in a row.
- Sick leave is not intended to be or to be construed as vacation time.
- Part-time staff members (employed less than .50 FTE) do not accrue, nor are paid for, sick leave.
- For purposes of this policy, the immediate family is defined as spouse, children, parents, siblings, grandparents, grandchildren, or corresponding in-law relationships.
- Sick leave may be used for personal illness or incapacity, or for occasions which require the employee to care for a member of the immediate family who is ill or incapacitated.
- Full-time staff is required to furnish satisfactory proof of need from the physician in order to care for a member of the immediate family who is ill or incapacitated.
- Sick leave may be used for staff or eligible dependent's personal appointments with a doctor, dentist, or other recognized licensed medical practitioner. Whenever possible, such appointments should be scheduled before 8:30 am, after 3:30 pm, or during the lunch break time so that the children's day is disrupted as little as possible.
- All sick leaves must be approved by the director on a Request for Annual/Sick Leave form and submitted to the Human Development and Family Science financial coordinator.
- All staff members are expected to adhere to the Handbook regulations for sickness/illness.
- All staff members are expected to adhere to the OKDHS Good Health Handbook
- Individuals working in any area of food service whose health could compromise the health, safety, or well-being of children, such as communicable disease, infestation symptoms, or head lice will be instructed to follow physician's orders and or plan.

The program follows the requirements of the OKDHS, Division of Child Care. All staff members are not to come in to work if they have any of the following symptoms:

- a fever over 100.5 degrees,
- diarrhea, defined as runny or watery stools two or more times,
- vomiting two or more times in a 24-hour period,
- undiagnosed body rash,
- sore throat with a fever and swollen glands, signs of strep throat,
- yellowish skin or eyes
- eye discharge, defined as thick mucus or pus draining from the eye or pink eye,
- severe coughing, where one becomes red or blue in the face or makes a high pitched whooping sound after coughing
- or other such contagious illness or infectious diseases, including but not limited to, head lice and other infestations.

Working with children exposes employees to various germs. Employees are encouraged to protect themselves with frequent hand washing and by keeping hands away from the face. Proper hydration during the day is important. Employees are encouraged to drink adequate amounts of water, eat healthy foods, and get plenty of rest. Such practices not only contribute to overall wellness, but reduce stress, headaches, and support the energy and vitality needed to work with active young children.

Employees are required to report any situations, issues, cases that endangers the wellness and safeguard of children and adults; such as, but not limited to, occupational hazards to infectious diseases (pregnant staff to cytomegalovirus, chicken pox, mumps, flu, strep, or pink eye), injuries (back strains, sprains, burns, or cuts), environmental exposure indoor air pollution, noise, or stress), or harassment (bully, sexual, or violence).

### **Parking**

Campus parking decals can be obtained from the OSU Police Department in the Multi-Modal Transportation Terminal. All OSU Stillwater campus parking is controlled through the OSU Police Department. Staff and students are not allowed to use the guest parking passes. Vehicles are prohibited from unnecessary idling in the program's parking lot due to environmental safety conditions and health risk to children and staff.

### **Dress Code**

All staff are expected to wear slacks/skirts and a nice shirt. Appropriate foot wear to assist and supervise children at all times is required. Faculty/staff and children are prohibited from wearing "flip-flops." The staff body parts, especially the bust, stomach, back or posterior areas, should not be exposed at any time. Women must make sure that midriff or cleavage is not exposed when sitting, stooping, or bending. Jeans may only be worn on Fridays and other acceptable occasions with an OSU shirt. Please be conscientious of what is being worn. Make sure clothing is comfortable, yet maintains a professional appearance.

Staff should dress for active play and for the weather. Washable, neat clothing that allows a person to bend over and get up and down off the floor discreetly is acceptable. Remember that adults are often observing through the observation windows. Halter or tank tops, t-shirts with inappropriate slogans, cut-offs, short shorts or skirts, and jumpers without t-shirts are not acceptable. Dress warmly, as children go outside even on cold days. Dress in layers because it may be chilly in the morning and warm in the afternoon. Wear shoes that are securely fastened to the feet to allow quick movement without slipping. The children are not allowed to wear flip-flops and the adults must follow the same rule.

**NAEYC 4.D.02, 10.A.03****Staff Meetings**

Staff Meetings are held from 3:30 pm to 4:00 pm once a week on predetermined day. Attendance at staff meetings is mandatory. Other meetings may be held as deemed necessary. If it is necessary to miss a faculty meeting, authorization must be obtained from the director prior to the meeting. In addition to weekly staff meetings, teachers will meet weekly with their corresponding staff to interpret and use assessment to adjust teaching practices to meet the needs and interest of children, meet monthly with therapist, or complete OSU student correspondence/evaluations.

**Autonomy and Respect**

Teaching staff have the opportunity to provide learning environments and structures that best fit the needs of their children. Meeting the needs of children is accomplished by teachers accepting the responsibility to take risk by adjusting/modifying their teaching skills, provide individualization within their classrooms using developmentally appropriate teaching practices, and establish a productive environment that develops sensitivity, high expectations, and assist each other with needs and desires inside and outside of the program.

**NAEYC 2.D.01, 9.A.13, 10.B.11****Responsibility for Designated Children**

Each teacher in the classroom maintains primary responsibility for specific children. A class list with who is responsible for each child must be given to the director the first day of children's attendance and must be updated as children enroll and transfer from the program. Each staff member is responsible for communicating, developing and assisting with relations for therapists, nutritionists, social workers, and Stillwater Public School to enhance and support children and families.

In addition, teachers are to provide children opportunities for language acquisition that aligns with the program's philosophy, collaboration, and consideration of family perspectives and participation, and aligned these with OSU and Stillwater community perspectives. Oklahoma State University Speech and Language Department is utilized as a resource. Program staff will use pictures, familiar objects, physical cues, body language, and sign language to assist in language acquisition.

Program staff is responsible for selecting and using materials, equipment and furnishing that support the curriculum, meet program goals/objectives, and fosters the achievement of desired outcomes for all children served within the program.

**NAEYC 1.A.04, 6.B.02, 7.A.04, 8.C.01-8.C.06, 10.B.01****Responsibility for Early Childhood Education Advocacy**

The teaching staff is responsible for modeling developmentally appropriate teaching practices, sharing ideas, giving feedback, and evaluating ECE students who are placed in the classrooms. Information, guidelines, forms, handbook, etc. are provided by the ECE Faculty to explain what is expected of students and the responsibilities of the teaching staff.

The teaching staff is also responsible for continuously strengthening their leadership skills, positions, and relationships with each other and working to improve the conditions of faculty, staff, students, children and families within the program at the local community, state or regional levels, and beyond. Staff members, including teaching staff, participate in informal or formal ways in local, state, regional, or state public awareness activities; committees, presentations, and public-awareness activities related to early care and early childhood education by joining groups, supporting improvements, attending meetings, or sharing information with others within and outside the program.



Program staff is supported and given the opportunity to participate in agencies on a regular basis to form relationships and communication about local, state, or national level occurrences. The program staff represents the program within the agencies as well as collecting others perspectives, gathering information about interest and needs, and acknowledging changes within policies and procedures at the local, state, tribal, or national levels effecting children, families, and the program.

It is the director's responsibility to provide regular communication among agencies and organizations about the program's interest and needs, as well as giving the staff opportunity to participate in community and statewide councils, boards, or services. The staff will collaborate with local, state, national, and tribal entities to stay abreast about the developing and changing policies that affect the services and resources available for children and families. Several sources for this information are: OKDHS, Payne County Health Department, State Department of Education, and OSU Professional Education Unit and College of Education.

The staff will participate in joint and collaborative training activities or events with neighboring early childhood programs and other community service agencies, such as Oklahoma Education for Classroom Teacher Association, NAEYC Conferences, OKDHS Conferences, Smart Start, and Stillwater Public Schools. In addition, families/parents will be notified of such events and encouraged to participate and support improvements, trainings, or advocacy projects.

The teaching staff will use their experiences and knowledge for early childhood advocacy to better understand the cultural backgrounds of the children, families, surrounding communities, and program staff; which allows teaching staff to work with families/parents in supporting community involvement, improvement, or advocacy projects. Program staff is required to attend or participate in community cultural events, concerts, literacy activities, or other performances designed or participated by the program's children and/or families.

### **Communication**

Staff members use a variety of mechanisms such as family conferences, home visits, surveys, and daily written and verbal communication to promote dialogues with families. The staff might ask adults to translate or interpret communications as needed or call upon OSU Office of International Students and Scholars (ISS). ISS provides services to OSU colleagues who need assistance with international communications.

In addition, the ISS can program comply and provide the program with written and verbal information to families in a language the family can understand if the director is contacted by staff or families. The information includes program policies and operating procedures, parent/teacher summaries/surveys, special health and safety instructions/directions, and awareness of special events/activities.

Communication between the staff and families is very vital in providing and meeting children's needs. Daily communication will assist in providing an environment that accommodates children's desires, abilities, and endeavors. It will offer teachers the opportunity to connect with families, while understanding and modifying the daily structure to meet the diverse situations within the classroom and families.

Program staff is very sensitive to family concerns and reassures families/parents who are concern about leaving their child in a non-family care. Administration staff provides tours of the program along with question and answer sessions for families/parents. Plus, the teaching staff visits with families/parents through Home Visits, Open House, email, phone, and daily written or verbal communication.



Communication can be defined or observed as, but not limited to the following:

- daily verbal communication.
- daily written communication logs/journals.
- flyers, newsletters, phone, or email that addresses issues or concerns.
- classroom displays, classroom books, or shared photographs.
- addressing family concerns about a child's differing abilities, temperaments, activity levels, cognitive or social development.
- parent-teacher conferences or meetings.

### **Discrimination**

In compliance with OSU Policy and Procedures - a complainant or grievant must state whether the employee believes that discrimination due to race, color, national origin, gender, age, religion, sexual orientation, qualified disability or veteran's status is involved. Employees are eligible to file complaints due to unlawful discrimination regardless of their status as a probationary employee.

### **NAEYC 10.E.01**

### **OKDHS 340: 110-3-278(e)(2)(D)(iii)**

### **Resignation/Termination**

Voluntary resignation/termination will be accepted with at least a two weeks' notice in writing to the director before leaving. Please do not discuss your resignation with other employees prior to notifying the director. Each employee will be required to complete a termination/separation action form. The director or other designated individual will assist the employee with completing the forms before final duties are completed.

In the event that immediate termination needs to be considered, the College of Human Science's human resource representative will be contacted before any action is implemented by the director of the program, or any other designated individual as well.

Immediate termination can result in the following circumstances, but are not limited to:

- endangerment of children in your care both on and off the premises; which includes, but not limited to, assertive actions towards a child.
- inadequate supervision of children on or off the premises, during regular working hours, which include field trips, during transportation situations.
- illegal use of drugs.
- excessive absences; absent from work without proper notice.
- using profanity at any time, smoking on the premises, stealing or dishonesty, fighting.
- falsifying time sheets, discussion of rate of pay with fellow employees or other personnel issues.
- drinking alcoholic beverages before or during work hours or other personnel issues.
- insubordination (direct refusal to follow legitimate orders).
- failure to do a reasonable job.
- charges or convictions from OKDHS investigation in regard to child abuse or criminal history reviews.
- all employee records will be maintained for at least 12 months after departure, which includes but not limited to, personnel records, background request and results, medical statement, professional development plans, qualifications, and verification, and driver's license if warranted.

**NAEYC 7.C.04, 10.E.01****OKDHS 340: 110-3-278(e)(2)(D)(iii)****Grievance Policy**

It is the program's desire and policies to provide developmentally appropriate requirements and criteria that meet and exceed NAEYC and OKDHS. The program's policy is to collaborate with parents when a difference of opinion, value and/or belief is identified with professional practices and/or strategies occur.

The optimum goal is for the child to participate successfully at the program in all of his/her endeavors. Families/parents are asked to speak with their child's teacher if they have a concern. If the concern cannot or is not met by the teacher, the concern should be taken to the director. The director will set a conference with the parents and teachers to address the parents' concerns. The program's goal is to meet the needs of the children and their parents. If the director cannot or does not address the concern to the satisfaction of the families/parents, then the issue will be referred to the Department Head of Human Development and Family Sciences.

It is the director's responsibility to identify individuals, situations, events or issues that are involved and try to bring different perspectives to the front of the situation so everyone can assist in resolving the situation. Factors that should be considered are: individuals' knowledge or information pertaining to the situation, location for a discussion to take place, individuals involved in the situation, whether a short- or long-term resolution can be applied when dealing with families, students, curriculum, planning, or organization of events. Close attention should be implemented to assist in identifying strengths, developmental needs, desires and support.

As professionals we must consider that agreement to disagree about certain situations or issues is acceptable. Although, we must understand that the program's mission and vision must be the most important factor when adhering to the process of accepting a resolution that appeases all parties involved.

The OSU International Students and Scholars Services will work collaboratively with the program to offer written and verbal information/communication to families as needed in their native language. The program compiles and provides information to families in a language they can understand/comprehend. The information includes, but is not limited to, policies and operating procedures, enrollment forms, parent handbook, classroom newsletter, daily communication journals, negotiations of differences or difficulties, and other written communication sources.

**NAEYC 2.A.01-2.A.06, 2.D.01, 2.D.07, 2.E.06, 2.K.05, 3.F.03, 7.C.01, 7.C.02, 8.B.01-8.B.05, 10.B.01****Program Curriculum**

The Child Development Laboratory offers a comprehensive curriculum that supports and enhances all areas of children's development: social-emotional, intellectual, language, physical and family cultural beliefs and traditions. Based on the belief that children learn best through play, the curriculum reflects the guidelines established by the National Association for the Education of Young Children in its "Developmentally Appropriate Practice Statement." Copies of this statement are available in the director's office and parent resource area.

Additionally, the curriculum supports children's acquisition of skills and knowledge as outlined in the Oklahoma State Department of Education's Oklahoma Early Learning Guidelines (OELG) and Oklahoma Academic Standards (OAS) for Pre-Kindergarten and Kindergarten. The curriculum is individualized for each child through a partnership between parents and teachers. Parents and teachers use both formal and informal means of gathering information about the children's interests and needs

and assessing each child's skills and knowledge. With this information, parents and teachers set goals for each child.

Curriculum goals and objectives are used along with gathered information to guide teachers in their selection of material/resources offered to children, as well as determining children's progress. Modifications are made to the curriculum to support children individually and those who live with special needs.

The curriculum integrates content, concepts, and activities in all areas of the children's development. Key areas of content include social and self-help skills, social studies, language arts and literacy, science, number and math, creative arts, technology, motor skill development, and health and safety. Early math, reading, and writing activities are introduced as the children gain the developmental readiness necessary to acquire these academic skills; such as to play with sounds of language, syllables, word families, phonemes, rhymes, poems, songs, and finger plays. Additional opportunities for phonological awareness includes identifying letters and sounds they represent, recognize and produce words that have the same beginning and ending sounds, and self-initiated efforts to write letter-sound representation for words.

Every part of the children's day is utilized in the curriculum. Routines, such as mealtime, provide many opportunities for children to learn to organize a task, such as setting the table; to practice math skills, while

determining the number of place settings needed; to learn to be a member of a community, by taking turns passing dishes of food around the table; to contribute to a conversation during lunch; to develop a taste for new foods; to recall or retell the stories of their morning activities; and more. The classroom is well labeled so that as children select materials and put them away, they follow directions depicted in symbols/labels on shelves as a precursor to learning to read. These are just a few ways that teachers use routines to offer the children learning experiences.

The classroom environment is carefully planned and evolved according to the teachers' knowledge of each child's family, culture, growth and development. The classrooms are divided into seven main centers with additional interest centers in which the teachers select materials that children use individually or in collaboration with peers and adults to acquire new skills, gain new knowledge, or practice and extend existing knowledge and skills.

Teachers provide a balance of teacher-directed, child-initiated, and collaborative learning activities throughout the day, but most of the time children are free to select the activities in which they want to participate. Teachers participate in children's play in order to support the work children are doing. Teachers pose questions, from their knowledge of the content matter, which will assist with children in constructing and developing knowledge, as well as being used as an assessment/evaluation system.

Children are given the opportunity to express their understanding/knowledge about prior learning opportunities that they have experienced. An example of this is providing children opportunities to discuss, ask questions, and express fears about visiting the doctor, clinic, hospital, or dentist, getting shots, and taking medication.

In addition, teachers use opportunities to interact and work with individuals and groupings of children to encourage their use of language which is used to assess children's strengths, interest and needs. By listening to children, teachers discover the ways in which children make sense of their world. It is the teacher's responsibility to monitor children's choices, and to extend and enhance their activities, in order

to support growth and development and acquisition of skills and knowledge in all areas of the curriculum.

The classroom interest centers are the primary instructional tools that teachers use to support children's learning. Centers include blocks and construction, dramatic play, science and sensory, math, creative arts, language arts and reading, and fine motor skills and writing. Music and motor development are also a part of the curriculum. Through play, the children are able to construct ideas about their world which effects: language and literacy, large and fine motor skills, science and technology, music and arts, math, social-emotional development, health and safety, and social studies.

Teachers identify children's prior knowledge of a subject and set up activities that extend their conceptual understanding of the topic. The materials selected for the interest centers are designed to support children's learning and development. Dramatic play supports language development and social skills as children negotiate with peers to develop themes with assigned roles and a story line. In "veterinary clinic," the children bring stories from personal experiences or experiences provided by the teachers that they then translate into a sequence of events to dramatize with their peers.

This requires developing the ability to retell events in a sequential and understandable way; selecting or constructing props to support the play theme; working with peers to organize the play and solve problems; and working with the teacher to document the play in pictures, constructions, and written word. A play theme such as this can also be used by the teacher to introduce science concepts about animal care and health, and math concepts as animals are weighed and measured. Teacher facilitation of the children's play and work in the interest centers brings about some of the most significant learning to occur in the classrooms.

Learning to read and write, and understand number and math concepts are important goals for all children. The curriculum reflects the belief that children learn these skills best within the context of meaningful activities (versus isolated drill), and that certain developmental tasks need to be mastered before these academic skills are acquired. Reading to children regularly and conversing with them about books and events helps children build the vocabulary and language skills necessary for reading. As children's fine motor skills develop and their ability to represent their ideas symbolically through drawings and constructions becomes more complex, they are ready to write.

Activities are planned within a context that is meaningful to the child (for example - planning a shopping trip to purchase food for a party) and that supports the child's acquisition of the concepts of print, letters and sounds, and such math concepts as weighing and measuring, and counting out money. Teachers provide many activities, equipment, and opportunities in which children learn the skills and concepts that they are developmentally ready to learn; such as discussions with one another to form acceptance of others, ideas, or learning opportunities.

The curriculum goals and objectives, learning environment, and ongoing assessment is determined by the child's abilities, interest and needs, teacher's implementation and knowledge and parent's participation which reflects the children's home values, beliefs, experiences and language. The program uses their knowledge of the community and families it serves as an integral part of the curriculum and children's learning experiences. Staff connects the curriculum and children's learning experiences to our community characteristics that are influenced by the mixture of urban, suburban, rural, and tribal cultural resources.

Families are invited to attend and informed about community sponsored events and activities within our classroom, OSU campus and Stillwater community, written information such as flyers, postings,

newsletters, and board announcements are provided as well as verbal reminders. Many of the events and/or activities include museum exhibits, concerts, storytelling, children's theater, celebrations, and library reading programs.

In addition to attending events, staff invites community and statewide performers to share their experiences with children. The staff hosts OSU and Stillwater members of the performing and visual arts community to share their interest and talents with the children. The program participates with OSU, Human Sciences, Human Development and Family Science, and Stillwater in cultural events that enrich the experience of children and families in the program, such as OSU Homecoming, United Way Campaign, and Week of the Young Child, Special Olympics, and Smart Start. Each of these events and/or activities is used to educate the children and families as well as expose families to diverse experiences.

### **Curriculum Framework**

- Observation and assessment of children's development, knowledge, interests, and special needs are considered to recognize children's social relationships, interests, ideas, and skills.
- The arrangement of the physical environment supports the individual needs and differences among the children, which assists with the grouping of children, selection of materials, and daily schedule.
- Various instructional strategies are implemented to assure teachers are tailoring the learning opportunities for all children individually and within group settings.
- A strong connection to the community and families assist the staff in recognizing cultural influences and values.
- Plans are used to develop instruction, implement curriculum and document children's learning.
- Teaching staff adhere to observing and documenting children's work, play, actions, and interactions to assess and record progress. The progress of children is used to plan and modify the curriculum and teaching practices.
- Assessment and evaluation of practices, children's learning, and program outcomes are necessary to implement plans for improvement and change.

In addition, the curriculum plan will be reviewed to determine the need for additional materials, equipment, and structure. The curriculum must be measureable through different avenues such as observations, checklist, informal or formal assessments to meet the objectives and goals of the program and needs of the children, families, and community. The continuation of learning and evaluation system will assist in determining the teachers' needs to assess what children know, to implement expectations and plans for instruction, to reflect and follow up with modification/adjustments for re-teaching if necessary, and to introduce new ideas/materials by assessing, reflecting, and adjusting teaching practices.

**NAEYC 1.A.02, 4.A.01-4.A.02, 4.B.01-4.B.02, 4.B.04, 4.B.06, 4.C.01, 4.D.04, 4.E.02, 4.E.04-4.E.07, 7.B.03, 7.B.04, 7.C.01-7.C.03, 10.B.01**

### **Assessment and Evaluation Plan**

Assessment and evaluation are an integral part of a strong early childhood program. The program uses multiple informal and formal sources of data collection to assess children's development and learning, and to evaluate the program. All assessment, evaluations, and communication with families about their child's growth and development are sensitive to family values, culture, race, identity, religion, family structure, and home language. The purpose of assessment and evaluation is to:

- conduct health and developmental screening of children and make appropriate referrals for further assessment as indicated.
- identify children's interests and needs.
- describe children's level of development and scope of knowledge.

- discover children's approaches to learning.
- plan curriculum and choose instructional strategies.
- plan an environment that best supports learning.
- improve the program and instructional practices.
- provide a two-way communication system with parents and the community.
- use language and familiar settings to the children to obtain meaningful and accurate results.
- progress reports are provided for parents at least on a quarterly basis, written reports at least two times a year, and at any time by parent request.
- Conduct home visits prior to the beginning of the school year to collect vital information pertaining to families' race, religion, home language, culture, and family structure.

#### **NAEYC 4.A.02, 4.B.01-4.B.03, 4.D.04, 4.E.04, 4.E.06, 7.B.03, 7.B.04, 7.C.01, 7.C.03, 10.B.01**

##### **Assessment Philosophy**

Assessment should be embedded in the practices of an early childhood program and should be conducted in partnership with parents and families. An authentic assessment is one that gathers data from natural observations and interactions with the child in familiar settings and with familiar adults. Assessment done at the program strives to be authentic while maintaining its validity and reliability.

The program selects assessment instruments and methods that best achieve the purposes of its assessment practices, using criteria for analyzing assessment data that are standardized or agreed upon by the field in conjunction with OAS and OELG. Assessment data is understood to be only one source of knowledge about the child. Multiple sources are gathered and analyzed along with assessment data to determine a child's level/ability or need.

Parents are recognized as the expert on their child's growth and development, and given respect for their right to make decisions about their child's education and care. Parents are given information about the data gathered in assessment practices. The staff works closely with parents in achieving the best assessment method(s) that meet each individual child's needs. Assessment is on-going and is used to monitor children's progress and to inform practice. There are clear linkages between assessment and curriculum and program development.

Formal and informal sources of information are used before a referral is made for further evaluation.

#### **NAEYC 4.B.01, 4.B.02, 4.E.06, 4.E.07, 7.B.03, 7.B.04, 7.C.01**

##### **Administration of Assessments and Evaluations**

Staff members will obtain written consent from families/parents before sharing information about a child with other relevant providers, agencies, or other programs.

The staff and other personnel administering instruments will obtain and maintain appropriate training for collecting/gathering data on individual children. Teaching staff will obtain information from the assessments which identify children's development and learning areas, which included but not limited to, cognitive skills, language, social-emotional development, approaches to learning, health, and physical development, and self-help skills. The director will be responsible in approving and checking set credentials and/or requirements for in-house and outside agencies administering instruments within the program. Results/reports will only be shared with parents and pre-determined individuals for research projects.

Formal and informal assessment methods will be sensitive to and take into consideration family cultures, experiences, children's abilities and disabilities, and home language; making sure that assessments are meaningful and accurate; and are administered in settings familiar to the children.

**NAEYC 4.A.02, 4.C.01, 4.E.02, 7.B.03, 7.B.04, 7.C.01-7.C.03**  
**OKDHS 340: 110-3-.281.4(b)(14)**

**Assessment Timeline**

- AEPS Family Reports begin with the home visits within the first three weeks of the beginning of each school year. The staff provides instruction about the AEPS, answers questions or concerns, and discusses the assessment philosophy and protocol to families. The Family Report is completed by the parents and delivered to the classroom teacher. Other AEPS Test sections are administered by the classroom teacher at designed times; results are shared and reviewed with parents during parent/teacher conferences. Information gathered from the AEPS informs teachers about curriculum objectives, parent education and support programs. The data is used in planning for the approaching year.
- AEPS are reviewed three times throughout the school year (August to May) or more frequently if needed. The initial AEPS is completed within the first three months of enrollment or beginning of the school year. The results are shared with parents and review dates and changes are documented within the AEPS Test and Family Report sections. Families/parents and teachers review the AEPS and results each quarter during the parent/teacher conferences. Additional intervention and/or resources are documented and followed up with the director and appropriate specialist.
- Checklists are monitored continually as teachers assess and plan for learning. Verbal or written summary reports are given to parents throughout the year, as well as every nine weeks.
- Portfolios are on-going assessment tools and regularly used in planning. They are shared twice a year in parent conferences and available to parents and children to review at other times.
- Families/parents are provided opportunity to sign-up and attend four conferences throughout the school year. The teaching staff provides families/parents an interactive conference (October), one student-led conference (December), and two formal conferences (March and May). Written summary reports are given to families/parents during the 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> quarters. Documentation is kept within each child's file throughout the program.
- ECERS is done annually in January or February. NAEYC accreditation is done every five years. Results are used to establish program improvement plans and teacher professional development goals.
- In April, assessment activities and instruments are evaluated by families/parents, specialist, teaching staff, and administration of the program through surveys and/or research information.

**NAEYC 4.A.01, 4.B.02, 4.C.01, 4.E.06, 7.B.03, 7.B.04, 7.C.01-7.C.03, 7.C.08**

**Screening Instruments**

The following screening instruments and evaluation methods are used by the Child Development Laboratory for each child, unless other resources are identified as significant measures and/or suggestions. Each instrument is interpreted by the Child Development Laboratory staff and results are shared with parents and used to plan authentic instruction for learning opportunities that promotes each individualized child's growth and development. These interpretations are used to guide curriculum planning, teaching approaches, personal interactions, and monitor progress throughout the year for the children, teachers, and overall program; which includes, but not limited to, formal assessments, observations, checklists, rating scales, and individualized assessments.

**AEPS - Assessment, Evaluation, and Programming System for Infants and Children; Center-Based (AEPS Birth to Three Years and Three to Six Years) and Home-Based (Family Report I and Family Report II):**

- Test portions yield functional and educationally relevant developmental information that is used to develop individualized plans and intervention content, emphasis on IFSP and IEP outcomes.
- Results make the formulation of goals/outcomes and objectives/benchmarks and intervention activities straightforward and accurate.



- Provides materials that permit and encourage the active input and participation of family members in the assessment, goal development, intervention, and evaluation process for their children.
- Supports placement of children in inclusive environments and fosters collaboration among teachers, specialists, family members and other caregivers.
- Establishes an inventory of the types of stimulation and activities available to children in their homes.
- Provides a picture of children's previous experiences upon which a teacher can plan new learning activities.
- Provides parents with feedback about the strengths their home provides for their child's growth and development.
- Identifies areas for parent education and support for their child's growth and development.
- Provides an opportunity to build linkages for a parent/teacher partnership.
- Teacher/parents interview during the teacher's visit to the child's home when the child first enrolls in the program, initiates the parent/teacher partnership.
- Allows teachers the ability to gain information about the way families define their own race, religion, home language, culture and family structure.
- Home and Center based testing that determines a child's present level of functioning, developing meaningful Individualized Family Service Plan or Individualized Educational
- Plan goals/objectives, planning intervention and evaluating a child's performance over time on an individual basis through task oriented observations and interactions.

**Curriculum goals checklists: Oklahoma Academic Standards for Pre-Kindergarten-Kindergarten and Oklahoma Early Learning Guidelines:**

- Copies of these learning goals are located on line at the State Board of Education's web site (documents for 2- and 3-year-olds can be obtained from the teacher).
- The teachers monitor a child's acquisition of these learning goals with a checklist system, rating each item by one of the following criteria: Not introduced; introduced; emerging; mastered.
- Data is collected informally while observing children engaged in activities; if a child does not demonstrate a behavior in an informal setting, a teacher may set up an assessment activity in a quiet area of the room; more formal assessment is not done in blocks of time that exceed 10 to 15 minutes, or stops when a child loses interest.
- Data collected from these checklists guides curriculum planning.
- The results are shared in parent conferences twice a year and/or by a written report every nine weeks in the Pre-Kindergarten and Kindergarten.
- Checklists and copies of reports are saved in the child's file.
- Suggestions of activities parents can do to help extend their child's learning are provided at conferences and with the reports.

**Early Childhood Environment Rating Scale (ECERS) and NAEYC Accreditation Criteria**

- Assessment is done of the environment, instructional practices, administration, and leadership.
- Assessment is conducted by the director; staff; and parents, faculty, and ECE students.
- Data is collected by observation, surveys of parents and staff, and review of documents.
- NAEYC accreditation assessment is done every five years and ECERS is done annually, except in NAEYC years.
- Results are used to develop program improvement plans and shared with parents and other stakeholders.

**Child and Family Information Sheet**

- Collects information from parent/guardian about child's developmental level.
- Establishes information about child's abilities and interest.



- Establishes rapport between teachers and families of children.
- Provides curriculum/program plans to meet children's needs/interest.

### **Stillwater Public Schools Comprehensive Health Program:**

- Vision Screening Referral-Michigan preschool Acuity Test, Illiterate "E" Test, BRL Visual Acuity Test, Plus Lens Test, and BRL Visual Acuity Test-near or Illiterate "E" Test.
- Hearing Screening Referral-Audiometer and Tympanometry Screening.

Vision and hearing screening will be performed on children with parent's permission. The vision and hearing screening permission will be given when a parent signs the screening section on the SPS enrollment card. SPS school nurse will receive training regarding specific equipment used, appropriate screening process techniques, and interpretation of results. Screening information results will be sent to parents using Parent's Report Form, with screening results, and staff will be notified using the Teacher's Report Form. SPS school nurse will act as a liaison between parents and local agencies to provide vision examinations and glasses when financial assistance is sought.

### **Stillwater Public Schools Reading Assessments:**

- Literacy First Screening-PAST (Phonemic Awareness Skills Test) & Phonics Screening-Oklahoma State Department of Education

Kindergarten children receive a reading assessment conducted by SPS Reading Specialist. Kindergarten children are expected to count the number of words in a sentence and recognize whether or not two words rhyme to satisfy the PAST requirements. Phonics Screening identifies a child's ability to recognize upper and lowercase letters and provide the sound for corresponding letters. Child's inability to complete the task is considered at risk according to the Reading Sufficiency Guidelines for the State of Oklahoma. Results of the pre- and post-assessment are shared with parent conferences and used to plan the reading curriculum.

### **Portfolio Assessment/Individual Child Portfolio**

Portfolios are developed for each child at the program to document the child's development. Tracking the children's achievements using the curriculum objectives checklist (obtained from the office) provides the structure of the portfolio. Ten developmental areas are documented each year in each classroom so there are similar samples for the duration the child spends at the program. Analysis of change in development is assisted with these common documents. The documentations collected are representative examples of the child's work at a specific time. For example, in September, Jason pushes his way into other's play. The teacher writes a narrative of a specific incident that most typifies this behavior and dates it.

### **Individual Child Portfolios**

- Evidence of developmental progress and learning is gathered over time and organized in a folder.
- Includes samples of children's work, photos, dictations, drawings, writings, as well as anecdotal notes of teacher, student teacher, and parent observations.
- Documents and anecdotal notes are gathered informally throughout the day and then sorted, by the teacher, to select typical samples of work to save in the folder.
- Analysis of the data is done by teachers and parents.
- Curriculum and developmental goal checklists, and the portfolio data are used by parents and teachers to set goals for each child.
- Portfolios are saved from year to year and passed to the next teacher.
- Parents receive the portfolio when their child leaves the program. The portfolio can be a good tool to tell the next school about a child.

- Items to be Documented in Children's Portfolios:
  - **Social/Emotional**  
child's use of language to communicate wants and solve problems, child's separating from and reuniting with parents, and the nature of the child's relationships with other children and adults.
  - **Language**  
documented samples of the child's language in written and /or recorded form and child's ability to follow directions within the classroom.
  - **Cognitive**  
sorting, classification, and pattern recognition skills, development of number concept, and understanding of the written word and use of books.
  - **Gross Motor**  
description of how child moves in space.
  - **Fine Motor**  
a sample of the child's drawing and/or writing.
  - **Reasoning**  
how does the child make sense of the world (intellectual concepts)?  
how does the child approach learning, and what interests the child?

Every effort is made to conduct assessments and evaluations that are sensitive to culture, previous experience, abilities, and challenges. To be most effective, assessment and evaluation methods benefit from parent input into the planning. All preferences or suggestions are directed to the director for further discussion.

#### **NAEYC 4.A.02, 4.B.06, 4.E.06, 4.E.07, 7.B.03, 7.B.04, 7.C.01, 7.C.03, 7.C.05,**

#### **Sharing Assessment Results with Families**

AEPS results are entered in the software program for scoring and the generation of a report to be shared with parents and teachers. Along with the AEPS, all assessment results are collected and used to formulate a summary to be shared with parents during family/parent teacher conferences. The report makes recommendations for follow up activities as needed. If a child's score exceeds the cut-off score, the teachers, parents, specialist, and director meet to discuss the next steps to be taken. Generally, more data is gathered before a referral is made to outside resources.

All communication to families is approached through a sensitive, supportive and confidential manner with documentation from multiple screenings and assessments. The AEPS, along with other assessments, are used to inform families about the concerns of possible delays/disabilities or special needs. A meeting is held to develop an Individualized Care Plan that addresses the concern, suggested next steps, and information about program and outside resources.

#### **NAEYC 4.B.06, 4.E.02, 4.E.04, 4.E.07, 7.B.03, 7.B.04, 7.C.01-7.C.08, 10.B.01**

#### **OKDHS 340:110-3-281.2(c)(7)**

#### **OKDHS 340: 110-3-281.4(b)(14)**

#### **Family/Parent-Teacher Conferences**

Family/parent conferences are held in October, December, March, and May as deemed necessary. Before the conference, parents are invited to prepare by completing a questionnaire, reviewing the AEPS, and observing their child's classroom. Family/Parent Conferences are used to promote dialogue between families and the program staff.

Families, teachers, and specialist (if applicable) meet to review the assessment data and discuss each child's progress and accomplishments in the various areas of the program. The families, teachers and

specialist collaborate to review progress, address difficulties, set new goals for progression, and evaluate the effectiveness of the program in meeting each child's needs. Experiences from within the classroom and from home will be recognized to determine a child's accomplishments and for setting goals for further progress. The teachers and specialist (if applicable) will work to achieve a consensus with families about the progress, assessments, and educational goals and plan for each child. Parents or teachers may request additional conferences if needed.

Documentation of all parent/teacher conferences includes a summary of the discussion, goals set for the child, and/or recommended action plans. Parents and teachers sign the documentation and parents are provided with a copy. Written documentation is provided for the families/parents at least three times a year with quarterly conferences. This documentation is kept in the child's file located in the teacher's file. Intern teachers should be included in family/parent conferences, if parents agree.

#### **NAEYC 4.E.06, 4.E.07, 7.B.03, 7.B.04, 7.C.01-7.C.03, 7.C.05, 7.C.08**

##### **Storage of Assessment Information**

Assessment documents, summary results, checklist, and portfolios are kept by the teacher in the child's file in a locked cabinet in the teacher's office. Enrollment forms and specialized records are kept in the Administrative Associate's or Director's office in a locked cabinet. Anecdotal notes and other data kept about the children are locked in the teacher's office files. The original, signed copy of the parent/teacher conference report is kept in the classroom teacher's office. Stillwater Public School report cards are completed every nine weeks for the PreK/K children and distributed to parents. One copy is put in the child's SPS file and a copy is kept in the child's file in the teacher's office.

#### **NAEYC 4.B.04, 4.C.01, 4.E.07, 7.B.03, 7.B.04, 7.C.01-7.C.03, 7.C.05**

##### **Evaluating the Effectiveness of the Screening and Assessment Program**

Once a year, the staff meets to examine the effectiveness of assessment activities in meeting the purposes of the program, and make adjustments as needed. A parent questionnaire is distributed to determine parent satisfaction with the screening and assessment instruments (AEPS, checklists, and portfolios).

The effectiveness of the AEPS is evaluated by determining the proportion of children correctly identified as having intervention needs. It is anticipated that the percentage of children needing follow up services will not exceed 10% of the number of children who were initially screened with the AEPS. The assessment checklists and portfolio collections are reviewed annually to ensure that they align with curriculum goals and provide information that is useful for program planning and improvement. This information is presented to the Human Development and Family Science Department, Oklahoma State Department of Education, Parent-Teacher Organization and other stakeholders.

#### **NAEYC 4.A.02, 4.E.06, 4.E.07, 7.B.03, 7.B.04, 7.C.01-7.C.03, 7.C.05, 7.C.08, 10.B.08**

**OKDHS 340: 110-3-281(a-b)(1)**

**OKDHS 340: 110.281.1(i)(7)**

**OKDHS 340: 110-3-3284(c)(2)(A)**

**OKDHS 340: 110-3-294(g)(1)**

##### **Confidentiality/Privacy**

Families are informed that enrollment in the program means that their child's development and growth will be studied by students and faculty approved to work in the lab. Permission to allow their child to be studied is implicit in their decision to enroll their child.

The staff of the program assumes the responsibility of protecting children's and families' privacy by monitoring who has access to what pieces of information. Child and family information and educational

records are confidential and cannot be released without parental written permission. This includes permission to share information about potential health emergencies such as allergic reactions to particular foods or insects and services.

Parents understand that implicit in enrollment is permission to give their child's first name and date of birth to university students who have access to the program to complete course assignments. Intern students working in the lab have access to health and development information, assessment data, IFSPs or IEPs, and general family demographics necessary to plan lessons for the class, individualize the curriculum for each child, and support parents. Other lab students, as needed to complete a lab assignment, are given general information about a child's development and limited demographics to inform their understanding of a child's individual development and needs. All intern students sign a statement accepting their responsibility to maintain confidentiality of children's information.

Children's files and personnel files are maintained within the administrative offices of the Child Development Laboratory. Known food and life-threatening allergies will be posted within each classroom and kitchen area maintaining confidentiality. The child's full name, allergy, and location of life-threatening medication if applicable. Request to review files should be made through the administrative office.

**NAEYC 4.E.06, 4.E.07, 7.B.03, 7.B.04, 7.C.08, 10.B.08, 10.D.05**

**OKDHS 340: 110-3-281(a-b)(1)**

#### **Family Education and Rights Privacy Act**

The program will ask for written permission from the parent in order to release any information from a child's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR& 99.31):

- School officials with legitimate educational interest.
- Other schools to which a student is transferring.
- Specified officials for audit or evaluation purposes.
- Organizations conducting certain studies for or on behalf of the school.
- Accrediting organizations.
- To comply with a judicial order or lawfully issued subpoena.
- Appropriate officials in cases of health and safety-emergencies.
- State and local authorities, within a juvenile justice system pursuant to specific state law.

Parents have the right to access their children's educational records. Requests to review the records should be made through the administrative office.

**Suspected violations of confidentiality should be reported promptly to the director.**

**OKDHS 340: 110-3-281(c-d)(1-10)**

**OKDHS 340: 110-3-281.2(a-c)(1-3)(A-D)(i-ii)(I-VII)**

#### **Posted Records and Documentations for OKDHS**

The following documentation is posted in noticeable and frequently visited locations for families and public to view. Documentation will be posted within the Family Information areas, classrooms, kitchen area, and/or foyer/entry areas of the program.

- OKDHS permit or license.
- Denial or revocation notice.
- OKDHS Star certificate.
- Personnel in charge notices (Director's full name and one additional personnel if the director is absent from the facility).

- OKDHS Publication No. 87-91 Selecting Quality Child Care-A Parent's Guide is accessible as needed.
- OKDHS Publication No. 14-01 Notice to Parents.
- Notice of Child Abuse and Neglect Hotline numbers and requirement to report suspected abuse or neglect.
- OKDHS Child Welfare Investigative Summary forms (confirmed and substantiated findings) are posted for 120 calendar days from the date that the investigation is completed.
- Liability Insurance Exception Notification forms are posted when program liability insurance is not maintained.
- Evacuation Routes are located within each classroom and receptionist office. The floor plans include primary and secondary evacuation routes, fire extinguishers, and fire pull boxes.
- Weekly menus are posted within each classrooms and kitchen area. Substitutions are posted on each menu when a change occurs.
- OKDHS Publication No. 14-05 Licensing Requirements for Child Care Program.
- OKDHS Publication Restricted Registry Notice No. 14-07 Child Care Restricted Registry Notice.
- Emergency documentation is located in each classroom and reception area which includes the name of program, address, and cross streets or directions to facility, 9-1-1 along with OSU Police, OSU Fire, and ambulance service, and poison control number.
- Compliance Files are originals or copies and maintained together with most recent report on top, all children's identities are removed, each report will remain in the file for 120 calendar days at minimum from when the document or investigation is completed:
  - Monitoring Reports from Licensing and Star visits.
  - Issuance of permits and/or licenses.
  - Non-compliances for Monitoring Reports for Licensing and Star visits.
  - Notices to comply.
  - Complaint findings.
  - Office conferences with Licensing and Star agencies.
  - Stars alternative settlements and reductions.
  - Consent agreements, denials of a request for a license, and revocations of a license.
  - Child welfare investigative summary, regardless of findings; summaries are maintained in file for 12 months.
  - Granted criminal history restriction waiver notifications and is maintained in the file as long as individual is at the program.
  - Fire inspections.
  - Health inspections.
  - Collaboration agreements.
  - Program liability insurance policy.
  - Program policies.
  - Personnel policies.
  - Volunteer policies

**NAEYC 3.C.02, 3.C.04, 3.C.05, 10.B.11, 10.B.12-10.B.15**

**OKDHS 340: 110-3-286(a)(1-3)(A-E)(i-ii)(I-II)**

**OKDHS 340: 110-3-287(a-c)(1-2)**

## **Supervision**

### **Supervision of Children**

Supervision of children is defined as the function of observing, overseeing, and guiding a child or group of children, including being attentive, and responsible for continuous activities, interactions, and play among children, while being near enough to intervene as needed.

**At no time are children to be left unsupervised.** Personnel are to refrain from personal activities that interfere with supervision; such as visitors, phone calls, texting, emailing, or other electronic device usage.

Classroom teachers must make sure all children are accounted for when going outside to play, going indoors, on field trips, after exiting for an evacuation, and upon returning to the classroom. Teaching staff are required to supervise all children within and outside of the classroom. They are to monitor the children's activity as well as the structures and equipment used by the children.

Supervision of the children rest upon the teaching staff at all times. In addition, the program proves as minimal transitions among teaching staff as possible. Although the program is a teaching laboratory for the university, a consistent teaching team is determined for the children and families throughout the year. Each classroom will consist of one certified teacher, teacher assistants, and lunch monitors. Before and After School Care Assistants are selected at the beginning of each year with as much consistency as possible throughout the fall and spring semesters.

Children are assigned to each classroom in August and remains within that classroom until May, unless adjustments are necessary due to academic or developmental factors. This arrangement provides an opportunity for the teaching staff to be assigned a set number of children; which requires them to have primary responsibility for those children. The teaching staff will provide ongoing contact, meaningful activities and events, supervisions, reporting of documentation/assessments, and immediate care as needed to protect the well-being of the children. Teaching personnel are responsibility for children assigned to their group and identifying children's behaviors, interests, and individual needs among the children.

During the spring semester, "Flip Flop Fridays" are introduced for the months of April and May. Children are given one hour on each Friday to attend the next year classroom as a group with at least one of their current teaching staff. This process assists with the transition of children and families from one year to the next year. Current teaching staff is given first priority to work during the eight weeks of the summer program before additional individuals are hired.

Additional consistence is maintained with the low number of teacher and teacher assistant turnover, along with the agreement between Stillwater Public School and the program. Children and families are introduced and interact with all teaching staff during outdoor activities and events, celebrations, and Parent-Teacher Meeting nights to name a few opportunities. Such events assist with the transition of children and families from one teacher to another, from one group to another, from one classroom to another, and from one program to another.

If an accident should occur, first seek other adult assistance and then a team action is to be implemented immediately. During an emergency and/or injury, Classroom Teachers evaluate and address the situation immediately. Staff should seek help from other adults so someone can specifically tend to the injured child. Uninvolved students are moved from the scene to a calmer location. The staff is expected to respond quickly and calmly, assessing the situation in order to provide appropriate care. Immediately call 911 if a child has stopped breathing or has difficulty breathing.

Teachers may discuss the injury and any appropriate information/detail with students on a "need to know" bases. Parents are encouraged to contact the teachers for further information and/or reassurance if needed because a child brings up the situation at home. If necessary, further discussions within the classroom may take place.

OKDHS requires that each child is assigned a staff person responsible for the child's habits, interest, special needs, and parent-teacher conferences. At least one staff person is required to be within sight and hearing of children at all times, even during nap time. Adult staff members are required to be with each group and maintain supervision of their group at all times.

Adherence to the following guidelines is required:

- The program is organized and staffed so the number of groups, teaching staff, and classroom transitions experienced by an individual or group of children during the day and/or year are minimized to the fullest.
- Teaching staff must be aware of where children are at all times within the classroom, restroom, foyer area, and on the Outdoor Learning Environment. Children must be attended by an adult at all times throughout the building and on the Outdoor Learning Environment.
- Teaching staff is to interact/participate with children during group and center activities to increase and deepen children's learning. Teachers will position themselves at eye level with the children.
- Teaching staffs' interaction/participation is used to assess children's strengths and to modify curriculum development and individualized and group teaching experiences.
- Teaching staff is positioned to see as many children as possible. If children are located out of a direct line of sight, at least one staff member must adjust their position or look up to maintain sight supervision.
- Teaching staff supervises toddlers/twos by sight and sound at all times. Older children are supervised primarily by sight-hearing while attending to children in other areas of the room- such as toileting, napping, or divided areas within the room.
- Provide immediate protection and care for the child's well-being as required.
- Teaching staff-child ratios are to be maintained during all hours of operation including indoor time, outdoor time, and during transportation and field trips.
- The program is a pre-service program for HDFS/ECE, has organized, and staffed the classrooms to minimize the number of disruptions among the groups, teaching staff and classroom transitions as possible throughout the day and year of the program.

**The staff-child ratio is implemented at all time. Teaching staff is expected to count the children in their group throughout the day, especially when moving the group from inside to outside or vice versa, and during field trips. Teaching staff is expected to know how many children they have at all times. Every teacher counts their own assigned children. Children are never left unsupervised. If it happens that a child is left alone, teachers or staff must immediately notify the director about the incident.**

**NAEYC 1.B.09, 1.B.10, 1.E.01, 1.E.02, 3.B.07, 3.B.08, 3.B.12, 3.B.13, 10.B.08**

**OKDHS 340:110-3-278(d)(2)(H)**

**OKDHS 340:110-3-281.4(b)(5)**

**OKDHS 340:110-3-284(c)(2)(E)**

**OKDHS 340:110-3-288(a-d)(1-11)(A-H)**

## **Guidance and Discipline**

The philosophy of the program is that discipline is based on the developmental level of the child. All expectations for children's behavior are developmentally appropriate, related to the circumstances, be constructive, and provides a learning opportunity for the child and staff. Staff members will observe children to determine patterns in a child's behavior to provide planned, reflective, and consistent individualized responses. Children's home and classroom life is utilized by staff when forming their knowledge and responses to children's challenging, unpredictable or unusual behavior.



An important goal in the program curriculum is helping children learn to regulate their emotions, and interact in appropriate ways with other children. Because these are learning goals, guidance and discipline is focused on teaching children instead of punishing them for their mistakes.

Young children need to learn how to wait for their turn, cope with disappointment and frustration, join others in play, solve social problems within a group, respect differences among their classmates, take care of their classroom, organize their time, and much more.

Teachers use routines and clear expectations of behavior to provide consistency and predictability. In addition, children are provided various opportunities to affect the events in the classroom through their involvement and participation in decisions making about issues dealing with classroom behavior, plans, and activities/events.

Parents are asked to follow the rules of the classroom when they visit, so children learn to appreciate the partnership between the program and families. Individuals are asked to speak with classroom teachers or the director when concerns about certain behaviors exhibited by a child or children are seen in the classroom.

The staff uses a number of positive guidance techniques, both direct and indirect, to ensure safety and order in the classrooms. These techniques are implemented for children to learn and understand the limits, while developing positive self-esteem and a greater sense of self-control. Teaching staff will consider the following as appropriate discipline methods:

- assessment-staff will evaluate the environment, atmosphere, and activities when considering a behavior modification or intervention.
- interaction-staff will intervene with a positive attitude of understanding and firmness.
- fairness and consistency-staff will use fair and consistent rules, routines, and guidelines.
- perspective-staff will maintain a close supervision understanding that and recognizing that every behavior does not require immediate attention or intervention.
- expressing acceptance and disapproval-staff will speak with children in a manner which increases their acceptance of feelings when their action or behavior may be unacceptable.
- self-control-staff encourages children to develop self-control through many activities and/or actions.
- relevance-staff will identify and utilize discipline relevant to the child's behavior.
- redirection-staff will provide alternatives and/or choices when a child's behavior is unacceptable.
- consequences-staff will incorporate safe, natural, and logical consequences to assist children in taking responsibility for their actions.
- individualize-staff recognizes that every certain discipline method is ineffective with all children, in all circumstances, or both.
- time out, time away, or think time-staff will consider this option when other discipline methods are ineffective and the following will be adhered to when implemented:
  - time out is utilized with children only 2 year-olds and older.
  - only used with the children needs to regain self-control.
  - the child is able to learn from the situation.
  - appropriate supervision is maintained at all times.
  - the child may sit quietly or participate in an individual activity or event.
  - Time is limited to one minute or less for each year of the child's age, when self-control is regained in less determined time, the child may rejoin the activity when ready.

Teachers will utilize a number of resources to determine a child's inability to display a positive self-esteem and/or self-control. Teachers and staff will document a child's persistent, serious and/or challenging behavior through daily anecdotal notes, accident/incident reports, running records, and/or



daily communication logs, both oral and written, as a method to collect and analyze data about a child's reoccurring behavior. The documentation will assist in determining factors that contribute to the child's challenging behavior with events, activities, and/or interactions with others. This information will be collected and kept in the child's portfolio within the teacher's offices.

Teachers will notify the director of children who need additional assistance in developing positive self-esteem and self-control. The director will then contact the parents and a meeting will be set to discuss alternative strategies, which supports the child. A team will be developed that consists of the parents, teachers, director, and other resource specialists (as needed) to focus upon developmentally appropriate practices/strategy plans to be developed and implemented for the child on an individualized basis that supports the child's inclusion and success within the program. In addition, therapy specialist can be contacted to assist with the team decision in regard to screenings and/or assessments to determine the level of support for individual children.

Teaching staff uses a quiet, understanding, yet firm "teacher" voice with the children. Teachers should always approach a child or situation instead of speaking across the room children. Children should be spoken to at "eye level" proximity when speaking with the child, determining the situation at hand, identifying the differences, and then providing redirection, resolutions, or offering suggestions. Acceptable redirection can consist of a gentle touch on the shoulder or back, holding of a hand, or a child sitting in one's lap.

Teaching staff is prohibited from seeking or accepting parental permission that does not comply with the OKDHS code 340: 110-3-293(a). In appropriate discipline is prohibited from using or threatening to use inappropriate discipline.

Teaching staff is prohibited from subjecting children to physical, psychological, or emotional punishment, mistreatment, or abuse in an attempt to maintain order within a situation. The following is a brief list of examples of inappropriate discipline:

- inappropriate physical discipline is any action that could cause pain to a child, which includes, but not limited to shaking, striking, spanking, swatting, thumping, pinching, popping, shoving, spitting, hair pulling, yanking, slamming, biting a child, putting anything in or on a child's mouth, exposure to extreme temperatures, assertively grasping a child by the arm, leg, hair, or head, placing a child assertively into a chair or onto the floor, restraining a child by any means other than holding and then for only as long as necessary for the child to regain self-control.
- inappropriate psychological and emotional discipline is an action that diminishes a child's mental state, which includes, but not limited to yelling at a child out of anger or using harsh or profane language, ridiculing, humiliating, rejecting, or neglecting a child, making derogatory or sarcastic remarks about a child's family, race, gender, religion, or cultural background, punishing or threatening a child by repetitive educational sentences or homework, withdrawing, denying or forcing food, rest, toileting or outdoor play, isolating a child without supervision, placing a child in dark area, allowing a child to discipline another child, and punishing an entire group due to the actions of one or a few children. Teaching staff is forbidden to use food as a discipline tool or remove a child's right to play outdoors for a behavior that occurred indoors.

Families are prohibited from using, or threatening to use, physical or psychological punishment or profanity toward children or staff while on the premises.

In extreme conditions when a behavior modification plan is necessary, with or without food rewards, the director and family signatures and date of the plan will be obtained before its incorporated. A discussion between director, families, and teachers must have been documented before the plan is agreed upon and implemented. A behavior plan with timeframes are developed by relevant professional, when applicable,

director, and family members. The outcome is to move towards eliminating food as a reward and move to another method for obtaining or rewarding desired behaviors.

**NAEYC 1. B.08, 1.E.01, 2.D.05, 3.B.12, 4.A.03, 4.D.04, 4.E.07, 5.B.04, 7.B.04, 7.C.01-7.C.03, 7.C.05, 7.C.06, 7.C.08, 10.B.01, 10.B.08, 10.B.10, 10.B.14**

**OKDHS 340: 110-3-281.1(i)(7)**

**OKDHS 340: 110-3-281.4(b)(4)**

**OKDHS 340: 110-3-286(a)(1-3)(A-E)(i-ii)(I-II)**

**OKDHS 340: 110-3-294(g)(1)**

### **Children Who Live with Delays/Disabilities/Special Needs**

The program strives to make all reasonable accommodations to meet the needs of children with disabilities or challenging behaviors in an environment appropriate and supportive of the child. Families/parents are asked to speak with the director about a child's special needs. An Individual Education Plan (IEP) or an Individual Family Service Plan (IFSP) must be on file for each child with a diagnosed disability.

Collection of information about a child's disabilities, challenging behaviors, or special health care needs is used to determine the most appropriate placement for the child and to establish an Individualized Care Plan. Families are required to complete the specialized service professional permission and release forms for their child. A physicians' signatures are required for a child's participation in specialized services.

The program provides Speech and Language Therapy and Recreational Therapy as resources to provide therapeutic interventions that a child may need. Other services or specialist may be contacted to implement a prescribed program. Families will be considered as the primary decision makers about services that their children receive.

Specialized therapies are offered to the children and families at no cost. Additional therapies or services will be considered as the financial status becomes more secure. Therapist submits a monthly invoice to the Director for payment, which is then submitted to the HDFS accounting department. Then payment is rendered directly to therapist.

Families must identify children who live with special health care needs, food allergies, special nutritional needs or delay/disability on the child's enrollment forms. The director will contact the parents, teachers, and specialist in preparing an Individualized Care Plan. The Individualized Care Plan will be used to determine the services, adaptations or modifications, and interactions that allow the child to fully participate in the program's activities.

The teaching staff is specialized in early childhood education methods and theories. If a staff member suspects that a child has persistent challenging behavior, developmental delay, or other special needs the director will be contacted by the staff member and an observation, documentation, and discussion about the child's growth and development will take place with the director and staff member.

The teaching staff is not specialized to diagnosis developmental delays or other special needs. Therefore, the director will communicate to families in a sensitive, supportive, and confidential manner and provide documentation and explanation for the concern, suggested next steps and information about resources to families/parents within and outside of the program.

Individual Care Plans will focus upon a child's differing physical, social, or cognitive abilities. The plan will include modifications that support the child within their least restrictive environment. Identified

modifications will be included to address the environment, learning activities, teaching strategies, and appropriate behavior for the child, families, and staff through an accepting and respectful atmosphere.

Staff and specialist will meet, share, and plan educational endeavors, objectives, and goals for children. As a team, staff members, specialist, and families will meet during parent teacher conferences, and at other requested times, to establish set objectives or goals for children. The plan will be implemented within the classroom and services with adjustments/modifications beginning administered to accomplish IFSP's and IEP's goals. Documentation will be collected to determine the level of progress. Documentation will consist of, but is not limited to, informal anecdotal notes, checklist, screenings, assessments, child's portfolio-work, and photographs. At any time, any member of the team may request additional information or meeting through phone conversation, email, or other communication devices.

In addition, the program will work with families be an advocate for their child when seeking other services or transitions between programs. Program staff will attend IFSP or IEP meetings, provide documentation of services rendered, and progress reports. The need for additional information or services can be accommodated with a sufficient amount of notice.

The program will support and encourage families in advocating for services at other locations, such as their local school system, health departments/agencies, or medical specialist. Support, encouragement, or advocacy for children will include, but not limited to, observations of children at the program, visits to other programs, staff attendance to IEP or IFSP meetings, providing non-verbal children with alternative communication strategies, assisting with enrollment procedures/policies for the next school year, and providing documentation of the children.

The program protects children with food allergies from contact with problematic food items. Enrollment forms require a health care or cultural representative to identify and provide documentation for children with food allergies or cultural preference. The program protects children from coming into contact with food allergies or preferences. Kitchen staff, lunch monitors, and teaching staff work collaboratively to identify, label, and separate problematic foods. Families' consent is obtained before posting any information about that child's food allergy. The food allergy posting will remain within the classroom and kitchen areas, as a visual reminder, until that child's attendance is completed at the program. All staff members will be notified of all children who live with food allergies.

Daily Communication Journals are implemented within Preschool I and Preschool II Classrooms (ages of children are 12 months to 35 months) and children with delays/disabilities. Daily Journals and Sign-in and Sign-out sheets provide the program staff and families the opportunity to have daily two-way communication about the children's events, toileting and diapering, feeding situations, center activities, developmental milestones, well-being or child's dispositions throughout the day. When in-person communication is unlikely, then email or phone conversations can be used as substitutes as well as the daily journal.

**NAEYC 1.E.01, 4.A.03, 4.E.07, 7.B.04, 7.C.01, 7.C.03, 7.C.05, 7.C.06, 8.A.01-8.A.05, 10.B.01, 10.B.10**

### **Specialized Consultants**

Staff members will obtain written consent from families/parents before sharing information about a child with other relevant providers, agencies, or other programs.

The program provides therapeutic interventions that a child may need. A determination of action will be made upon the referral(s) given by the classroom teacher or families. After a referral has been documented by the director, specialists are then contacted within the program. Occupational Therapist,

Physical Therapist, Speech and Language Therapist, and Music Therapist will be contacted to conduct specialized screenings.

Information from specialist, classroom teachers, and families will be gathered and analyzed to determine adequate services. In addition, an Individualized Care Plan will be developed and will include the child's interests and needs, developmental progress and learning of child, adaptations/modifications of teaching practices, and documentation of communication with families.

The following list is offered to families as a beginning contact/information, and is not limited to those discussed. Each agency provides information in regards to one or more of the following areas, disabilities, special needs, behavior challenges, or family therapy. The program staff will assist and support families in making contact with other agencies for educational purposes or transitions, align mutual desired outcomes, and provide communication with other agencies. SPS provides services for children who live within the SPS district. Payne County Health Department and the following agencies provide a sliding scale fee determined by a family's income.

- **Stillwater Public Schools**-Families in need of their child being screened for general learning challenges that live within SPS district and are three years to 18 years of age may contact the director. The director will make the necessary contact arrangements and/or screenings with Stillwater Public Schools.
  - As the parent/guardian/surrogate parent of a child or youth who is receiving or may be eligible for special education services, you have certain rights according to State and Federal laws. If you have questions about these rights and procedural safeguards, please contact your local educational agency (LEA)/public agency, or Special Education Services (SES) of the Oklahoma State Department of Education (OSDE). These rights and procedural safeguards are in accordance with Title 34 of the Code of Federal Regulations for implementation of the Individuals with Disabilities Education Act (IDEA) and the IDEA Amendments of 1997 and 2004.
- **Payne County Health Department**-Families in need of their child being screened for general learning challenges that live within Payne County can contact Annette O'Connor, M.P.A., Administrative Director, 1321 West 7th Avenue, Stillwater, Oklahoma 74074, 405- 372-8200.
  - **Screening, Special Services and Sooner Start:** The mission of the Screening, Special Services and Sooner Start Division is to provide statewide surveillance, screening and specialized programs to protect the health of Oklahoma children and their families.
    - Genetics Program
    - Newborn Screening Program
    - Newborn Hearing Screening Program
    - Oklahoma childhood lead poisoning prevention program
    - Oklahoma Birth Defects Registry
    - Sooner Start
  - **Child Guidance Service:** Oklahoma State Department of Health have served Oklahoma Families since 1956. The Child Guidance Service provides administration of the Child Guidance Program, Abstinence Education Program and Developmental Screening Initiative. These programs provide support and training to parents, childcare providers, educators, the medical community, and youth.
- Families in need of their child being screened for learning challenges, they are referred to the **OSU School of Psychology: 405-744-5474.**
- Families in need of their child being screened for speech challenges, they are referred to the **OSU Speech and Language Clinic: 405-744-6021.**
- Families in need of their child being screened for behavioral or emotional challenges and/or family counseling, they are referred to the **OSU Center for Family Services: 405-744-5058.**

- Families in need of cultural and/or linguistic services in translating and/or communicating, they are referred to the **OSU International Students and Scholars Services: 405-744-5453.**

**NAEYC 7.A.11, 7.B.02, 7.C.04, 7.C.06, 8.A.04, 10.B.08, 10.B.14**

**OKDHS 340:110-3-278 (d)(1-2)(A-C)**

**OKDHS 340: 110-3-293(a & c)(1)(A-F)**

## **Operations**

### **Program Policies**

Program policies will be provided to families upon enrollment and when revisions occur. Personnel is provided a copy of policies upon employment and after revisions.

### **Calendar and Hours of Operation**

The program calendar follows the Stillwater Public Schools' ([www.stillwater.k12.ok.us](http://www.stillwater.k12.ok.us)) and OSU's calendar with a few exceptions. The program calendar is posted on the program's website, and in the office. Families also receive a calendar in the enrollment packet. A copy can be obtained from the administrative assistant or director.

A summer program, separate from the academic school year, follows the OSU summer class schedule. The summer program requires a separate enrollment process.

The children's hours in the program are from 8:00 am until 3:30 pm. Children must arrive not later than 8:15 am, so they are not counted absent with Stillwater Public Schools. Information about before and after school care is available from the staff.

Families may visit any area of the program at any point of time during the program's regular hours of operation. For security purposes families may be accompanied by the director or administrative assistant and required to sign in and out at the front desk during observations or visits.

### **Application Procedures**

To facilitate a smooth operation of the program and to ensure equitable treatment for all families, the following policies and procedures are carefully followed.

Enrollment in the program is offered based on a child's age, application date, and by factors related to the teaching and research mission of the Child Development Laboratory, Human Development and Family Science and College of Human Sciences, and OSU; which include, but not limited to gender ratios, ethnicity ratios, developmental levels, and social-economic levels.

The program is open to all children regardless of race, color, creed, or religious affiliation. Children are assigned to classrooms based on the child's developmental needs, teaching and research requirements of the program (as stated above), and available space. Siblings of children previously and currently enrolled in the program are given first preference and then consideration may be given to immediate departmental and college applicants.

The OSU International Students and Scholars Services will work collaboratively with the program to offer written and verbal information/communication to families as needed. The program compiles and provides information to families in a language that they can understand/comprehend. The information includes, but is not limited to, policies and operating procedures, enrollment forms, parent handbook, classroom newsletter, daily communication journals, negotiations of differences or difficulties, and other written communication sources.

The program has a collaborative enrollment agreement with Stillwater Public Schools for the PreK-K Classroom. Children within the PreK-K Classroom will be dually enrolled at the Child Development Laboratory and Stillwater Public Schools. Families are expected to complete enrollment forms for both agencies, which are provided by and returned to the Child Development Laboratory office. The program works with Stillwater Public School (Will Rogers Elementary School) to address general information questions such as program options and visiting opportunities, complete enrollment procedures, and support transitions for children who choose to attend their local school for Pre-Kindergarten, Kindergarten, or First Grade at the end of their term at the program.

**NAEYC 1.A.02, 5.A.01, 5.A.02, 7.A.02, 7.A.05, 10.D.05**

**OKDHS 340: 110-3-281.4(b)(1)(A)**

**OKDHS 340: 110-3-281.4(b)(6)**

**OKDHS 340: 110-3-294(b)**

**OKDHS 340: 110-3-294(g)(1)**

**OKDHS 340: 110-3-295(a)**

### **Enrollment Policies**

Enrollment forms are obtained from the parents, or legal guardian, and utilized by the staff and teachers to assist in gaining information about families in how they define their own race, religion, home language, culture and family structures. Office staff members will obtain written consent from families/parents before sharing information/records about a child with the teaching staff, specialist, or with other relevant providers, agencies, or regulatory authorities upon request.

Enrollment information/records are to be kept in the administrative assistant's office, which can be kept locked. Information/records are updated as needed and/or at least quarterly. All information/records are kept confidential. The following is a list of individuals/agencies that may obtain information/records: administrators or teaching staff, the child's legal guardian or parent, and regulatory authorities as needed.

All enrollment forms will be completed upon the **arrival for first day of school**. Before the child can attend and enrollment can be finalized, the following forms must be delivered to the office:

- Pre-Enrollment Form.
- DHS Subsidy Agreement Form (if applicable).
- First Aid Medication Authorization.
- Emergency Information Form.
- Child Health Report with current and complete immunization record signed by a physician (all medical conditions must be listed and addressed with the classroom teachers).
- General Release Form.
- Permission to Release Form.
- Permission to Participate on Fieldtrips/Transportation Release.
- Child and Family Information Questionnaire.
- Parking Permit form.
- A copy of the child's birth certificate, immunization record and insurance card covering the child.

Enrollment policies and records will include, but are not limited to, the following guidelines:

- Maintain current health records for each child; each record must document the dates of service to show the child is current for routine screenings, exams, and immunizations according to the OKDHS schedule, American Academy of Pediatrics, and the Centers for Disease Control of the United States Public Health Service.
- Current records will provide information about health insurance coverage required for emergency purposes.

- Provide results of health exams, up-to-date immunizations, screenings and follow-ups for any normal or abnormal testing.
- Current emergency contact information for each child and kept up-to date-with daily changes noted on the classroom sign-in/sign-out sheets.
- Names of individuals authorized to access health information.
- Doctor's written instructions for children who live with special needs: allergies, chronic illness, or any other special issue that needs to be addressed by the center if certain circumstances should arise.
- Specialized services or professionals who provide services for a child.

Immunizations must be kept current in the office during a child's enrollment. A new copy of the immunization record should be delivered to the office each time a child receives shots. A copy of the Oklahoma Department of Human Services immunization schedule is available from the office.

All records are updated as needed and/or quarterly by Stillwater Public Schools Elementary Health Specialist or Payne County Health Department-Immunization Field Consultant. The information is kept confidential, but available to the staff that has consent from a parent or legal guardian for access to record, the child's parent or legal guardian, and regulatory authorities on request. Records found to be in a non-compliance status will be brought to the director and parents' attention. Parents will have five business days to address the non-compliance status. Proof will be produced to demonstrate parents' cooperation in addressing the issue (such as appointment cards, doctor notices, and written notification from a medical agency).

In addition, a health consultant or health professional will visit the program at least four times a year or observe the program's practices, review and make recommendations regarding the program's practices and written policies which will endure health promotion and prevention of infection and injury. The consultant will address physical, social-emotional, nutritional, and oral health, including the care and exclusion of ill children.

Any child who has limited or a medical/family beliefs waiver for under-immunized cases will be contacted by phone, email or postings for susceptible illnesses or diseases. The director and families will develop a case by case plan to exclude or evacuate the child from the classroom and/or center. The exclusion or evacuation will be depended upon the illness/disease, severity of exposure, and immediate possible actions by family to remove the child.

### **NAEYC 10.C.01**

#### **Registration Fee**

A non-refundable registration fee is assessed on a yearly basis. The yearly registration fees are allocated each year by the director. Registration fees are due with the enrollment agreement each school year.

#### **Tuition**

The program's annual tuition is divided into ten equal monthly payments from August through May and billed at the start of each month. Payment due dates is the fifteenth of each month through the Bursar's Office. A \$15 late payment fee is assessed if payment is not made on time. All payments are subject to the rules and regulations established by the university. If payments are ten business days overdue without prior arrangement, a one-week notice of termination of enrollment may be given. Billing will continue through the child's last day of school.

**There are no tuition adjustments for holidays, semester breaks, or a child missing class for other reasons.**



### **Supply Fee**

The program charges a supply fee every semester for each child enrolled in the program. The program supply fees are pre-set per semester. This fee is added to the monthly statement and billed in August and January. This money is used to provide supplies and activities for the classrooms.

### **Late Pick-up Fees**

The program will assess late fees to parents who do not pick up their children before the closing time of 3:30 pm (or at 5:30 pm for those enrolled in after school care). A fee of \$10.00 will be assessed beginning at five minutes after closing and for every five minutes or portion thereof until the child is picked up. The clock in the classroom (synchronized with the OSU computer network clock and/or cell phone clock) will be the official time for assessing these fees. The parent will be notified in writing and the assessed fee will appear on the next statement. Please honor the pick-up time by arriving 10-15 minutes early to allow for a conversation with the teacher and gathering your child's belongings before our closing time. If a parent arrives before the opening time of the day, they are asked to wait with their child in the foyer until 8:00 am

### **Withdrawal from the Program**

Parents may withdraw their child from the program at any time by giving a written notice 30 days prior to withdrawal to the director. Non-refundable tuition is applied to the month(s) the child withdraws from.

### **NAEYC 3.F.03, 7.C.04**

#### **Grievance Procedures**

It is the program's desire and policies to provide developmentally appropriate requirements and criteria that meet and exceed NAEYC and OKDHS. The program's policy is to collaborate with parents when a difference of opinion, value and/or belief is identified with professional practices and/or strategies which are implemented.

The optimum goal is for the child to participate successfully at the program in all of his/her endeavors. Families/parents are asked to speak with their child's teacher if they have a concern. If the concern cannot, or is not met by the teacher, the concern should be taken to the director. The director will set a conference with the families/parents and teachers to address the families'/parents' concerns. The program's goal is to meet the needs of the children and their families/parents. If the director cannot or does not address the concern to the satisfaction of the families/parents, then the issue will be referred to the Department Head of Human Development and Family Science.

The OSU International Students and Scholars Services will work collaboratively with the program to offer written and verbal information/communication to families as needed in their native language. The program compiles and provides information to families in a language they can understand/comprehend. The information includes, but is not limited to, policies and operating procedures, enrollment forms, parent handbook, classroom newsletter, daily communication journals, negotiations of differences or difficulties, and other written communication sources.

### **Services Discontinued/Terminated**

The program reserves the right to discontinue services to children under the following circumstances:

- The families/parents fail to pay tuition and fees within the designated time periods.
- The families/parents fail to reasonably cooperate with the program in the provision of educational services to their child, such as but not limited to daily routines, implementation of curriculum, discipline and/or guidance, and maintaining a positive disposition.



- The child is dangerous to self or others due to delays/disabilities, behaviors, medical situations, or any psychological situation.
- After appropriate evaluation by staff, specialists, family/parents, and Department Head it is decided that another educational setting would be more appropriate to meet the special needs of the child.
- The families/parents do not adhere to the program's policies and procedures; which include but, not is limited to, the following: completion and updated records, confidentiality, observations, arrival and departure routines, medical situations, special services, conferencing schedules, participation, usage of appropriate communication devices, supporting classroom routines, or maintaining a positive disposition.
- Any engagement by families/parents involving acts of intimidation (bullying), harassment or abusive behavior, assaults, serious threats, or acts of violence. An act of such behavior includes, but is not limited to, written or spoken communication creating alarm or concern, fear of immediate bodily harm, retaliation to staff, or when a stress-related situation develops/occurs due to actions of families/parents; whether verbal or written.

### **Daily Policies, Procedures, and Routines**

The program provides a setting for OSU students in Human Development and Family Science, especially ECE majors, to learn about children's growth and development, and about appropriate and effective educational practices. ECE lab students have course requirements to participate in the program classrooms with children under the supervision of the program teachers and the ECE faculty. Students working inside the lab must undergo an Oklahoma State Bureau of Investigation criminal background checks and reviews, required by the state of Oklahoma for all adults working with children in early education and care settings.

The purpose of the program is to provide a place for students and faculty to study children's development, effective teaching, and caregiving practices. All employees are expected to model appropriate interactions with young children. Program teachers provide guidance to lab students as needed. Program staff is expected to follow appropriate guidelines when sharing confidential information about children and their families with interns and/or lab students. Discussion about children must be done privately, maintaining confidentiality, without other children or parents in the area who might overhear what is being said.

Children enrolled in the program are observed from the observation booth or classroom by other students and faculty of OSU. These individuals must obtain permission from the director to observe. Their reason to observe must be related to a course requirement or a research project. Observers do not have direct contact with children. Most observations are made by students who are learning about developmental differences. Inside the observation booths, observers have access to a photograph of each child identified with first name and date of birth only.

Observers and lab students are asked to sign a statement that they understand that the information they gather about children is confidential and can only be shared in the context of the academic course that assigned the observation or participation task, or the research project in which they are engaged. Permission of parents to allow observation of their child/children while participating in the program classrooms is a condition of enrollment. If parents have any questions they should speak with the director.

### **Schedules**

#### **Teachers**

The teacher's work day is 7:30 am to 4:00 pm with half an hour for lunch, scheduled during naptime beginning as early as 11:00 pm. The teachers' time with the children is from 8:00 am to 3:30 pm. The

morning and afternoon time when children are not present is a time for teachers to prepare the classroom, plan activities, plan lessons, complete documentation/assessment, attend staff development, attend staff meetings, and conference with families/parents or therapist.

### **Teacher Assistants**

The teacher assistants' work day is typically from 7:30 am to 4:00 pm with a half hour for lunch, scheduled during naptime beginning as early as 11:00 am. The teacher assistants' time with the children is typically from 8:00 am to 3:30 pm. The morning and afternoon time when children are not present is a time for assistants to follow the teachers' instruction in preparing the classroom, attending staff development, attending staff meetings, and attending conferences when asked. Assistants receive a 15-minute break during the morning hours and one during the afternoon hours.

### **Lunch Assistants**

A lunch assistant is assigned to each classroom from 11:00 am to 2:00 pm to help with the children's lunch and transition to naptime/quiet time. Lunch monitors also cover the teachers' classroom responsibilities during breaks or planning.

**OKDHS 340: 110-3-281.1(i)(5)**

**OKDHS 340: 110-3-289(a-c)(1-4)(A-E)**

### **Daily Classroom Schedules**

The program will provide an inclusive teaching and learning environment for children and students on a daily basis. The environment will encourage the full participation of all children and is equipped/prepared based on each child's age, interests, and needs. Multiple opportunities of play will be presented to the children on an individual, small, or whole group; with informal groupings be implemented the majority of each day. Children will be allowed to select/choose activities throughout the day, as well as teacher directed activities. Some adaptations may be required for children's participation.

Daily classroom schedules are posted, designed, and implemented to provide consistent routines that provide:

- Sequential order of activities.
- Indicates times of the day.
- Followed with reasonable regularity.
- Age-appropriate.
- Alternates quiet and active play throughout the day.
- Includes indoor and outdoor play times.
- Includes meal and snack times.
- Rest time-when applicable.

Transition times are provided within the classroom, such as short-term activities of songs, stories, and exercises to reduce waiting periods while children finish an activity or routine and start another.

**NAEYC 10.D.06**

### **Wrap-Around Child Care**

Wrap-Around Child Care is offered in before and after school sessions. Morning caregivers work from 7:00 am to 8:00 am, five days a week. They set up before children start arriving, engage with children during the one-hour session, escort children to their classrooms at 7:50 am, and then clean the area before their departure. The afternoon caregivers work from 3:00 pm to 5:30 pm, five days a week. They are engaged with the children from 3:25 pm to 5:30 pm, or until the last child is picked up, and clean up the space before leaving.

**NAEYC 9.C.01, 10.B.12, 10.B.13, 10.B.22****OKDHS 340: 110-3-281.1(i)(4)****OKDHS 340: 110-3-286(a)(1-3)(A-E)(i-ii)(I-II)****OKDHS 340: 110-3-301(b)(1)(A-B)****Staff-Child Ratios and Supervision**

The program follows NAEYC and OKDHS regulations for determining the child/staff ratio (the maximum number of children that one teacher can supervise) and group size (the maximum number of children in a group where more than one teacher is working). Each group is organized and staffed to minimize the number of transitions throughout the day for the children's groupings, staffing, and classroom transitions; which provides consistency among the teaching staff and children relationships. OKDHS Publication OAC 340 Appendix GG Ratios and Group Sizes will be posted within each classroom within the family information area.

Groups are determined by the number of children who are supervised/cared by teaching personnel who are physically present with that group. Only one group of children per classroom or other area unless children are attending special activities, outdoor play, meals, snacks, rest time, or field trips in which other ratios can be applied.

The director assigns classroom teachers and staff according to the following ratios:

**OKDHS Single Age Groups**

- 24 months to 36 months of age: 1 Adult to 8 Children
- 36 months to 48 months of age: 1 Adult to 12 Children
- Four- to Five-year-olds: 1 Adult to 15 Children
- Six-year-olds: 1 Adult to 20 Children

**OKDHS Mixed Age Groups**

- Two and older: 1 Adult to 12 Children  
(no more than 4 two-year-olds per staff)
- Three and older: 1 Adult to 15 Children  
(no more than 6 three-year-olds per staff)
- Four and older: 1 Adult to 18 Children  
(no more than 8 four-year-olds per staff)
- The ratio and maximum group size determination for other mixed-age groups is governed by the age of the youngest child in the group.

**NAEYC**

- Toddler/Two:
  - 12 to 28 months of age 1 Adult to 4 Children
  - 21 to 36 months of age 1 Adult to 6 Children
- Preschool:
  - 2½ to 3-year-olds 1 Adult to 8 Children (16 group)
  - 1 Adult to 9 Children (18 group)
  - 4-year-olds 1 Adult to 8 Children (16 group)
  - 1 Adult to 9 Children (18 group)
  - 1 Adult to 10 Children (20 group)
  - 5-year-olds same as 4-year-olds ratio
- Kindergarten
  - 1 Adult to 10 Children (20 group)
  - 1 Adult to 11 Children (22 group)
  - 1 Adult to 12 Children (24 group)

### Child Development Laboratory

- Preschool I:  
12 months to 24 months: 1 Adult to 6 Children (12 group)
- Preschool II:  
2- to 3-year-olds 1 Adult to 8 Children (16 group)
- Preschool III:  
3- to 4 year-olds 1 Adult to 9 Children (18 group)
- Pre-K & K:  
4- to 6-year-olds: 1 Adult to 10 Children (20 group)

Mixed age groupings of preschool class of 2½-year-olds, no more than four children between the ages of 30 months and 36 months may be enrolled and the ratios within group size for the predominant age group apply. If infants or toddlers are in a mixed age group, the ratio for the youngest child applies.

- OKDHS requirement for inside square footage for routine use by children is 40 square feet of floor area per child. The areas not counted in determining the capacity of the center are:
  - bathrooms, changing stations, and built-in shelving.
  - kitchen, hallways, stairways, and corridors.
  - offices, teacher's lounges, and work rooms.
  - rooms used exclusively for the care of ill children.
  - storage closets, lockers, cubbies, and supply rooms.
  - laundry rooms, janitor rooms, furnace rooms.

Additional teaching personnel may be required to ensure appropriate supervision and care of all children, which is a factor to be considered during staff-child ratio numbers.

### NAEYC 3.C.02, 3.C.04, 3.C.05, 10.B.11, 10.B.12, 10.B.13, 10B.22,10B.24 OKDHS 340: 110-3-286(a)(1-3)(A-E)(i-ii)(I-II)

#### Supervision Guidelines

OKDHS requires that each child is assigned a staff person responsible for the child's habits, interest, special needs, and parent-teacher conferences. At least one staff person is required to be within sight and hearing of children at all times, even during nap time. Adult staff members are required to be with each group and maintain supervision of their group at all times.

Adherence to the following guidelines is required:

- The program is organized and staffed so the number of groups, teaching staff, and classroom transitions experienced by an individual or group of children during the day and/or year are minimized to the fullest. Toddlers/Two year olds/Preschool/Kindergarten age children are kept with the same teaching staff throughout the school year (Aug-May).
- Teaching staff must be aware of where children are at all times within the classroom, restroom, foyer area, and in the Outdoor Learning Environment. Children must be attended by an adult at all times throughout the building and in the Outdoor Learning Environment.
- Teaching staff is to interact/participate with children during group and center activities to increase and deepen children's learning. Teachers will position themselves at eye level with the children.
- Teaching staffs' interaction/participation is used to assess children's strengths and to modify curriculum development and individualized and group teaching experiences.
- Teaching staff is positioned to see as many children as possible. If children are located out of a direct line of sight, at least one staff member must adjust their position or look up to maintain sight supervision.

- Teaching staff supervises toddlers/twos by sight and sound at all times. Older children are supervised primarily by sight-hearing, while attending to children in other areas of the room; such as toileting, napping or divided areas within the room.
- Provide immediate protection and care for the child's well-being as required.
- Teaching staff-child ratios are to be maintained during all hours of operation including indoor time, outdoor time, and during transportation and field trips.
- The program, a pre-service program for Human Development and Family Science Early Childhood Education, has organized and staffed the classrooms to minimize the number of disruptions among the groups, teaching staff and classroom transitions as possible throughout the day and year of the program. In addition, teaching staff is set before the beginning of the school year in August with minimal teaching changes until the end of school in May. The classroom teaching staff is given first priority to work during the summer program (June and July) before the hiring of additional staff.
- A copy of the current schedule is accessible so parents and staff members are aware of the inside schedule for different events, activities, and play periods.

**The staff-child ratio is implemented at all times. Teaching staff is expected to count the children in their group throughout the day, especially when moving the group from inside to outside or vice versa, and during field trips. Teaching staff is expected to know how many children they have at all times. Every teacher counts their own assigned children. Children are never left unsupervised. If it happens that a child is left alone, teachers or staff must immediately notify the director about the incident.**

**NAEYC 2.L.09, 4.D.02, 10.D.01**

**OKDHS 340: 110-3-289(e-g & i)(1-5)**

**OKDHS 340: 110-3-290(a-e)**

### **Planning and Preparation**

Teachers have at least an hour each day for planning and preparation. Additional planning and preparation can be done during naptime. Each classroom of teachers will meet on a weekly basis to interpret and utilize informal and /or formal assessment results when planning curriculum, implementing practices and methods, determining children's interest and needs, and monitoring individualized progress and/or assessment. Program and child assessment will be used as a guide to determine the success of the curriculum goals and objectives determined by the teachers, faculty and staff.

Teachers and staff members make preparation for instruction around a thematic unit and/or concept that allows children an opportunity to explore and construct their learning through intervals of days, weeks, months, or seasons. Several exploratory units/concepts may be presented within the classroom and or Outdoor Learning Environment at one time. In addition, centers within the classroom will represent the unit/concept being explored by the children.

Children are provided multiple opportunities and equipment, activities, and materials that allow them to contribute to the welfare of their classroom, community, including social and physical environments they live within. Cleanup of activities is assigned to teachers and students. Responsibility for returning materials to the proper place in the storage room is also assumed by the teaching team. Lesson plans are emailed to the parents and to the director. A copy is posted on the parent bulletin board in each classroom. The teachers maintain a file of past lesson plans in their classroom.

Interest areas/center areas will be arranged within each classroom, especially 2 year-olds and older. Children may be given the opportunity to move equipment/materials between interest/center areas while

playing. The following are required interest/center areas, which include, but not limited to art, blocks, books and language, dramatic play and manipulatives.

Children one year-olds and younger are provided opportunity time to play freely on the floor, including “tummy time,” and do not remain in equipment that restricts freedom of movement for more than 20 minutes at a time, such as rest equipment, swings, high chairs, or stationary centers. Exceptions include assistive or adaptive equipment for children who live with delays/disabilities.

The program will adhere to licensed capacity play equipment and materials inventory and maintain appropriate proportionate when addressing the amount and variety in relation to the number of children in attendance and reach of children for their use. Equipment and material must be rotated to maintain children’s interest within the classroom and units of interest.

High risk activities/events, such as swimming, gymnastics, inflatable bouncing equipment or other increased risk for severe injuries will be selected with discretion and selectivity. Teaching staff will maintain or increase personnel to facilitate appropriate child-teacher ratios to ensure proper supervision and care for all children. Teaching staff may be required to provide special training or experience for certain high risk activities. Prior to the high risk activities/events, families will be notified of the plans and permission will be requested before children participate in the activity/event.

#### **OKDHS 340: 110-3-289(i0(1-4)(A-E)(i-ii)**

##### **Technology, Electronic, Screen Time, and Print Media**

Technology, electronics, screen time, and print media is considered as media with a screen, such as television, digital video display (DVD), videos, video games, phones, computers, and smart board and/or interactive boards.

Such devices may be utilized when the following restrictions are applied:

- technology, electronics, screen time, and print media are chosen with discretion and selectivity that are non-violent, non-vulgar- non-sexually explicit, culturally sensitive, and age appropriate according to child rating system.
- it is ensured that all sites (websites, email, instant messaging, and similar technology) are appropriate for child viewing.
- viewing time is designed throughout the day except during snack or meal times; special snacks may be provided during special educational events/activities.
- viewing time is only for children who are 2 year-olds and older and with limited time with direct teacher supervision or child-selected activity for older children.
- screen time is limited to thirty minutes or less during the day for each child or group with exceptions when electronics are used involving physical activity participation, used for homework purposes, e-readers or reading purposes, smart boards and tablets when used for hands-on learning activities, occasional special events such as educational viewing/movie and/or assistive or adaptive technology for children with delays/disabilities.

Teaching staff are prohibited from using technology-electronic media for personal use in the presence of children.

**OKDHS 340: 110-3-281.1(i)(6)****OKDHS 340: 110-3-289(d)(1-2)(A-E)(i-vi)****Written Lesson Plans**

Weekly Lesson Plans are provided to the director by Friday of each week for the next week of lessons. Plans will be developed to indicate plans for each day of the week, developed for each classroom/age group, followed with flexibility, and difference and changes being identified for each week.

Lesson Plans will be posted within the Family Information area of each classroom and contain the following areas:

- Daily indoor and outdoor learning activities.
- Developmentally appropriate.
- Identifies, meets, and stimulate learning in the following developmental areas: social, emotional, cognitive, language, reading, writing, creative expression such as art and music, at least one teacher leads physical activity participating in gross and fine motor activities, and using a variety of equipment and materials.

Teachers may develop their own form for writing lesson plans. Teachers are free to select their own style of planning as long as the guidelines listed below are addressed:

- Lesson plans include concepts and/or developmental tasks to be learned by the children.
- Lesson plans show how staff connects to individual and group goals.
- Plans include both the activities for the children and the preparation of the environment to support children's learning and development.
- Plans support the unique developmental and experiential differences among the children.
- Plans allow children to interact with others and with materials the majority of the day.
- Learning is active. Large group instruction where children wait turns or listen to others for extended periods is inappropriate. Plan learning activities in small groups for most or when activities are appropriate.
- Lesson plans bring new experiences to the children or provide opportunities for children to go visit new places.
- An integrated curriculum is preferred instead of a curriculum where isolated skills are learned.
- Activities encourage higher ordered thinking skills.
- Activities and environment are carefully scrutinized for implied gender, racial, ethnic, and ability bias.
- Activities and environment support and explore gender, racial, ethnic, and ability diversity.
- Plans to meet individual needs of children are included in the overall planning for the classroom.
- Plans include the unique contributions and differences of each family represented in the classroom.
- Routines such as toileting, diapering, eating, transitioning, napping, are included in the plan for the day and support children's development of language, self-regulation, independence, motor skills, and problem solving.
- Transitions are posted on the daily schedule with predictable verbal or visual cues that encourages and supports children's participation alongside of adults within the classroom.
- Outdoor play is considered an extension of the classroom and included in the plan for the children. Children are provided opportunity to interact with other children of different ages while on the Outdoor Learning Environment area.
- Invite parents to contribute to lesson plans.

**NAEYC 2.A.01-2.A.06****Curriculum Content Concepts**

Oklahoma State Department of Education-Oklahoma Academic Standards (OAS) and Oklahoma Early Learning Guidelines (OELG) are used as the program's curriculum goals. The curriculum reflects the



knowledge of children's developmental processes and styles of learning; best practices for supporting children's development and learning; and specific goals set by parents, teachers, and state standards. The goals are both general for the whole group of children and unique to individual children. Specific goals for individuals are established at parent conferences with parent input. Additional goals may be set by individual teachers to meet the aims of a particular unit of study or an observed need of individuals or groups of children.

The program believes that learning occurs within meaningful experiences and interactions with other people. Learning isolated skills and facts without a context for them is not meaningful to young children. The program uses environment, daily routines, and play within learning centers to provide a context for the children to achieve their goals of learning. The program also uses a combination of themes and projects to create contexts for learning specific skills, particular facts, and concepts about one's self and the surrounding world.

The program allows for some autonomy in teacher selection of the themes or projects to be studied by the children. Teachers are expected to select these topics based on their observations of children's interests and needs, the resources available to them, and their own interests. Families are invited to suggest ideas for themes or projects and to help collect the resources the children will need to engage in the activities related to the topic.

Another goal of the curriculum is the acquisition of certain key curriculum concepts. These concepts are broad and allow teachers to approach them according to the developmental level of the children; the children's previous experience with a particular concept and current knowledge of that concept; and the interests of the children and teachers. These concepts are not the only concepts taught or learned by the children. Children generate many theories and questions about the world that teachers may want to explore with them. The key concepts are the cornerstones of our curriculum which are derived from the assessment, evaluations, and screenings completed by the teaching staff and specialist, such as the Assessment, Evaluation, and Programming System for Infants and Children (AEPS).

The key concepts can be approached from many directions and be broken into components for deep exploration into particular aspects of a study. Over time, the children enrolled in the program, and their teachers will return to these concepts and explore new directions within them. The key concepts are not intended to be a survey course that skims across each topic, barely breaking the surface and providing children with many facts. On the contrary, the teachers are expected to narrow their focus on areas they and the children want to explore deeply. The goal is not to acquire isolated facts and skills, but to acquire the tools necessary for studying, to develop a desire for knowledge and joy of learning, and to gain a deeper understanding of particular concepts.

The teaching staff uses the key concepts, goals, and curriculum to provide a learning environment that addresses elements such as nurturing reflective thinking, meaningful content, and movement to enhance learning, enriched environment, choices, adequate time, collaboration, immediate feedback, mastery, and the ability to use concepts and skills in real life experiences. Real life skills that children develop through such experiences include: caring, common sense, cooperation, courage, curiosity, effort, flexibility, friendship, initiative, integrity, organization, patience, perseverance, pride, problem solving, resourcefulness, responsibility, and sense of humor. The key concepts are identified by Susan J. Kovalik and Karen D. Olsen in *Exceeding Expectations: A User's Guide to Implementing Brain Research in the Classroom*.



**NAEYC 3.D.01, 5.A.06****OKDHS 340: 110-3-289(h)(1-2)(A-B)****OKDHS 340: 110-3-301****Outdoor Play**

Outside play is scheduled twice a day year round in the Outdoor Learning Environment for each child regardless of age. Only on extreme weather days do the children stay inside. Outside play allows teachers to extend the learning experiences from inside the classroom to outside. The Outdoor Learning Environment is an extension of the classroom.

Most any activity and equipment used inside can be used outside. Teachers create centers in the Outdoor Learning Environment to support and extend children's play outside, and responsibilities are shared between the classrooms for set-up, clean-up, and storage.

Children are expected to participate in outdoor play with their class each day. Outside play takes place each morning and afternoon unless the weather is determined to be detrimental to health and safety (i.e., quality air alerts, electrical storms, temperature above 100 degrees F, or wind chill below 0 degrees F).

Parents are asked to dress their child appropriately for changing weather conditions. When outdoor opportunities are prohibited due to weather health or safety situations, similar activities will be carried out inside either in the classroom or other designated areas, emphasizing gross-motor development. Indoor and outdoor equipment for all activities are supervised at the same level and it meets the national safety standards.

Outdoor play areas will be designated for certain learning opportunities which are an extension for the curriculum. Designated areas and equipment/materials are secluded to be age and developmentally appropriate and is located in clearly defined spaces with some semiprivate areas where children can play alone or with a friend. The main purpose of the outdoor curriculum is to accommodate the following, but not limited to:

- Develop and enhance gross motor skills/experiences such as running, climbing, balancing, riding, jumping, crawling, scooting, and swinging.
- Provide outdoor experiences with dramatic play, block building, manipulation of materials and to support art activities.
- Explore the natural environment, including a variety of natural and manufactured surfaces, and to explore natural materials such as nonpoisonous plants, shrubs, trees, insects, and the surrounding environments.

Special attention to clothing and footwear protects children from injuries in the Outdoor Learning Environment. Rubber soled shoes and shoes that fit securely on the child's foot help to prevent falls on slippery surfaces when a child runs and climbs. Necklaces, scarves, and strings on hoods of jackets should not be worn, as these items can cause choking if a child falls and the item gets entangled. Teachers constantly survey the program Outdoor Learning Environment and equipment to discover and correct potential hazards.

**NAEYC 3.D.01, 5.A.07, 9.B.07, 9.B.08, 9.C.10, 10.B.08****OKDHS 340: 110-3-294(g)(4)****OKDHS 340: 110-3-300(s)(2)****OKDHS 340: 110-3-301(c)(5-12)****OKDHS 340: 110-3-302(d)(1-2)(A-C)****Safety in the Outdoor Learning Environment**

The program will have an annual Certified Playground Safety Inspection. The documentation will be available on-site and a summary will be presented to the stakeholders, governing board, and families upon request. OSU Facilities Management and other businesses will be contacted to remediate any unsafe conditions and maintain the facility on a regular basis.

The wooden structures are made of wood that has not been treated with Chromatid Cooper Arsenate (CCA). All wooden structures and/or objects within the Outdoor Learning Environment was purchased during January 2017-May 2017. Wooden structures will have two coats of waterproof oil-based stain or sealant at least once a year to prevent CCA contact.

The inspection will assess the following areas, but is not limited to:

- Outdoor play area accommodates abilities, needs, and interest of each age group the program serves.
- Play equipment is safe, protecting against death or permanently disabling injury for all children.
- Through remedial action, the program has corrected any unsafe conditions where applicable.
- Outdoor area is protected by fences or by a natural barrier to prevent access to streets and to avoid other dangers that are hazardous to the children, such as pits, water hazards, wells, electrical hazards, and chemical hazards. The outer fence area begins at ground level, at least 48 inches high, poses no safety risk to a child, and be maintained in good condition, which includes stable, secure, and upright stance.
- At least one exit/gate opening will remain unlocked during operation hours. The opening will be locked each evening. The unlocked gate will require a child-proof latch or latch out of the reach of child and be kept closed while children are playing outside.
- An inspection and maintenance program has been established and is performed on a regular basis to ensure ongoing safety. Items to be considered are, but are not limited to:
  - At least two different types of surface are required for development and growth opportunities.
  - Resilient surfacing is extended six feet beyond the limits of stationary equipment to assist with fall zones.
  - Impact-absorbent materials are required in use zones for climbers, swings, slides, and revolving equipment. Materials would include, but not limited to, sand, pea gravel, wood mulch, shredded rubber, and engineered wood fibers. A depth of at least six inches must be maintained by replacing, leveling, or raking the surface.
  - Protruding hardware, catch points, sharp points, and other possible puncturing items are identified as hazardous.
  - Entrapment areas/openings that measure two and 3/8 inches or more for one year-olds and more than 4 inches for 2 year-olds are identified and corrected.
  - Covered porch areas and overhangs provide shelter from excessive wind and direct sunlight.
  - Shade is accessible to children at all times.
  - Open, continuous, uninterrupted, and unobstructed area accounts for at least 25 percent of the required outdoor play area.
  - Equipment is safe and appropriate for outdoor area in open areas, use zones, and impact absorbing materials are ample.
  - Equipment can withstand the maximum weight or force of active to prevent overturning tipping, or sliding and anchors do not pose a hazard to children.
  - Equipment has been design in a safe manner, which adheres to:

- angles or openings of three and one-half to nine inch openings that could entrap a child, such as ladder rungs or play steering wheels.
- Exposed moving parts are prevented from pinching, crushing, or shearing; such as rotating gears, axles and teeter-totters.

Outside time is potentially the most dangerous time of the day. Outside is where the most serious accidents can happen. Teachers and other adults do not spend time visiting with one another during outside time, as they are always monitoring the Outdoor Learning Environment, closely watching for dangerous play. Teachers and other adults are not left alone in the Outdoor Learning Environment with any children until they have worked in the program for a while and learned how to spot risk in the Outdoor Learning Environment, and are familiar with the equipment.

Each classroom has a fully equipped bag of first-aid kits/supplies (tissues, wet wipes, first aid) to carry to the Outdoor Learning Environment, outings away from the program, and on fieldtrips. Classroom teachers are responsible to make certain that these supplies are always well stocked.

Children are counted when leaving the building, and when returning to the classroom. Teachers and other program adults are required to know how many children they have with them at all times. If a child is left alone in the classroom or on the Outdoor Learning Environment, the incident must be reported to the administrative office. Teaching staff and other adults should immediately seek assistance from the office and other teachers if a child is unaccounted for.

Teaching staff keep a count of children at the end of the day, as children leave to go home. Because this can be a confusing time of day, teachers must be aware of when children leave by ensuring that families sign their child out at the end of the day. If the whole class goes outside at the end of the day, the sign-out sheet goes outside too.

Teaching staff check to see if children need sunscreen, insect repellent, or special clothing to protect them from the elements when going outside. Some parents may prefer that their children wear hats or scarves in the Outdoor Learning Environment to keep sand out of their child's hair.

Families are encouraged to bring appropriate clothing items and necessary lotions and/or sprays for their child to wear throughout the day. Although, it is the teachers' responsibility to protect children from cold, heat, sun injury, and insect-borne disease by making sure that:

- Children wear clothing that is dry and layered for warmth in cold weather.
- Children have opportunity to play in shade.
- When in the sun, children wear sun protective clothing or a skin protection product is applied. Skin protection will be a non-aerosol sunscreen or sunblock with UVB and UVA protection of SPF 30 or higher with written parental permission.
- When public health authorities recommend and when written parental permission is given to use insect repellents due to a high risk of insect-borne disease, only repellents containing DEET are used and applied to children older than two months, and used no more than once a day.

### **NAEYC 9.B.04, 10.B.12**

### **OKDHS 340: 110-3-301(c)(1-4)(A-B)**

#### **Maximum Group Size**

The maximum group size (combined classes) on the Outdoor Learning Environment is determined by the children's ages.

- If 2-year-olds are included, then the maximum group size is 24 children.
- If the youngest child is 3 years old, then the maximum group size is 30 children.

- OKDHS requirement for outside square footage for a center with 24 or more children is 75 square feet of outdoor play space per child for at least one-third of the total number for which the center is licensed. In addition:
  - A time schedule is planned to ensure that, weather permitting, every child has an opportunity for outdoor play each day.
  - A copy of the current schedule is submitted to OKDHS.
  - A copy of the current schedule is accessible so parents and staff members are aware of the outdoor play periods.
  - Children can reach equipment and materials safely.
  - Close supervision is provided for areas that are not easily viewed.

### **NAEYC 9.B.07, 10.B.12**

#### **Care of Outdoor Learning Environment**

Each time a class goes to the Outdoor Learning Environment teachers need to check all areas carefully for safety concerns, including broken equipment, trash, sand on sidewalks, trip hazards, etc. Teaching staff will report any concerns about safety concerns to the administrative office and barricade the danger to protect the children.

Teaching staff need to remove any trash that has blown onto the Outdoor Learning Environment and remove standing water hazards by dumping water out of equipment or filling low spots in the Outdoor Learning Environment with sand. Outdoor Learning Environment toys and equipment are to be kept clean and stored in an organized fashion in one of the sheds or storage closets. Teaching staff should encourage children to assist with cleaning the Outdoor Learning Environment each time they leave it, putting toys and tricycles away between classes.

In addition, program staff must clean and inspect the sand areas for foreign matter on a regular basis, such as sticks, ants or other insects, and animal feces. Sand will be replaced as necessary or when indicated by the Outdoor Learning Environment inspection report. Small sand areas will need to be maintained, supervised, and emptied each week. The large sand areas are constructed so they drain easily, and cleaned on a regular basis because they are unable to be covered when not in use during the weekends.

### **NAEYC 9.B.07**

#### **Outdoor Learning Environment Supervision**

Supervision on the Outdoor Learning Environment is done in stations or areas to assist with the supervision of children at all times by either sight or sound. **All teaching staff adheres to these rules throughout the day so children have the same set of rules whenever they are on the Outdoor Learning Environment, regardless of which teacher or adult is in charge.**

#### **Outdoor Learning Environment Rules**

##### **Storage Buildings**

- Children must be accompanied and have adult supervision whenever they enter the storage/shed buildings.

##### **Wheeled Vehicles**

- Trikes and other wheeled equipment are to be used on designated sidewalk areas only.
- Wheel toys are for riding instead of bumping into people or other items.
- Speed must be kept at a reasonable pace for the child.

- Learning experience: taking turns, following traffic patterns, cooperating with others, motor coordination, visual perception, depth perception, rhythmic movement, independence, and responsibility.
- Outdoor wheeled equipment must remain in the outdoor area instead of inside usage.

### **Climbing Structures**

- Children leave all toys on the ground so their hands are free to hold onto the ladders while climbing.
- Children's feet stay on the floor of the climbing structures as side areas are prohibited for climbing.
- Swinging from overhead beams on any Outdoor Learning Environment structure is unacceptable.
- Learning experience: courage, ego strength, awareness of others, and judgment of space awareness, and self-assurance.

### **Slides**

- Slides are for sliding down, instead of walking up.
- Children must slide down feet first. They can sit, lie on their backs, or lay on their stomachs.
- Children use slides instead of toys or other objects.
- Bottom of the slide area must be cleared at all times. Children should be encouraged to get up and get out of the way once they have come down the slide, so the next child can come down without a collision. Children are never to play in the area at the bottom the slide.
- Learning experience: waiting for turns, motor coordination, kinesthetic awareness, understanding of gravity, judging space and time between one child's turn and another's.

### **Sand and Mulch Pit Areas**

- The sand and mulch must be kept in the set designated areas of the Outdoor Learning Environment and any deep holes dug by the children need to be filled in by teachers and/or children, especially around any of the 6ft. fall zones of climbing structures.
- Sand is to remain on the ground instead of being thrown, eaten, or taken out of the sand area.
- Utensils and implements will be shared among the children.
- Learning experience: tactile stimulation, judgments of proportions, amounts sizes, textures, planning, gravity, effect of moisture, use of various utensils.

### **Clean Up**

- Each class is responsible for putting away the toys they use in the Outdoor Learning Environment. Clean up should take place each time a class returns to the inside classroom.
- Toys should not be left on the lawn or equipment.
- Water tables are emptied and those toys are put away.
- Anything taken outside should be brought back inside.

### **Playhouse Areas**

- Occupants limited to six at one time.
- Doors must remain open when someone is playing in the house area.
- A child must be let out upon request.
- House must be cleaned up when play is finished.
- Learning experiences: division and arrangement of three-dimensional space, cooperative play, keeping order, and cleanliness.

**Outdoor Learning Environment caution: The areas behind the playhouses are difficult to supervise. Until barriers to these areas are installed they are off-limits to the children. Supervision is to be provided for children who play on the porch areas. Children should be in sight at all times for safe supervision of Outdoor Learning Environment activities.**

**NAEYC 5.A.10, 5.A.15, 9.C.12, 10.D.01****OKDHS 340: 110-3-291(a-d)(1-6)****Water Play**

The program Outdoor Learning Environment has a water-play system that allows children to run through sprays and fountains of water. If a child is unable to participate in this activity or must wear ear plugs, please note this information on the health form, speak with the teacher and make necessary arrangements.

Additionally, the classrooms plan water play experiences at specially designed tables that are closely supervised and precautions are taken to prevent infectious disease. Children are prohibited from drinking and/or immersing their bodies in the water and/or other substances. Children with sores on their hands are not permitted to participate in communal water play.

Water table materials are changed on a daily basis or as needed to prevent the spread of communal disease/germs. Fresh portable water is used and is changed before a new group of children participates in the water play and the water is drained with each group of children when they complete their play. When cleaning the water play table, fresh potable water flows freely through the water table and out through a drain in the table. Children are encouraged and reminded to wash their hands before and after playing at the water-play activities.

Special attention with supervision is implemented with toddlers/twos during water play activities. Only designated water play equipment will be utilized for water activities. Toddlers/twos will not have access to large buckets that contains liquid of any type.

In addition, close supervision is mandatory for outdoor water play events, such as “Water Day.” The program staff must supervise all children by sight and sound in all areas with access to water in tubs, pails, water tables, and sprinkler areas. All wading pools or kiddie pools are prohibited.

**NAEYC 3.D.01****Daily Schedules and Routines**

The daily schedule is posted in each classroom. It is designed to allow children adequate time to explore and have a balance of active and quiet activities, indoors and out. The routine allows children to know and prepare for what is coming next and provides a sense of security. Some flexibility is expected in response to individual and group needs, special needs, special times such as field trips, visitors, and children’s interest and weather conditions.

Children are provided the opportunity to have time for free choice and accessibility to activity learning centers throughout the daily schedule. Each child is provided opportunities to play individually, in pairs, small groups, and whole group. Teachers purposefully plan and prepare the environment so children interact with one another through child-to-child engagement. Teachers provide children the opportunity to acquire certain skills through indirect and direct teaching strategies.

In addition to other planned activities, teachers encourage and help children to become independent and competent in toileting, hand-washing, personal hygiene, dressing, and eating. Children are encouraged, guided, and provided the opportunity to cleanup equipment and materials within the classroom and in the Outdoor Learning Environment area.

Teaching staff provides children the opportunity to expand, explore, and reserve their creations, projects, and learning within the classroom and in the Outdoor Learning Environment. Children may be allowed to move equipment and materials within designated areas to other locations being used in a constructive

avenue. The teaching staff assists children's learning by interacting and playing with the children within centers or activities. Teachers use this opportunity to gather documentation of children's learning, reflecting-assessing upon children's interaction, learning, and modifying plans, or teaching strategies to increase children's learning opportunities.

Teachers provide opportunity within the daily schedule to allow child-initiated and interest-topics to be discussed, explored, and researched. Children are supported through planned lessons, special interest centers, and collaborative inquiry with individual children, small groups of children and whole groups. Teaching strategies will include opportunity for children to be exposed to curriculum content, routines, learning opportunities, task and skills in segmented sections that are meaningful and suitable for children. Teachers will also provide children the opportunity to engage and be immersed in emerging skills and activities that support and enhance repetitive learning opportunities.

In addition, teaching staff interactions with children will be demonstrate by their ability to:

- interact with children without using any form of physical or psychological abuse
- recognize and protect children from health and safety hazards
- interact, encourage and provide children with a variety of learning opportunities and social experiences
- adapt and respond to conditions that require changes and demanding responses that support the quality of the program
- two-way communication with families, children (if applicable) along with other staff members

#### **NAEYC 5.A.09, 10.B.08, 10.D.01**

**OKDHS 340: 110-3-281.1(g)**

**OKDHS 340: 110-3-294(a)(3)**

**OKDHS 340: 110-3-300(n)(1-3)(A-C) (i-ii)**

#### **Hand Washing**

Hand washing is the most important means of limiting the spread of diseases. All individuals participating in the program wash their hands before preparing and serving food, after helping a child with the bathroom or changing a diaper, after cleaning a child's face, before and after tending to a child's injuries, after handling pets, and after outside play. Children are encouraged to wash their hands at the same times using soap and rubbing their hands together under running water for several seconds.

Staff and children follow proper hand washing procedures in order to eliminate as many germs in the environment as possible. Staff and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and periodically monitored. Hand washing is required by all staff, volunteers, and children to reduce the risk of transmission of infectious diseases to themselves and to others. Children may wash either independently or with staff assistance, staff should always assist children with hand washing as needed to successfully complete the task.

Everyone is required to wash their hands at these times with soap and warm running water:

- When arriving for the day.
- Before and After:
  - Meals, snacks, and drinks preparing or serving food, handling, or preparing raw food that requires cooking such as meat, eggs, poultry
  - feeding a child
  - administering medicine
  - playing in water activities used by two or more people
  - moving from one group to another that involves contact with infants and toddlers/twos



- After:
  - diapering
  - using the toilet or helping a child use the toilet
  - handling body fluids (mucus, blood, vomit) from noses, mouths, eyes, or open sores
  - handling any raw food that requires cooking (eggs, meat, poultry)
  - after playing in water shared by two or more people
  - handling pets and other animals or any material such as sand, dirt, or surfaces that might be contaminated by an animal
  - playing outdoors
  - handling garbage or cleaning up items or areas
  - wash hands thoroughly after removing gloves when handling blood or body fluids that might contain blood
- Hand washing how-to-procedures are posted as required by OKDHS in the kitchen sink area, classroom sink areas for children and staff, and diapering areas:
  - use warm running water
  - wet hands and wrists
  - use a thumb-nail size dab of liquid soap
  - rubbing and working soap vigorously into a lather and washing hands between fingers, back and inside of hands up to wrists, and under fingernails for at least 20 seconds or two verses of "Row, Row, Row, Your Boat," making sure that all jewelry area is cleaned under and around the item.
  - rinsing all areas well
  - dry hands thoroughly using a clean paper towel
  - avoid touching faucet by using paper towel to turn off faucet
  - if in the bathroom, open bathroom door with paper towel and throw paper towel in trash receptacle

Other hand washing requirements/guidelines to be followed:

- Hand-washing facilities are within 40 feet of the indoor areas that children use and hand-washing sinks are accessible to staff and children.
- At least one sink is counted for every 15 children that is easily accessible to the children within the same building and supervision is provided. Kitchen sinks for food service areas and portable sink are excluded from this ratio.
- Each classroom has at least one hand washing sink located near the diapering changing areas or restroom that opens directly into the diapering changing area.
- Hand washing areas must maintain running water between 80 and 120 degrees F\*, contains soap, paper towels, and trash dispensers easily accessible for children and staff.
- Children are not allowed to share items such as wash clothes, towels, brushes, and combs. Wash clothes will be used one time for a child and then laundered for sanitizing purposes.
- Staff will wear gloves when contamination with blood may occur with vigorous hand washing practices following the glove removal procedure.
- Staff does not use hand-washing sinks for bathing children or for removing smeared fecal material. The sink in the utility room (washer and dryer area) is designed as a bathing sink for children if needed.
- Sinks used for food preparation and other purposes will be cleaned and sanitized before using them to prepare food items.
- **ALCOHOL-BASED HAND RUBS ARE NOT USED IN LIEU OF HANDWASHING PRACTICES AND/OR PROCEDURES.**



- Hand Washing Procedures are posted in close proximity to all sinks within the program, which include but not limited to kitchen and classrooms. OKDHS Publication No. 14-02 Hand Washing Procedures Using Paper Towels procedures will be developed and posted.

### **NAEYC 5.A.07**

**OKDHS 340: 110-3-278(d)(2)(K)(xii)**

**OKDHS 340: 110-3-294(g)(4)**

#### **Children's Clothing**

Families must maintain a complete change of clean clothing (including underwear, socks, pants, and shirt) and an extra pair of shoes (flip-flops are prohibited) in their child's locker at all times. It is important for children to have a complete change of clean clothes in the event of an accident (toileting, food-related, or curriculum-related). Children may be upset about soiled clothing and, in such cases; it is more comfortable for children to change into their own clothing. All clothing must be marked with the child's name or initials. Clothing should be exchanged to accommodate children's growth and seasonal weather changes.

During the course of each day, children are involved in active exploration and play. Many kinds of materials and equipment are available. Children are expected to wear clothing that is appropriate for active play. Although program teaching staff does their best to protect a child's clothing, the program does not guarantee the condition of a child's clothing and accessories after a day of play. The following guidelines help determine suitable clothing for program children.

- Wear clothing the child can get messy or dirty.
- Clothing should be easy for the child to put on and take off when using the toilet.
- Clothing should be loose enough to allow free movement without being so loose that it becomes entangled in equipment.
- Clothing should be suited to the weather – layers are most suitable.
- Tennis shoes should either be worn or kept at school.
- On sunny days, dress children in appropriate clothing and apply a non-aerosol sunscreen or sunblock of SPF 30 or higher before arriving to class.
- Repellents containing DEET are used when authorized by health authorities.

At school, smocks are provided for painting, water play, and similar activities; however, smocks do not always prevent accidental stains on clothing.

Hats, gloves or mittens, and coats should be available to children during the fall and winter seasons. On cold days, children need to have long pants or other covering for their legs. Children are encouraged to wear clothing that is dry and layered for warmth in cold weather.

On especially wet days, it is helpful to have waterproof shoes/boots for outdoor play.

### **NAEYC 5.A.08, 5. C.02, 9.A.01, 9.C.06, 10.B.08, 10.D.01**

**OKDHS 340: 110-3-278(d)(2)(K)(xii)**

**OKDHS 340: 110-3-281.1(h)**

**OKDHS 340: 110-3-297(a-d)(1-5)(A-E)(i-ii)**

**OKDHS 340: 110-3-330(m)(1-2)(A-D)**

#### **Toileting and Diapering**

Preschool II through PreK-K classrooms have a toileting area that is closely supervised. Preschool I Classroom (toddler's room) contains a changing table area-no toilets. Toddlers who are in the process of toilet training will be escorted to the Preschool II or PreK-K Classrooms.

In the younger classroom, toileting facilities are open to allow for close monitoring by teachers. Natural curiosity and questions about gender differences are responded to, openly teaching children respect for their own bodies and those of others. Child-sized stall heights in older children's classroom allow for adult supervision while respecting children's privacy.

Parents are asked to dress their children in clothing the child can manage independently. Children are reminded to follow proper hygiene rules such as flushing the toilets and washing their hands with soap. Smaller sized sinks and lower toilets help the children feel competent and to master toileting. The program has automatic shut-off valves on the faucets at the sinks, installed to reduce the spread of infection. Therefore, a child may fail to turn off the water at manual faucets until he or she learns the difference.

Teachers are aware of which children are being toilet trained and which children need reminders to use the bathroom or need help in the bathroom. Learning about the toilet is an important developmental step for young children. Teachers are attentive and calm when helping children in the bathroom. Teachers assure children that accidents are a normal part of learning and assist them in cleaning and changing clothes when necessary. Older children may be able to do most of this for themselves. Both the teacher's and child's hands should be washed thoroughly after an accident. OKDHS regulations restrict the program from cleaning any soiled articles of clothing belonging to the child, and so any soiled articles are placed in a sealed plastic bag in the child's bin and sent home.

Disposable diapers are required for children who are not toilet trained. Cloth diapers are prohibited at the Child Development Laboratory due to health and safety issues, unless for medical reasons. Diapers are checked and/or changed every hour, when children awaken, and/or immediately when a child's behavior suggest a wet or soiled diaper. Parents who change their child's diapers at the program are asked to follow the required sanitation procedures posted in the diaper changing area.

Before beginning to toilet train a child, teachers ask parents to meet and plan together for a successful new step in a child's development. Expect a child to engage in toilet play before he or she is ready to toilet train. Children like to imitate other things and toileting is another area they will explore. Toilet training comes when a child is ready to take responsibility for eliminating in the toilet and handling his or her own clothing. This is generally around two-and-a-half to three years of age, but differs among children.

Toileting is encouraged with regular use and short periods of time, not to exceed 10 minutes at one time. The environment is relaxed and pressure free. Teaching staff responds immediately when a child request toileting assistance. All children are encouraged to participate when they are ready. Toileting accidents are handled with acceptance and positive reassurance without embarrassment, punishment, or disapproval for the toileting accident.

Check diapers and the clothing of children who are toilet training at least every hour. Change a child's diaper/clothing any time you notice it is soiled. Safety and proper sanitation are critical for the health of children. **Never leave a child unattended on a changing table.** Always keep one hand on a child while the child is on the table. Avoid holding a child's arm or hand while they are on the table. Place your hand on the child's abdomen. Before placing a child on the changing table or assisting them in the changing area, gather all of the items needed.

The following are the procedures to follow when changing a child's diaper/clothing:

- Make sure all supplies are ready.
- Lay the child and clothing/diapers on the changing table in designated area.

- Put on vinyl gloves.
- Remove soiled diaper or clothing. Fold disposable diaper inward and seal with tapes and place in diaper pail. If soiled, place in plastic bag and seal before placing in diaper pail. Double bag clothing and label with child's name.
- Clean child's bottom with disposable wipes provided by the parent.
- If provided, use that child's diaper wipes to avoid any allergic response to an unknown brand.
- Clean child's bottom with a fresh wipe until clean.
- Dispose of wipes in a plastic bag or fold into gloves when removing them and toss into the diaper pail.
- Remove gloves after child is clean.
- Diaper and dress the child.
- Wash the child's hands and caregiver's hands with soap and water.
- Help the child return to the group.
- Clean and disinfect the diaper changing surface (or toilet if necessary) with bleach solution.
- If the child had a toy to play with during diaper changing.
- Caregiver/Teacher washes hands thoroughly once again.

The following are requirements when implementing toileting practices:

- Diapering area is kept free of all items except for actual diapering items.
- Diapers are changed in the diaper changing area or when applicable an alternative diaper changing area.
- Diaper changing areas are required in each classroom or a restroom that opens directly to the classroom, unless the children are 2 year-olds or younger in diapers.
- Commercial disposal diapers or pull-ups are used unless the child has a documented medical reason signed by a health provider for cloth diapers.
- Required cloth diapers must have an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and outer covering are changed as a unit-not individually.
- Diapers and training pants fit appropriate so that urine and feces are contained until changed.
- Diaper, training pants, and clothing items that are soiled by urine or feces are immediately placed in a plastic bag without rinsing or avoidable handling and sent home that day for laundering. Feces may be disposed of in a toilet without contaminating the surfaces of other surfaces.
- Both wet and dirty items are placed in a sealed, labeled, moisture-proof bag and send home or laundered immediately.
- Children are checked every hour when awake and when awakened from rest/nap times and/or when diapers are wet or soiled.
- Staff changes children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
- Equipment and furnishings for diaper changing and changing soiled underwear or other clothing are located away from food preparation areas.
- Each changing area is separated by a partial wall or is located at least three feet from other areas that children use and is used exclusively for one designated group of children.
- Hand washing sinks are located within an arm's length of diaper changing tables.
- At all times, caregivers have a hand on the child when the child is being changed on an elevated surface.
- Changing procedures must be posted and followed as outlined in the TORCH Cleaning and Sanitation Frequency Table.
- Diapering surfaces must have a non-porous diapering surface and at least 28 inches above the floor and not used for other purposes.
- These procedures are used to evaluate teaching staff that change diapers.

- Surfaces used for changing materials are placed on designated area only and used for only changing purposes, never used for any other use within the classroom-especially involving food or feeding.
- Containers that hold soiled diapers and diapering materials have a lid that opens and closes tightly by using hands-free device step can.
- Containers are kept closed and NOT accessible to children.
- Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day.
- Toilets are within 40 feet of the indoor area used by children, one toilet for every 15 children that is easily accessible and operable, toilet paper within reach of children, doors that lock/unlock from the inside by the child, doors used by 4-6 year olds provide privacy while supervision is maintained.
- Privacy is provided for children who are 3 year-olds and older during diapering procedures.
- OKDHS Publication No. 14-04 Diaper Changing Procedures is posted and procedures are implemented following the required procedures for changing a diaper.

**NAEYC 3.D.07, 3.D.12, 5.A.01, 5.A.02, 5.A.14, 5.A.16, 5.B.01, 5.B.02, 5.B.03, 5.B.04, 5.B.05, 5.B.07, 5.B.09, 5.B.10, 5.B.13, 5.B.14, 5.B.15, 5.B.16, 10.B.08, 10.D.01**

**OKDHS 340: 110-3-278(d)(2)(K)(xvi)**

**OKDHS 340: 110-281.1(e-f)(1-2)**

**OKDHS 340: 110-3-287(d)**

**OKDHS 340: 110-3-299(m)(1-2)(A-D)**

**OKDHS 340: 110-3-300(n-o)(C)(i-ii)**

**OKDHS 340: 110-3-294(g)(1)**

**OKDHS 340: 110-3-298(a-f)(1-10)(A-D)(i-vii)**

**OKDHS 340: 110-3-299(a-n)(1-5)(A-E)(i-iii)**

### **Meals and Snacks**

The program employs food service staff who prepare nutritional meals and morning and afternoon snacks. All snacks, meals, and drinks follow the OKDHS required Child and Adult Care Food Program (CACFP) and Sanitation guidelines. The food service is checked on regular bases from OKDHS and the State Department of Health. Both agencies use the U.S. Department of Agriculture Guideline for the program's evaluation.

Human Sciences Nutritional Science Department works with the program on a bi-yearly basis by analyzing and reporting on the nutritional value of menus. The menu is planned to include a variety of foods and to meet one-third of a child's daily nutritional requirements. The report includes the nutritional content, portion sizes, and taking into consideration of the national recommended limits on juice, sugar, sodium and saturated fats.

The Nutritional Science Representative, director and kitchen supervisor reviews, discuss, and develop a plan of action to implement changes/improvements. The consultant follows up with an additional visit to verify if the program has documented and implement changes to meet the state dietary requirements.

Children attending the program are provided with a morning snack, lunchtime meal, and a mid-afternoon snack. All substitutions are posted on each menu within the classrooms and kitchen area. The menu is posted every two weeks on the parent bulletin board in each classroom, on the website, and emailed to all families. The menu is planned to include a variety of foods and to meet one-third of a child's daily nutritional requirements. Children are encouraged to try each food and develop a liking for a variety of foods. Menus are kept on file for consultation purposes.

The program serves meals and snacks at regular established times. The time span is measured from the ending time of the previous snack or meal to the beginning time of the next snack or meal. Snacks must be at least two hours apart, but not more than three hours apart.

When children require a specific diet, either for medical, religious, or cultural reasons, parents should discuss the dietary needs/restrictions with the director and the classroom teachers. A plan to ensure that a child's nutritional needs are being met will be discussed. Depending upon parent's request, instructions from a doctor may be required. If the program is unable to provide an adequate substitution for prescribed diets, parents are asked to provide additional foods their child can eat. Food service operations, special feeding needs/substitutes, and procedures used for food from home are observed for the reporting as well. Food items or substitutions brought from home are regularly checked to make sure it meets the USDA's CACFP food guidelines. Food from the program will be prepared if needed to supplement food brought from home if necessary.

The program will provide a daily feeding record for all toddlers/twos and children with disabilities who live with special feeding needs. The record will document the type and quantity of food a child consumes and provides families with daily written and verbal information. In addition, all foods and beverages brought from home are labeled with the child's name and date and follow the food guidelines and regular food services. Program staff will make sure steps are taken to ensure that food requiring refrigeration stays cold until served and heated food is served at correct temperature.

Parents must identify children who live with special health care needs, food allergies, special nutritional needs or delay/disability on the child's enrollment forms. The director will contact the parents, teachers, and specialist in preparing an Individualized Care Plan.

The program protects children with food allergies from contact with problematic food items. Families' consent is obtained before posting any information about that child's food allergy. The food allergy posting will remain within the classroom and kitchen areas in close proximity of the menu, as a visual reminder, until that child's attendance is completed at the program. All staff members will be notified of all children who live with food allergies.

Meals are served in a family style atmosphere. Several children and at least one adult share meals and snacks together at a table and engage in conversation. As they are ready, children help themselves to seconds and pour their own drinks. Teaching staff who sit and eat with the children during snack and lunch, encourage children to engage in conversation, develop appropriate table manners, and display calm and collective interaction with others. Children are encouraged to try new or unique foods without being forced to eat or being punished for refusing to eat.

Food consumption from teaching staff, in front of or with children, will meet the nutritional requirements set forth for children as well. Families/parents are invited to eat lunch with their child for a fee of \$3.00 per adult (added to the monthly invoice). Families/parents need to give a one-day notice to the teaching staff if they wish to join their child for lunch.

Supplementary food items are acceptable within the OKDHS food regulations, which consist of, but is not limited to, either whole fruits or commercially prepared packaged foods in factory-sealed containers. Special diets may need written documentation from a health provider to be acceptable and meet the guidelines and/or requirements. The program takes steps to provide food safety in its provision and preparation of drinks, meals, and snacks each day throughout the year.

The following are the required guidelines by the OKDHS, but is not limited to:

- Children remaining in the center over a four-hour period are served a balanced meal that provides at least one-third of their daily nutritional requirements.
- Toddlers/two year olds do not carry bottles, sippy cups or regular cups with them while crawling or walking.
- Toddlers/two do not have bottles while in a crib or bed and do not eat from propped bottles at any time. Children are held while being bottle-fed until they are old enough to eat without assistance.
- Children offered fluids from a cup as soon as the families, teachers, and specialist (if applicable) decide together that the child is developmentally ready to use a cup. Spill-proof and regular drinking cups are never shared amongst children and sent to the kitchen to be cleaned/sanitized after each use.
- Perishable foods are refrigerated at 41degrees F or below with a thermometer to regulate temperature. Staff members make sure that all food requiring refrigeration stays cold until served either within the kitchen or classroom office refrigerators.
- Food and milk is served within four hours and is not re-served or re-refrigerated.
- Low-fat (1%) milk is served to children from 12 months to 6 year olds; milk substitutes are used for medical purposes.
- Breastmilk and formula are considered acceptable within the facility and must be labeled with the child's full name and date expressed. Additional information below the listing regarding breastmilk and formula.
- Fruit juices are 100% fruit juice, no sugar additives, and at full strength. Drinks sweetened artificially or with sugar are prohibited, as well as caffeinated or energy drinks.
- Second servings are available for children.
- Children are encouraged, but not forced, to eat.
- Menu plans reflect the required food service guidelines and are checked/filed by OKDHS.
- All day programs must provide a morning snack, a noon meal, and afternoon snack for all children.
- Current weekly menus of food provided by the center are posted at all times.
- A duplicate menu is posted in the kitchen for cook's use.
- Menus are closely followed, although reasonable substitutions are permissible if posted.
- Food storage and preparation comply with food service and sanitation requirements.
- Only commercially pre-packaged non-potentially hazardous food items may be brought from individual homes for consumption by a group of children.
- Food is covered and protected at all times from any contamination including cross-contamination between raw and cooked foods, toxic substances, or contamination by insects or rodents while being stored, prepared, displayed, or dispensed, packaged, or transported.
- During transportation, potentially hazardous food is kept at 41 degrees F or below and 140 degrees F or above. All food is in covered containers or completely wrapped or packaged to protect it from contamination.
- Liquids and foods greater than 110 degrees F are kept out of children's reach at all times.
- Equipment and utensils used for food storage, preparation and serving are of approved construction and maintained in a sanitary condition. No imported, old or handmade pottery is used to cook, store, or serve food or drinks. Any plastic, ceramic or glass dishes and containers that are chipped, cracked or scratched are discarded by staff immediately.
- All equipment and utensils are designed and constructed of safe, non-toxic materials and are smooth, non-absorbent, easily cleanable, durable and in good repair. The use of plastic or polystyrene (Styrofoam) containers, plates, bags, or wraps when microwaving children's food or beverages.
- Equipment, utensils, and service items are maintained in a sanitary condition by a commercial dishwashing machine or manual cleaning.
- Poisonous and toxic materials are identified and used only in a manner and under conditions that do not contaminate food or constitute a hazard.

- Food is from sources approved or considered satisfactory by the health authority, is in sound condition, free from spoilage, contamination, filth, adulteration, and misbranding, and is safe for human consumption.
- Milk products are Grade A pasteurized milk for drinking and cooking, stored at 41 degrees F or below, stored in the original carton, transferred from the original container to approved pitchers for serving and not be returned to the original containers or stored for later use.
- Meat, poultry, and fish are obtained from approved sources and have been inspected by appropriate governmental authorities.
- Ice used for any purpose is made from water that comes from an approved source and was manufactured, stored, transported, and handled in a sanitary manner.
- Potentially hazardous foods requiring cooking are cooked so that all parts of the food are heated to a temperature of at least 145 degrees F for 15 seconds. Ground beef is cooked thoroughly too at least 155 degrees F, until juice is clear and meat is no longer pink. Poultry and stuffing that contain meat are cooked so that all parts of the food are heated to at least 165 degrees F with no interruption of the cooking process. Pork is cooked so that all parts of the food are heated to at least 155 degrees F.
- Egg products will be clean, whole-shell eggs without cracks, and are kept at 41 degrees F during storage, and used within four hours. Raw unpasteurized eggs are not used in uncooked food.
- Any refrigerated food item that is reheated must reach 165 degrees F or higher before being served.
- Refrigeration units are installed. The program is required to ensure maintenance of all food at 41 degrees F or below except during preparation and service. A thermometer is located in a conspicuous place in each refrigerator and freezer. All perishable foods, including fruits and vegetables are stored at temperatures that protect against spoilage.
- All frozen foods are maintained a 0 degrees F or below; unless being thawed in a refrigerator at 41 degrees F or below, placed under running water at 70 degrees or below, placed in defrost setting on a microwave and food is transferred directly to conventional cooking usage.
- A metal-stem thermometer is available to check food temperatures.
- Staff discards all food items with expired dates.
- Use of food from damaged or un-labeled cans is prohibited.
- Food is prepared with a minimum of manual contact on food-contact surfaces and with clean, sanitized utensils, touching of ready to eat food with bare hands is prohibited. Gloves, utensils or wax paper are required as a barrier in preparing and serving such items.
- Each new preparation of a food item will begin with a clean, sanitized, food contact surfaces and items when changing between the following, raw beef, pork, poultry, seafood, and raw to ready-to-eat foods, such as fruits and vegetables.
- Raw fruits and vegetables are thoroughly washed under running water before being cooked or served to avoid possible exposure to pesticides and bacteria.
- Individual or family-style portions of food once served are not served again. Wrapped food that remains properly stored and has not been unwrapped may be served again.
- Individuals are prohibited from working in any capacity in any area of food service if infected with or a carrier of any disease in a communicable form or while afflicted with boils, infected wounds, sores, an acute respiratory infection, or diarrhea.
- All employees wear clean outer garments, maintain a high degree of personal cleanliness and conform to hygienic practices while on duty, which includes keeping fingernails clean and trimmed for sanitization purposes.
- Employees are required to thoroughly wash their hands and the exposed portions of their arms with soap and warm water before starting work, during work as often as necessary to keep them clean, after handling raw food products, and after eating, drinking, using the toilet, or returning from other areas of the center.
- Hand-washing facilities equipped with hot and cold running water with a mixed-value faucet are provided in the food preparation area for hand washing, which is separate and in addition to food

preparation and dishwashing sinks. Hand washing is completed at the designated sink only not in the food preparation or dishwashing sinks.

- OKDHS Publication No. 97-27 Microwave Warning is posted on microwaves to identify the inappropriate use of microwaves with children's food items and prohibiting the use with such items as breastmilk, formula and baby food items.
- Only food from a commercial food processing establishments are utilized within the program. Individually home-cooked or home-canned food items are prohibited. Although whole raw fruits and vegetables from a farmers' market, personal, or program's gardens are acceptable as long as the items are in sound condition, free from spoilage and contamination, and safe for consumption by children and staff.
- Ice used for refrigeration is not used for any other purpose.
- Ice chest may be utilized during fieldtrip events for perishable foods or milk under the following guidelines; a thermometer is located in the ice chest, food or milk is served within four hours and not reserved or re-refrigerated, packaged food is not stored in contact with undrained water or ice, ice is utilized for refrigeration purposes only.
- The program documents compliances and any corrections made according to the recommendations of OKDHS, Oklahoma State Department of Health and in accordance with Oklahoma License Act of each sector to meet all compliances.
- Food preparation and service areas (floor, walls, ceilings, lighting, ventilation, housekeeping, building, premises, eater supply, sewage disposal, plumbing, electrical, garbage and rubbish disposal) are structurally sound, easily cleaned, kept in good repair, free from litter and rubbish, in a manner approved by the OKDHS, Oklahoma State Department of Health and in accordance with Oklahoma License Act of each sector to meet all compliances.
- The program documents compliance and any corrections made according to the recommendations of the program's health consultant, nutrition consultant, or sanitarian that reflect consideration of federal and state food safety standards.

The following is a non-inclusive list of foods that will not be offered to children younger than four years: whole or sliced round hot dogs, whole grapes, popcorn, raw peas, chunks of carrot, hard traditional or stick pretzels, spoonful of peanut butter, or meat whole meats that are unable to be swallowed. It is the kitchen's responsibility for cutting any food items deemed necessary for children to chew and swallow safely. Then it will be the classroom teachers' responsibility to cut any item necessary, if not suitable. All pieces not larger than ¼ inch for infants/ones and ½ inch square for toddlers/twos or those requiring special chewing difficulties, according to children's' chewing and swallowing capability.

One year-olds and younger are not feed the following foods: candies, gum, marshmallows, raw carrots, raw peas, celery, whole grapes, nuts, seeds, popcorn, rice cakes, and chips. Substitutions will be used instead of these items, such as cooked carrots or peas instead of raw carrots and peas.

Set guidelines for breastmilk, formula, and baby food can be located within the OKDHS regulations. Each item will be provided by the parent in a ready-to-feed sanitary container, labeled with the child's full name, and never warmed in the microwave. The remaining contents from the partially served item is either sent home with parents or discarded daily. Breastmilk can be stored in the refrigerator for 24 hours when thawed, five days when defrosting in the refrigerator, or three months from the expressed date in a freezer at zero degrees. It should be mixed or stirred, not shaken. Breastmilk and formula is not reused after one hour from serving. The program supports breastfeeding mothers and provides a comfortable room for feedings to occur. In addition, feeding mothers can coordinate scheduled times with the administrative associate for nursing/feedings.



Breastmilk and formula must be warmed in water no more than 120 degrees and no longer than 5 minutes. Bottle feedings do not contain solid foods unless special dietary instructions are written by the child's physician. Baby food is served from a separate dish and spoon for each child and discarded and not served again after contact with the feeding spoon. All milk and food items must be in factory-sealed containers, prepared by family, or within the facility's kitchen.

The program provides a morning snack, lunch, and afternoon snack. All snacks and lunch are served at regular established times with at least two hours apart but not more than three hours apart. Snacks and lunches will be prepared by the kitchen staff following nutritional for all field trips. Tooth brushing and gum cleaning to remove food and plaque is recommended to be completed at home before arriving at the program.

Children are restricted from the kitchen unless a special planned activity is scheduled by classroom staff. Supervised staff must be with children at all times during such events.

In addition, staff and children are provided the opportunity to consume clean sanitary drinking water throughout the day from designated water fountains located within the building and outside on the Outdoor Learning Environment; which allows drinking before, during, and after outdoor play. Drinking water-water fountains are located within 40 feet of the indoor areas. In addition, pitchers of water along with cups can be offered at any time that a malfunction occurs with the water fountains.

**NAEYC 3.C.02, 3.C.03, 5.A.14, 9.A.01, 10.B.08, 10.D.01**

**OKDHS 340:110-3-278(d)(2)(J)**

**OKDHS 340: 110-3-286(a)(1-3)(A-E)(i-ii)(I-II)**

**OKDHS 340: 110-3-296(a, c-f)(1-8)(i-ii)**

**OKDHS 340: 110-3-302(b)(1-3)(A-B)(i-iii)**

**OKDHS 340: 110-3-304(f)(2-3)(A-B)(i-iv)**

### **Naptime**

All children enrolled in the program are expected to rest for a minimum of 30-minutes on their assigned cot. Children may bring a small pillow, blanket, and soft sleep toy such as a doll or stuffed animal to sleep/rest with on their cot (cot sheets are provided by the program). Children who do not sleep are able to play at centers designated by the classroom teachers after the required 30-minute rest period. Children are taught to play quietly to not disturb their classmates who are still sleeping.

The program follows OKDHS guidelines for sleeping space and equipment:

- At nap time, at least one staff person is required to be within sight and hearing of all children, while other teaching staff remains in the building on the same floor (ages 3-5).
- The position of the staff member must encompass all children who are sleeping and those who are awake and actively engaged.
- Toddlers/twos must be seen and heard at all times. If children are located out of a direct line of sight, at least one staff member must adjust their position or look up to maintain sight supervision.
- Children's sleeping equipment must be arranged for easy access of children by the teaching staff during emergency purposes.
- Children must be arranged with alternating head and feet position with 3 feet between each cot.
- Other staff required to meet staff-child ratios remain in the building.
- Lighting levels are bright enough to accommodate activities with comfort and to all the caregivers to see children's features at all times.
- Individual assigned sleeping space with bedding for each sleeping child is provided, including those who remain more than five consecutive hours at the program.

- All sleeping equipment is maintained in good repair, free of holes and tears, in a safe and sanitary condition, and sanitized at least once per week. Cribs, cots, and mats are cleaned and disinfected and sheets are washed before they are used by another child, after contact with body fluids, or after use by a child who is ill.
- An individual sheet for children over 12 months of age is provided and in good condition and stored in a sanitary manner without touching another child's bedding. Sheets and covers are changed at least weekly, before another child utilizes the sheets or covers, and after use by a child who has been ill.
- A sheet must cover the entire resting surface.
- Rest schedules correspond to child's individual needs and the schedule established by the parent.
- Only one child occupies a cot or mat at any time except during an evacuation.
- At least one cot, crib, mat, sleeping bag, or pad for each child will be supplied; no child is allowed to sleep on the floor without using resting equipment.
- Rest time equipment and materials are of appropriate size to address the child's size, weight, or special sleeping needs.
- Each child is provided some form of cover and must be within the child's own reach during rest time.
- Staff does not cover children's heads with any bedding. A cover must be removed once a child falls asleep if covered.
- Restraining children during rest time is prohibited.
- Children are not forced to remain on cots or mats once they have rested. Children who do not sleep have quiet activities available and are not required to remain on their cots or mats for an entire nap period.
- School-aged children are not required to take naps, but are encouraged to rest. Quiet activities may be provided instead of rest-time.
- Toddlers/two year olds do not carry bottles, sippy cups, or regular cups with them while crawling or walking.
- Toddlers/two do not have bottles while in a crib or bed and do not eat from propped bottles at any time.
- Sides of cribs are checked to ensure they are up and locked for security purposes.
- A solid barrier or at least three-foot spacing separates sleeping children from one another to prevent communicable diseases.

All cots, cribs, and sheets meet the standards set forth by the United States Consumer Product Safety Commission. Cots are to be cleaned and sanitized on a weekly basis. Crib mattresses must be firm, designed to fit the crib enclose securely, and covered by a durable, washable, waterproof, form fitting material.

Families/parents are requested to retrieve all sleeping items brought from home on Fridays (or other designated day due to holidays or breaks) to wash/sanitize and bring back on the returning day.

**NAEYC 9.C.10, 9.C.14, 9.C.15, 10.B.08, 10.B.12, 10.D.06, 10.D.07**

**OKDHS 340: 110-3-280(d)(4)**

**OKDHS 340: 110-3-281.2(c)(5)(C)**

**OKDHS 340: 110-3-281.2(d)(1-6)**

**OKDHS 340: 110-3-281.2(c)(10)(A-C)(i-iv)**

**OKDHS 340:110-3-281.3(b & c)(1-3 & 10-11)**

**OKDHS 340: 110-3-281.4(b)(11-13)(A-E)**

**OKDHS 340: 110-3-284(d)(8)**

**OKDHS 340: 110-3-284.3(d)1-3)(A-D)**

**OKDHS 340: 110-3-287(g-h)(1-4)(A-B)**

**OKDHS340: 110-3-305(a-h)(1-5)(A-E)(i-iv)**

**Fieldtrips/Transportation**

The classroom staff plans field trips to supplement and extend the curriculum. The program implements and follows OKDHS Transportation/Fieldtrip Requirements, Oklahoma Statute 47 O.S. Section 11-1112. The classroom staff is responsible for ensuring that all forms of transportation meet state requirements. In addition, tobacco use is prohibited at all times when on a fieldtrip or transporting children.

Most field trips occur on foot, staying on or near the OSU campus. The campus is rich with learning opportunities for children to explore. Teaching staff-child ratio will be maintained at all times during field trips and transportation of children from one location to another.

During walks or fieldtrips, a map or route is left at the office with the following information as well: a plan of supervision is maintained at all times, at least one adult teaching personnel is within each group, boundaries are identified to the children when applicable, and all children are identifiable with wrist bands, badges, nametags, or other items.

A Fieldtrip and/or Transportation itinerary will be provided to the office and families before departure of event. The itinerary will indicate approximate vehicle location at all times during the fieldtrip/transportation. Supervision of children will begin at the pre-arranged pick-up time and end at the pre-arranged drop-off time. Only guardians or other pre-determined designated individuals will be allowed to sign children out from a trip.

Children arriving after departure of the event will either remain at the program with other staff members or arrangements made for the child to join the class at a designed location. Snacks and lunch will be prepared by the kitchen following required nutritional standards and sent with the class.

Occasionally, the children may use the OSU Bus for off campus or far campus trips. Announcement of major field trips are made 48 hours in advance and posted by the classroom sign-in sheets, giving parents trip details (date, time, destination, and purpose). Parents are invited to accompany the group.

Each vehicle will include written information about the program: name, address, phone number, emergency contacts and child information, vehicle insurance, transportation itinerary, and child passenger check when applicable. Children are never left unattended in vehicles.

Field trip consent forms are signed by parents at enrollment and placed in the child's file and will be maintained for 12 months. Further written consent for a field trip is not required. Should a parent not want his or her child to participate in a particular field trip, the teacher or director should be notified, and an attempt will be made for other arrangements while the class is on the trip.

A first-aid kit and each child's emergency information and consent forms are taken on all field trips. Teachers carry cell phones and post a map of their traveling route in their classrooms, including a plan for handling emergencies while on the trip.

Sometimes unexpected opportunities for the children to experience new things occur in the Child Development Laboratory campus neighborhood. When these opportunities come up during the day and involve a short walk of a few blocks, teaching staff may take advantage of them.

For example, a new piece of construction equipment might be in the area and the children notice it from the Outdoor Learning Environment. After discussing it with the driver and assessing a safe way for the children to observe the activity, teaching staff may arrange to take the children closer to the construction site and let them watch how the piece of equipment works. In these cases, parents do not receive advanced notice, but will receive a report about the children's experience at the end of the day.

Another kind of field trip experience may be set up as a regularly scheduled event, such as a walk to Theta Pond every other Thursday so children can observe and record the changes that occur throughout the year. The teachers inform the parents if they design such a schedule. Should a parent not want their child to participate in these impromptu learning opportunities, they should speak to the director and have instructions documented in their child's file. In this case, the teaching staff would provide alternative arrangements for the child while the class is on the trip.

High Risk Fieldtrip/Activities will require additional permission. The consent forms will be maintained for at least 12 months after the activity. Consent forms will include curriculum related activity, individual leading the activity, child-teacher ratios, conditions for the child's participation, age and skill level of the children participating, special equipment if necessary, and safety procedures is applicable.

Written parental consent will be on file before any child is transported for any reason and maintained for at least 12 months.

OSU Bus and Transportation vehicles (vans) are held to local and state regulations as a public source of transportation. OKDHS has approved the use of OSU Bus and Transportation vehicles for the field trips. Each bus or vehicle is marked with the OSU logo and designed route. Maintenance is performed according to recommended manufacturers, state, and OSU regulations and quarterly on a regular basis.

Documentation of maintenance can be obtained from the OSU Transportation Department showing date of regular and quarterly inspections and preventative maintenance, such as daily logs, air pressure inspections, and routine checks.

Since the program uses the OSU Bus/Van as a form of transportation, the staff will implement and use safety-restraint devices approved and/or in accordance with the bus manufacturers guidelines and those for the transportation vehicle (vans). Private vehicles used for occasional transportation must follow the same OKDHS requirements as OSU.

Staff will identify and follow the regular medical policies and procedures for illnesses, injuries, and poison exposures when off-site. The director will be contacted/notified immediately along other medical emergency procedures/steps being implemented and/or observed.

One staff member with current documentation of training in OKDHS approved child passenger safety course training, such as Oklahoma SAFE KIDS, will be present during the transportation for children

younger than six years of age. Proper staff-child ratios are maintained without counting the driver when children younger than four years of age are transported.

Children are transported to therapy sessions by their parents or designated OSU vehicles. Transportation attendance form is used each time a child enters & exits the vehicle and maintained for at least 12 months. The form will document that at least two methods of inspecting was utilized to ensure that no child(ren) were left in the vehicle.

Vehicles must adhere to the following guidelines when transporting children:

- Vehicle's maximum seating capacity is not exceeded. Maximum seating capacity of the vehicle is based on the manufacturer's designated seating capacity for children or on a minimum of 13 inches of seating space per child.
- All passengers are able to sit comfortably in a stationary padded seat with a back that is properly anchored to the vehicle.
- Children's entire bodies remain in the vehicle at all times when being transported.
- Children are transported only in areas designed for transporting people, truck beds, campers, and trailers are prohibited.
- Vehicles have operating heaters to maintain an interior temperature of at least 65 degrees and air-conditioning or operable windows as a ventilation system.
- Vehicles used to transport children are maintained in a clean, safe operating condition, free of hazardous objects or other nonessential items that could injure children.
- Children are not transported in vehicles or parts of vehicles which were not designed for the purpose of transporting people, for example, the rear of vehicles.
- When transporting children, vehicles, with the exception of public transportation, are visibly marked with the name and telephone number of the facility or sponsoring organization.
- Each vehicle operated by a center for transportation of children has door locks. The driver is responsible for keeping the doors locked when the vehicle is moving.
- The transporting vehicle is covered by medical and liability insurance as required by Oklahoma laws and proof of insurance is maintained in vehicle at all times.
- Effective June 2007, programs providing transportation for children younger than six years of age must have one staff person with current documentation of training in OKDHS approved child passenger safety course.
- Documentation of maintenance is available on-site for each vehicle, showing date of regular and at least quarterly inspections and preventative maintenance. Staff carries out daily pre-trip inspections of vehicles and corrects any unsafe conditions, including unsatisfactory air pressure in tires. Vehicle maintenance will include the following items
  - Full name of entities who conducted inspection
  - Date of inspection
  - Tire wear
  - Tire pressure
  - Brakes
  - Lights
  - Working Seatbelts

Driver's qualifications:

- Be at least 21 years old.
- Have a driver or commercial driver's license of the type that is valid in the driver's state of residence.
- Have no conviction within the last three years of driving under the influence of alcohol or drugs or other impaired driving offense.

- A copy of each driver's license and CPR and First Aid certification will be maintained for the duration of the individual's employment and 12 months after last date of employment.
- Criminal History Reviews/Fingerprints must have been obtained for drivers transporting children.
- Drivers do not use any form of communication devices while driving.
- If driving vehicle designed to transport one or more passengers, complete training specific to the safe operation of that type of vehicle within three months of providing transportation to children.
- Staff members must attend the OSU Driving Training Seminar before operating an OSU vehicle.
- Parents are allowed to transport their child only. Other children must be transported with an OSU trained staff member.
- Drivers must attend and obtain child passenger safety training from OKDHS, such as Oklahoma SAFE Kids.

#### Child Passenger Safety Requirement Exemptions:

- When transporting children younger than four years of age, proper staff-child ratios are maintained without counting the driver. However, centers with only one staff person, or who transport one or two children, may provide transportation locally without a second staff person.
- For children four years old and older, the driver may be counted toward meeting the staff-child ratio.
- School buses or any public transportation vehicles are exempted to passenger restraints, unless designed for or equipped with seat belts of Lower Anchors and Tethers for Children (LATCH). Children are required to remain seated on the bus or public transportation vehicle at all times.
- Children weighing more than 40 pounds being transported in a back seat using only lap belts. A lap belt only is acceptable when the back seat of the vehicle is not equipped with lap/shoulder belts OR when the lap/shoulder belts are being used by other children more than 40 pounds.
- Written documentation from a licensed physician is maintained when a seat belt exemption is necessary.
- Medical issues prohibiting use of belt or restraint system.

#### Child Passenger Safety Requirements:

- All children are to sit in seats behind the front seats.
- A schedule showing accurate route and itinerary is planned and kept at the center to show approximately where the vehicle is at all times. When the vehicle is equipped with a mobile communication system route information is not required.
- Safe conduct to and from all vehicles and safe off-street loading space is provided to protect children from backing vehicles, being between vehicles, and all traffic hazards.
- Children are not permitted to ride more than 60 minutes one way on regular outings, exceptions for a special field trip may be allowed, with exceptions being infrequent, and allowance is made for rest and stretch stops during the trip.
- Children remain seated while the vehicle is in motion, and no part of a child's body extends from windows.
- Vehicles containing children are never left unattended at any time.
- Booster seats for children more than 40 pounds must be positioned and properly secured with a lap belt on the child's lap and hip bones rather than the abdomen. High-back boosters are recommended for positions in vehicles that do not have head rest and backless boosters are sufficient for positions that do have head rest. Both seats achieve the same goal to boost the child high enough so the seat belt fits properly.
- Booster seat, car seat, or infant seat is used and/or installed according to the manufacturer's instructions and federally approved.

- Ensure the passenger restraint system is used properly with the type of seat belt that is installed in the vehicle, and properly maintained.
- Verify that the car seat is appropriate for the specific height, weight, and physical condition of the child being transported.
- Each seat belt is properly anchored to the vehicle and fits snugly across the child's hips or securely anchors the car seat and fits appropriately according to the Child Passenger Safety training, such as Oklahoma SAFE KIDS.
- All adult passengers, except those in/on a bus, and the driver are properly secured by individual seat belts unless the driver or passenger has written verification from a doctor licensed in Oklahoma and that person is unable to use a seat belt for medical reasons.
- Vehicle's maximum seating capacity is not exceeded. Maximum seating capacity is based on the manufacturer's designated seating capacity.
- When transporting children, vehicles, with the exception of public transportation, are visibly marked with the name and number of the facility or sponsoring organization.
- Each vehicle operated for transportation of children has door locks.
- The transporting vehicle is covered by medical and liability insurance required by Oklahoma laws.
- A first aid kit is available in the vehicle at all times.
- Written documentation is kept of regular maintenance of all vehicles to include quarterly inspections of tire wear and pressure, brakes, lights, and functioning seat belts.

Each classroom has a fully equipped bag of first-aid kits/supplies (tissues, wet wipes, first aid) to carry to on field trips or during the events that require transportation. Classroom teachers are responsible to make certain that these supplies are always well stocked.

If an Abduction, Shelter-In-Place, or Lockdown occurs while on a fieldtrip, the person in charge should implement the programs procedures as close as possible. Such as:

- remain calm.
- account for all children and keep the children together.
- identify area for Shelter-In-Place or Lockdown, if Abducted child-notify the individual in charge of the premises and request that all doors be locked and local authorities be called immediately.
- follow all directions/instructions from emergency and law authorities.
- contact the director or administrative assistant with information/details about the situation.
- director or administrative assistant will contact families through Cowboy Alert System with details and plan of action.
- when all clear has been given by authorities, the person in charge will contact the director for further plans/details.

### **NAEYC 5.B.02**

#### **Food, Drinks, and Candy from Home**

The program requests that food, drinks, and candy are not brought to school. Children should complete snacks or meals before entering the classroom. The program provides nutritious snacks in the mornings and afternoons, and a nutritious lunch. This menu provides the children with energy they need to get through the school day.

### **NAEYC 5.B.02**

#### **Celebrations**

Children's cultural heritage and celebrations are important parts of their personal-social development. Fostering respect for cultural diversity is an important goal. Emphasis is always placed on respecting individual differences and beliefs. Families are encouraged to share their cultural heritage with others in the program. Activities related to traditional U.S. holidays such as Halloween, Thanksgiving, Christmas,

Valentine's Day, and July 4th are low-key, age appropriate, and avoids specific religious beliefs. Plans are discussed with parents to ensure that celebrations are sensitive to cultural diversity. Any parent wishing to share their cultural celebrations is asked to contact their child's teacher or the administrative office. Equally, parents may ask that their child not participate in these activities.

**Any foods brought in for parties must be purchased from a facility with a commercial kitchen. Home-made snacks are prohibited by OKDHS regulations. If a family wishes to share a cultural cooking activity with the children, they must arrange with the classroom teacher for the program to prepare the dish at the program.**

### **NAEYC 5.B.02**

#### **Birthdays**

Parents who wish to celebrate their child's birthday at school are welcome, but not required, to provide a special snack for the children in their child's program. **All snacks brought into the program must be purchased from a facility with a commercial kitchen. Home-made snacks are prohibited by OKDHS regulations.** Families/parents are asked to notify the classroom teacher at least one week in advance if they plan to provide a birthday snack. Birthdays are important to children and every effort is made to make the day special but not overwhelming to children. Teachers assist in simple observances such as singing "Happy Birthday" and passing out snacks to friends. Muffins or other lower sugar items are recommended. **Balloons are not permitted, as they may be dangerous. Families are asked not to distribute goodie bags or party favors at school.**

If a child's family does not observe birthdays, please let the teacher know so an alternate activity can be planned for that child.

Party invitations may not be distributed at school unless all children in the child's classroom are invited. Selected invitations should be delivered outside of school hours.

### **NAEYC 5.C.05**

**OKDHS 340: 110-3-280(d)(3)(G) & (5)(A)**

**OKDHS 340:110-3-281.2(c)(6)(A-B)**

**OKDHS 340: 110-3-292(a-h)(1-4)(A-G)(i-iii)**

**OKDHS 340: 110-3-294(g)(3)(A-B)**

#### **Classroom Pets or Visiting Animals**

Animals offer exciting additions to the curriculum. The classrooms may have small caged animals which are kept clean and healthy according to OKDHS regulations. Animals should only be brought to the center after permission has been granted from the classroom teachers and the director. There are certain regulations that must be followed when animals are brought to the program. Families will be notified of animal visitation or a change in the presence of any animals.

Documentation is required from a veterinarian or an animal shelter to show full immunization of the animal, animals must appear to be in good health, and animals must be free of fleas, ticks, and worms before entering the classroom. Cats and dogs 4 months of age and older must provide certification displaying that a current rabies vaccination has been administered from a licensed veterinarian. A negative Psittacosis test result from a licensed veterinarian for each bird of the parrot family must be available/presented as well, such as cockatoos, cockatiels, parakeets, and lovebirds.

Animals showing signs of disease or infestation, unusual behavior or showing symptoms of distress are isolated until examined and approved to return to the facility by a licensed veterinarian. Animals are restricted from the kitchen and food storage areas, food surfaces, and children's resting surfaces. Animal waste is inaccessible to all children and is disposed of on a daily event and before children play outside.



Sinks used for food preparation, obtaining drinking water, or hand washing are not used for disposing of fish tank water or cleaning animal feeding and watering containers and habitats.

Inaccessible animals on-site include the following: ferrets, spiders, tarantulas, fish, amphibians such as frogs, tadpoles, newts, and salamanders, reptiles, non-venomous lizards and snakes, turtles, terrapins, and tortoises, hermit crabs, and baby poultry, such as chicks, ducklings, and goslings. (Inaccessible means that children are unable to make direct contact with the animal. Teaching staff ensure that children avoid all contact with animal's habitats, feeding, and watering containers and supplies.)

Staff members and teachers will closely supervise all interactions between children and animal visitation and instruct children on safe behavior when in close proximity to animals. Teaching staff will supervise the contact close enough to remove the animal or children immediately if necessary when signs of distress is recognized or children show signs of unacceptable treatment towards the animal. All children are discouraged from sharing any hand-to-mouth activities, such as eating, drinking, and using a pacifier with animals. Teaching staff and children will follow hand washing requirements after all animal contact.

Staff members will also make sure that children within the classroom have no allergic reaction/symptoms to animals. Special visitation of prohibited and inaccessible animals must have visiting animal handlers are present at all times, are restricted from classrooms where children eat and drink, the animal remain in their habitat for observation surveillance only, and any injury is reported immediately.

Families will be notified immediately if a child is bitten by an animal of any type. If the skin is broken appropriate first aid procedures need to be followed. OKDHS must be contacted by the next business day any time an animal bite occurs, whether the skin is broken or not.

Insects may be brought into the classroom if they are contained in an insect cage, plastic insect keeper, or plastic jar with a lid. If plastic jars are used there should be small air holes in the jar's lid.

**Insects or other small creatures in glass containers are prohibited.**

**Reptiles of any type are not allowed as classroom pets because of the risk for salmonella infection.**

### **Toys from Home**

The program requests that no toys from home be brought to school. Bringing toys from home can be an overwhelming problem for both children and teachers in the classroom. Toys from home are usually not as durable as the toys in the program and may be easily broken. The program is not responsible for toys that are brought from home.

Security items are very important to a child and teaching staff support their use, especially during transition times. Security items often include blankets, stuffed animals, and pacifiers. These transitional items or self-comforting items are respected by the teaching staff. Families should clearly label their child's items. As children adjust to the program and their need for a security item lessens, teachers put these items in a child's cubby where it is accessible as needed. Teaching staff does not force a child to separate from a security item, but helps a child find new ways to be comforted and feel safe.

The best items to bring from home are found "treasures." The teaching staff is always eager for a child to share these with the class. Shells from the beach, wildflowers, snails, bugs, seeds, bird nests, magazine pictures, interesting bottles or containers, old jewelry, small broken appliances to dismantle,

and many more things are valued by the children and the teachers. Children often like to share things from their house. The interest to bring a toy from home can be redirected from toys to these “treasures.”

### **NAEYC 5.A.06, 10.B.08, 10.D.06**

#### **Parking**

Program family parking is available in the paved parking lot on the west side of the Human Sciences West, adjacent to the building. Access to this parking lot is available from a south entrance. Spaces designated as ‘CHILD DEVELOPMENT LABORATORY Permit Required’ are for loading and unloading children only, and anyone without a hang tag permit parked in these four spaces will be ticketed. Families may not park in any other parking space in this lot except the spaces designated for OSU staff in the south half of the west facing spaces. The office provides parking tags at \$1.00 per permit to families. A parking fee is required by each to assist in the payment of the parking lot privileges. Due to the large number of families using the parking facilities:

Vehicles are prohibited from unnecessary idling in the program’s parking lot due to environmental safety conditions and health risk to children and staff.

**PERMITS DO NOT ALLOW PARKING IN THIS ZONE FOR CLASSES OR OTHER PERSONAL USE. ABUSE OF A PERMIT WILL RESULT IN FINES AND/OR REVOCATION OF THE PERMIT.**

### **NAEYC 10.B.08, 10.D.06**

**OKDHS 340:110-3-278(d)(2)(K)(i-ii)**

**OKDHS 340:110-3-281.2(c)(5)(B)**

#### **Attendance, Arrival and Exchanging Information**

All families, staff, and faculty will be issued a security code for the front doors to the program. Individuals without codes will be required to sign in and out at the receptionist desk for safety purposes. Notices on the external and program doors identify appropriate individuals and number for emergencies.

Regular attendance is expected for all enrolled children. When parents agree to enroll their child in the program, they make a commitment to participate in an important function of OSU and the preparation of future early childhood educators. The program is designed for full time regular enrollment and frequent absences or tardiness may result in a recommendation that another program would be a better fit with a family’s schedule.

The OSU lab students in the classroom have course assignments in which they are asked to observe an individual child and plan activities for their assigned child. When a child is frequently absent, the students have difficulty completing their assignments and children miss out on individualized instruction.

Children **MUST** be accompanied by a parent or another designated adult to and from the classroom. Children are not allowed to enter the Human Sciences West building alone. For the safety of all children, including siblings and guests, all children must be supervised at all times while in Human Sciences West. Children are expected to walk in the hallways, instead of running.

Between 8:00 am and 8:15 am each day, one teacher is available to greet children and receive special instructions for the care of any child. The other teacher is focused on the other children, helping them to select activities and get their day started. The teachers rotate the greeting responsibilities.

All children are expected to arrive by 8:15 am each day unless doctor appointments or other irregularly scheduled activities cause them to be late. Families/parents are asked to notify the program if a tardiness or absence occurs. The teaching staff is engaged with the children at 8:30 am and unavailable to visit with parents, except by appointment. The program's "instruction" may appear to be casual and interruptible from the outside, but classroom teachers and children are involved in complex interactions that require attention and focus.

Children who habitually arrive after 8:15 am interrupt and compromise the effectiveness of other children's learning and the effectiveness of the program. Teachers gladly assist children's quick transition into the classroom on those days that a late arrival is unavoidable, but parents are asked to respect the integrity of the curriculum and support it by making sure children arrive no later than 8:20 am each morning.

Parents are required to sign their child in and out of the classroom each day, noting the time of arrival, departure, and any additional instructions - including the name of the individual picking up the child at the end of the school day. Records are maintained for at least 12 months.

#### **NAEYC 7.A.05, 10.B.08, 10.D.06**

**OKDHS 340:110-3-278(d)(2)(K)(ii)**

**OKDHS 340: 110-3-280(d)(3)(A-E & H)**

#### **Departure and Exchanging Information**

Families are required to document the time they sign-out their child by writing in the time and providing a signature-full name instead of just mom or dad.

The time between 3:00 pm and 3:25 pm is set aside for the teacher to be available to greet parents, quickly update parents on events in a child's day, and help the transition out of the classroom. The other teacher assistants supervise the remaining children's activities during this time. The teaching staff understands how important it is for families to learn about their child's day. Limited time prevents teachers from conferencing with any one parent for more than a minute or two.

Lengthy conversations can be arranged for another time by asking the teacher for a meeting. If a teacher senses that an end-of-the-day conversation needs to be extended, she should suggest scheduling another meeting time. Perhaps a scheduled telephone conversation can provide the opportunity to exchange more information about a child than is accomplished in the brief period allotted for end of the day conversations at the door.

Communication between teachers and the families of children enrolled in after-school care is handled by teachers sending an email or sealed note home with the child. The note should provide necessary information so the parent can contact the teacher for a brief phone conversation.

Teachers are to avoid discussing concerns or behavior issues that occurred during the day at arrival and departure times. It is inappropriate to have such conversations in public and in the presence of children.

Teachers should address any extensive and/or continuous concerns or behavior problems by inviting the parent to participate in a discussion without children present. Parents are encouraged to request a similar discussion for addressing any of their concerns.

Children are released only to parents/guardians or another adult listed by the parent/guardian on the 'Permission to Release My Child' enrollment form. Permission to Release forms are kept on file in the

business office. Teachers must be notified by a parent and/or receptionist whenever someone other than the parent or regular caregiver is to pick up a child.

Teaching staff only releases children to a listed individual after a parent has indicated on the daily sign in/sign out sheet the name of the individual picking up his/her child. The adult picking up the child must present a valid photo ID if necessary, and be at least 18 years of age. Changes can be made to the Permission to Release form during the year. Please speak to the director or administrative assistant to add or delete names from this form.

Only parents or legal guardians can give individuals permission to pick up their child. When parents/guardians notify the program by phone, secure information is requested to verify that the actual parent/guardian is providing the information. Voice mail instructions/directions cannot be followed unless confirmed. When necessary to call during the school day about a change, parents are asked to leave a call-back number so that the message can be returned and validated.

It is unacceptable for any individual, listed or unlisted, to present a handwritten note with instructions from a parent to pick up the child. If it is necessary to suddenly change who is picking up a child, then a Child Release Form is the appropriate authorization. This form is valid only for a period of time indicated by the parent. Any previously unknown individual picking up a child must present a valid photo ID and be at least 18 years old.

**Families/ Guardians and any individuals are to notify the teaching staff (or staff during after school care) anytime they are leaving the program with a child, as well as signing out and indicating the time of departure.**

Children must be picked up by the designated closing time, either at the end of the program day or the end of after school care. Teaching staff has responsibilities which prohibit them from providing adequate supervision of children after program hours. A child's sense of security and trust become depleted when arrival/departure times vary. Therefore, parents are asked to please be sure their child is picked up on time each day. Late fees are assessed as stated previously in this handbook. Frequent failure to pick up a child on time can result in termination from the program.

Families are asked to be considerate of the program's policies for entering and exiting the building. In addition, parents are asked to place their cell phone and/or other communication devices on vibrate and to take all calls outside of the building. This procedure will assist parents in directing their attention on their child's safety in regard to entering and exiting the building.

**NAEYC 7.A.05, 10.B.08, 10.D.06**

**OKDHS 340:110-3-278(d)(2)(K)(ii)**

**OKDHS 340:110-3-281.4(b)(3)(A-C)(i-iii)**

### **Release of Children**

Children can be released only to those individuals authorized by the parents/guardian on the Permission to Release My Child enrollment form, or by authorization from a parent/guardian on the occasional Child Release Form.

Verbal pick-up authorization is unacceptable. In case of emergencies, the director will be contacted and further instruction will be provided and a Release Form will be completed.

### **Procedure for Releasing a Child**

- Children are released only to those individuals identified on the Permission to Release My Child enrollment form, or the occasional Child Release Form.

- Each classroom has a notebook with a copy of the child's emergency and release information. Teachers are to maintain a copy for each child. If a replacement is needed, contact the office. Parents are to submit new phone numbers and addresses to the administrative office.
- A Child Release Form is to be completed every time someone other than the child's parent, guardian, or regularly scheduled ride home picks up the child.
  - **A regular ride home is defined as someone who has a regular schedule to pick up a child such as every Tuesday when mom is in school.**
  - A Child Release Form is completed **each** time the program receives a phone call from a parent with change of release information for that day, even if the alternate pick-up person is named in the child's file. Staff should ask for the parents' driver's license number (verifies the caller as the parent) and a phone number where they can be called back if necessary.
  - The Child Release Form should be given to the person who will be releasing the child for pick-up.
- The Child Release Form should be kept in the administrative office for 24 hours after the last date of alternate pick-up.
- Staff completes the Child Release Form, not the parent.

### **Completing the Release Form**

**Part I** is completed when the parent notifies the program in advance that someone else is picking up their child:

- Enter child's name.
- Enter name of person who will be picking up the child.
- Enter date and time the child will be released.
- Enter the name of the parent/guardian who is giving the release information (only parents and legal guardians can give permission for someone else to pick up a child).
- When release instructions are received by telephone, ask the parent for their driver's license number and a phone number where they can be reached.
- Verify the parent's identity by looking in the child's file for the driver's license number. Notify the office if you cannot verify the identity of the person who called.
- Record the name of the staff person who received the release instructions.

**Part II** is completed when the child is picked up by someone who is not listed as a release person in the file or the person in charge has never met before:

- Enter name of child.
- Enter the name of the person who is picking up the child.
- Ask for a picture I.D. such as a driver's license and verify that the person has permission to pick up the child. Enter the driver's license number on the form.
- If Part I is not complete because the parent did not notify in advance that someone else was picking up the child, record the procedure followed to verify the person named who has permission to pick up the child.
- Record the name of the staff member who released the child and verified the person's I.D.
- Record the date and time the child was picked up.
- Keep this form in the administrative office for at least 24 hours or until it is known that the child has returned to his/her parents.

## OSU Child Development Laboratory Child Release Form

### Part I

To be completed in the following cases: (1) the individual named to pick up the child is not named in the child's file and can only pick up the child on the dates listed below, or (2) the staff member who will release the child has never met the individual named and is required to document that he/she verified identity.

Name of child: \_\_\_\_\_

To be released to: \_\_\_\_\_

Date to be released: \_\_\_\_\_ Time: \_\_\_\_\_

Name of person giving permission \_\_\_\_\_ DL# \_\_\_\_\_

Phone number to reach parent in case the plans fail: \_\_\_\_\_

Staff recording release permission: \_\_\_\_\_

### Part II

To be completed when child is released:

Name of child: \_\_\_\_\_

Name of person to whom child is released: \_\_\_\_\_

Picture ID no. \_\_\_\_\_ License plate tag #: \_\_\_\_\_

If **Part I is not complete** (individual arrives without prior notification from parent), describe how you verified that the individual has permission to pick up the child, (e.g.: child's file, phone call from parent)

\_\_\_\_\_

\_\_\_\_\_  
Signature of staff releasing child

Date: \_\_\_\_\_ Time: \_\_\_\_\_

**Keep the completed form in the administrative office for 24 hours or until it is verified that the child is reunited with his/her parents.**

**NAEYC 5.C.04, 9.A.01, 9.A.06, 9.A.16, 9.C.03, 9.C.08, 9.C.09, 9.C.12, 9.C.13, 9.D.10, 10.B.08, 10.D.01 & 10.D.02**

**OKDHS 340:110-3-280(c)(1-2)**

**OKDHS 340: 110-3-294(g)(3)(A-B)**

**OKDHS 340: 110-3-300(d-z)(1-6)(A-H)(i-iii)**

**OKDHS 340: 110-3-301(b)(1, 4)(A-B)**

### Health, Sanitation, Safety and Emergency Procedures

#### Facility Codes

The facility's physical infrastructure is maintained by the OSU Facilities Management and kept in compliance with all local, state, and federal guidelines related to fire safety, air and water quality, electrical, plumbing; and meet ADA (Americans with Disabilities Act) accessibility requirements. Accessibility includes access to building, sinks, drinking fountains, outdoor play space; and all classroom and therapy areas. The program is asbestos free. A certified Document of Occupancy is on file in the director's office.

In addition to the OSU Facilities Management and GCA Services Group required guidelines, the program conducts facility and equipment maintenance standard evaluations required by OKDHS and an annual Outdoor Learning Environment inspection by a Certified Playground Inspector. The staff is responsible for protecting and reporting any hazard to children and adults that include electrical shock,

burns or scalding, slipping, tripping or falling. Floor coverings are secured to keep staff and children from tripping or slipping. The program excludes the use of baby walkers, only walkers that are prescribed by a specialist or IFSP/IEP will be allowed within the program. Typical maintenance will consist of, but is not limited to:

- Walls, floors, furnishings, the outdoor play area, and equipment are kept in good repair and are safe with no sharp edges, splinters, or protruding nails or missing parts.
- All areas, both indoors and outdoors, are in good repair and in clean conditions, such as free from glass, trash, sharp or hazardous items.
- Program staff will observe all areas of the facility, both indoors and outdoors, and take steps to correct or avoid unsafe conditions. Children will be absent in areas that are undergoing construction or renovation.
- Areas that have been painted, carpeted, tiled, or otherwise renovated are ventilated before they are used by children and adults.
- Floor surfaces are sealed or made of non-absorbent material that is easily cleaned, smooth and non-carpeted areas are within the restroom and food service areas. Eco-healthy surfaces and glue products are used to secure flooring, such as tile squares, carpet squares, and laminated hardwood flooring.
- Carpet squares are secured to the floor and can be easily removed for cleaning or renovation purposes.
- Walls and ceiling are constructed from material that is easily cleaned. Smooth and washable walls within the classrooms and food service areas so that splash or spray of water and food sources are washed or cleaned, even areas behind sinks and counters.
- Electrical wiring meets all required building and maintenance codes. Extension cords are used only when they have built-in circuit breakers or fuses, such as surge protectors with built in fuses.
- All unused electrical outlets are equipped with non-shock tamper resistant outlets or with safety devices, such as outlet covers.
- Lighting levels in the facility are bright enough to be comfortable and safe. Light is bright enough during rest/nap time so facial features are identifiable by staff.
- Light fixtures in the kitchen and service area are shielded.
- Stairwells and corridors are kept well lit. Emergency lighting is unobstructed and visible paths are clearly marked for entering and exiting for regular and emergency exits.
- Interior and exterior stairways of four or more steps has at least one handrail.
- The facility's heating and cooling system is installed and maintained by Facilities Management Department and all local or state governmental codes and rules apply. All areas are properly ventilated with central heat and air systems.
- Classrooms and kitchen food service areas will have sufficient ventilation systems that are in compliance with local and state building and fire codes. The systems keep program areas free from heat, steam, vapors, smoke, and fumes.
- Indoor temperature for children areas are between 65 degrees F and 80 degrees F.
- Electrical portable heaters are prohibited due to OSU codes and regulations.
- Plumbing is installed and maintained by Facilities Management Department and meets Oklahoma Plumbing Licensing Act.
- Exits remain clear at all times, being blocked by equipment, furniture, or other objects are prohibited.
- Clear glass doors and windows that start at ground level are marked at children's eye level to prevent accidental impact.
- Exterior doors or windows used for ventilation have properly fitted screens.
- Barriers are provided on surfaces that are elevated more than two feet high, such as porches, walkways, or play areas. Barrier openings can be no wider than 2 and 3/8 inches for one year-olds and younger, and four inches for two year-olds and older.

- Sewage and garbage is disposed of in regulated public sewage system, which includes cleaning/mop water.
- Consumer Product Safety Commission (CPSC) product recall notices relevant to the center for families and staff will be either posted or distributed by email and/or text.
- The program will encourage the staff from utilizing outside wheeled riding items and toys within the classrooms, allow strollers to remain in the hallways after being utilized by each class, and utilize commercial mats at each entrance for the facility for wiping off shoes in an effort to prevent contaminants from entering the facility.

The program implements all OKDHS required guidelines for health and safety of children and adults. This includes areas used by staff or children who have allergies or other special environmental health needs documented by health professionals, such as physicians or therapist. OKDHS implements regular inspections for health, safety, and sanitation required by the State Department of Oklahoma. Reports are kept on file in the director's office.

The Oklahoma State Department of Health will be notified in a time fashion of known cases of individuals who are associated with the Child Development Laboratory:

Promptly:

- Haemophilus influenza invasive diseases
- Hepatitis A
- Measles
- Meningococcal invasive disease.

Next Business Day:

- E. Coli O157:H7 or Shigatoxin producing E. Coli (STEC).
- Rubella
- Salmonellosis
- Shigellosis
- Tuberculosis
- Whooping Cough (pertussis).

The program's facilities are organized and maintained by the program staff, OSU Facilities Management, stakeholders, and volunteers. Each component supports or maintains the site with either financial support or actual repair of items at the program site.

Indoor areas will consist of at least 40 square feet of usable space per child in each classroom. The usable space is defined as activity area that does not include diaper stations, cribs, large structures that cannot be removed or moved easily, toilets, staff rooms, corridors/hallways, closets, lockers or cubbies, or built-in shelving.

In addition, when climbers, climbing gyms, slides, and other play units above 4 feet are part of the indoor environment, a safety surface that is rated will be installed in the fall zone as recommended by the manufacturer.

The program staff is responsible for ensuring that the following items are provided or maintained in accordance with local, state, or national standards, guidelines, or criteria:

- Personnel attend to children's personal hygiene needs immediately and promptly, such as toileting, injuries, dirty hands, faces, noses, and mouths.
- Program staff identifies choking hazards and removes the hazard from the proximity and reach of all children, but especially toddlers/twos.
- Each child is provided an individual space for their own belongings.



- Program staff arranges the environment to be welcoming and accessible to families and children, such as multicultural materials that promote diversity and respect for cultural traditions, values, and beliefs of families, defined places where families can gather information regarding the daily schedule, upcoming events, lesson plans, food menus, sign-in and sign-out folder; area to display children's work.
- Enough room is maintained within the rooms to provide clear pathways for children to move from area or activity to another without disturbing other children's work or play.
- Classroom environments are designed and arranged to accommodate children who participate in individual settings, small groups and large groups; divided areas are supplied with organized materials that support and encourage children's play and learning; semiprivate areas are available for children to play or work alone or with a friend; all children have full access to the curriculum or activities including children who live with disabilities or special needs.
- Sitting equipment will consist of a chair with a back and a seating height that allows the child to sit with their feet on the floor or ground. Plus, tables are at chest height which allows a child to sit comfortably.
- Classroom environments include washable, soft elements that allow groups of children or adults to sit in close proximity for conversations or comforting, which are cleaned, disinfected, and sanitized following the Cleaning Frequency Chart.
- Non-disposable equipment and material are durable and in good repair, such as art supplies are non-toxic.
- Equipment, materials, and furnishings incorporated within the program's activities and curriculum are accessible for children who live with delays/disabilities.
- Material and equipment are stored within designated areas and are to be used to facilitate focused individual and peer play and in quantities sufficient for children's activities and interest.
- Staff organizes group materials on low, open shelves to encourage children to use them independently and the items are rotated and adapted to promote learning and extend children's learning opportunities.
- Indoor and outdoor equipment and materials are varied for age and developmentally appropriateness for all children and will include the following: dramatic play equipment; sensory materials such as sand, water, play dough, and blocks; materials that include curriculum goals/objectives for content areas such as literacy, math, science, and social studies; gross motor equipment for indoor and outdoor; such as pulling up, walking on, climbing on, moving through, pushing, pulling, and riding.
- As an emerging criteria toys will be screened for lead, phthalates, and other hazards and soft toys will be identified as PVC-Free or Phthalate-Free.
- Indoor areas are designed so staff can supervise children by sight and sound at all times without relying on artificial monitoring devices.
- Adults and children can be observed in semiprivate areas from the outside at all times.
- When climbers, climbing gyms, slides, and other play units are part of the indoor and outdoor environments, the program provides safety surfacing that is rated and installed in the fall zone as recommended by the manufacturer for the fall height of the play equipment above 4 feet high.
- The program only provides water-day play without a swimming pool, wading pool, or irrigation ditches. Therefore, fencing for bodies of water is impractical.
- The program provides children who attend more than two hours at a time natural light in at least some of the indoor areas occupied during the course of the day. Preschool I and Preschool II Classrooms are built without window or natural light sources. Therefore, children are provided with natural light sources throughout the day when they participate in outdoor events. If rooms are unable to participate in outdoor events due to weather conditions, children participate in events located in the outer foyer area of Human Sciences West or in the skywalk area located between Human Sciences West and Human Sciences located on the second floor.

Program staff will be provided a work environment that is comfortable, clean, and in good repair. The work environment must contain a place for adults to take a break from children, have an adult sized bathroom, a secure place for staff to store their personal belongings, and an area for planning or preparing materials that is separate from the children's area.

### **NAEYC 9.A.16, 9.C.08**

**OKDHS 340: 110-3-302(e-f)(1-3)(A-D)**

**OKDHS 340: 110-3-303(a-p)(1-4)**

### **Prohibited Equipment**

The following is a brief list of equipment, materials, items, or criteria that is prohibited within the operating hours of the program:

- Rest/nap equipment that are identified as bassinets, stacked cribs, and play-yards.
- Infant walkers (unless identified for special services), trampolines, heavy metal or molded plastic swings, and swinging gates.
- Personnel items that are accessible to children, such as backpacks, purses, diaper bags.
- Toxic materials and plants, pest control products.
- Accessible medication or non-prescription medication.
- Illegal drugs.
- Tobacco products.
- Open flames, matches and lighters.
- Weapons and ammunition, such as firearms, pistols, bows and arrows, and hunting knives.
- Fireworks.
- Compressed gas cylinders or heater closets with gas-fed heaters.
- Strangulation hazards such as electrical and venetian blind cords, ropes and spay equipment with extremely long strings.
- Choking hazards such as objects with removable parts with a diameter less than one and ¼ inches, plastic bags, Styrofoam and rubber balloons.
- Mercury thermometers and thermostats are prohibited within the facility due to health risk for children and staff. Only digital thermometers and thermostats will be utilized.

### **NAEYC 5.C.01, 5.C.02, 5.C.03, 5.C.06, 9.C.06, 9.D.02, 9.D.10, 10.B.08, 10.D.01**

**OKDHS 340: 110-3-294(a)(3)**

**OKDHS 340: 110-3-304(a-c, g & h)(1-3)(A-C)**

### **Cleaning and Sanitizing**

Procedures for daily mixing of spray bottles of cleaning/sanitizing/disinfecting mixtures of approved kitchen cleaning chemicals are followed in each classroom. The kitchen sanitizer/disinfectant solution is labeled for tables, and can be used on toys and other play surfaces. The cleaning/sanitizing/disinfectant mixture/solution is also used for diaper changing or bathroom areas. Tables are cleaned before all meals and toilet seats are cleaned throughout the day, especially if children are toilet training. Toys are sprayed with a disinfectant that cannot be submerged in water. In addition to this, classroom teachers follow daily cleaning/sanitizing/disinfecting guidelines provided by the OKDHS and TORCH.

In addition, OSU Facilities Management Custodial-GCA Service Group cleans, disinfects, and sanitizes all surfaces each day according to the Cleaning and Sanitation Frequency Table in TORCH. Ventilation, cleaning, disinfecting, and sanitation are used throughout the facility to control odors rather than sprays, chemical air fresheners, or deodorizers. Therefore, the facility, indoor and outdoor, is clean, sanitary, free of clutter and litter, grass and weeds standing water, animal waste and debris, such as dust, dirt, soils, and food particles.

**NOTE: Children do not share combs or brushes, wash cloths, towels, tissues, or dishes, such items are assigned, stored, and used by only one child.**

The program and custodial services utilizes only appropriate cleaners, sanitizers, or disinfectants that are approved by the Environmental Protection Agency or household bleach solution.

### **Mixing and Using Bleach Water or Sanitizing Solution**

- Prepare bleach water using one teaspoon of bleach to a quart of water. Put in a labeled spray bottle and shake gently to mix.
- Mix fresh solutions every day, or as needed.
- Before spraying surfaces to be cleaned, remove any loose, visible soil.
- Wet the surface by spraying with the bleach or sanitizing solution.
- Leave the solution on the surface for at least two minutes.
- Wipe dry with a paper towel or allow to air dry.
- **Keep bleach water and sanitizing solution out of children's reach!**

Procedures for standard precautions are used and include, but are not limited to, the following:

- Cleaning, sanitizing, and disinfecting are conducted in a manner that prohibits the contamination of food and food contact items and surfaces.
- Food preparation surfaces are cleaned and sanitized before and after each use, while food preparation appliances and countertops are cleaned and sanitized at the end of each day.
- To prevent contaminants from a water source only cold water is utilized from the tap for drinking and cooking purposes. In addition, all water outlets utilized for cooking and drinking are flushed for 30-60 seconds after long periods of non-use, such as first thing in the morning or any period longer than 6 hours. Debris is cleaned from faucet outlet screens or aerators on a regular basis to prevent contaminants being present.
- Eating utensils and dishes will be cleaned and sanitized in a mechanical/commercial dishwasher within the kitchen after each use.
- Classroom tables and trays for chairs will be cleaned and sanitized before and after each use, especially when food items are concerned.
- Surfaces are made of material that can be sanitized when it is exposed to potentially infectious bodily fluids or be made of disposable material.
- Staff uses barriers and techniques that minimize contact of mucous membranes or skin openings that would be exposed to potentially infectious bodily fluids and that reduce the spread of infectious disease.
- When spills of bodily fluids occur, staff clean them up immediately with detergent followed with a water rinsing and then sanitized bleach/water solution.
- All staff wears vinyl gloves for any injury involving blood or bodily fluids. A container of liquid absorbent pellets is kept in all classrooms and used on spills of bodily fluids such as blood or vomit. An injury report is completed for each accident.
- To clean vomit, blood, and body fluids, disposable non-porous gloves are utilized. Immediately after cleaning the item, gloves are discarded an inaccessible, closed container and hands are washed with warm running water and soap.
- Changing tables are cleaned and disinfectant after each use as instructed. After cleaning, staff will sanitize or disinfect non-porous surfaces by implementing procedures for designated charging surfaces described in the Cleaning and Sanitation Frequency Table.
- Staff will clean rugs and carpeting by blotting, spot cleaning with a detergent-disinfectant. Then custodial service personnel will shampoo or steam clean the designated spot and/or location.
- Staff members will dispose of contaminated materials and diapers in a hands-free closed container lined with a plastic bag, then secure tie and placed items in an outdoor disposal container.

- Staff members will clean a toy or object contaminated by body secretion or excretion by either washing and dried in a mechanical dishwasher before being used again, by another child, or at the end of the day; or washed by hand using detergent, then rinsed, sanitized and air dried before it can be used again.
- Daily cleaning and sanitizing will occur immediately or when visibly soiled to the following items: toilet seats, toilet handles, toilet bowls, doorknobs, or cubicle handles and floors.
- Computer keyboards, changing tables/pads and potty chairs will be cleaned and sanitized after each use, if in use.
- Hand washing sinks and faucets, countertops toilets, diaper pails, floors, and drinking foundations will be cleaned and disinfected at the end of each day.
- Doors and cabinet knobs will be cleaned and then sanitized at the end of each day.
- Phone receivers, floors, carpets, large area rugs and small rugs will be cleaned at the end of each day or when visible with a vacuum, monthly cleaning will be completed when children are absent every three months when soiled.
- A toy or pacifiers that has been place in a child's mouth or may be contaminated by body excretion is either washed and dried in a mechanical dishwasher before being used again, by another child, or at the end of each day; or washed by hand using water and detergent, then rinsed, sanitized and air dried.
- Machine washable cloth toys, dress-up clothing, play activity center items, cot sheets/crib sheets, blankets, and pillow cases need to be cleaned weekly.
- Hats will be cleaned at the end of each day and cleaned after each use if head lice are present.
- Preschool I, and at times Preschool II-PreK/K Classrooms will be required to remove all shoes that have been worn outside that play area. Before walking on surfaces beyond the black tile area within the classroom staff, families, and children must use foot covering that is visibly clean and not used outside that area.
- Dirty laundry is kept in containers until it is laundered in the utility room area.
- Trash containers will address the following elements to meet criteria:
  - Container with soiled diapers and training pants are in leak-proof, non-absorbent, and covered with tight-fitting lids.
  - Food waste containers have tight-fitting lids unless in continuous use.
  - Containers are of adequate quantity and size to store the items until disposal of the trash.
  - Garbage disposals for sinks are installed with building code requirements of local and state government.

### **NAEYC 5.B.03, 5.B.14**

#### **Kitchen Routine**

##### **Opening**

- Set up daily cleaning and sanitizing solutions.
- Wipe down counters and carts with sanitizing solution.

**Routinely:** Check for expiration dates on food and discard any old item that must be thrown away. All foods are to be properly sealed and refrigerated. Leftover prepared foods cannot be served again. All snacks and lunch are served at regular established times at least two hours apart, but not more than three hours apart.

##### **Morning Snack – 8:30 am to 8:50 am**

- Small gray tub that sits on each cart contains cups, napkins, poly gloves, any serving utensils the teachers might need, and a sticky note pad and pen for reporting total classroom attendance for lunch.

- For most snacks, the children are served on napkins. For snacks that require milk or syrup, bowls are provided.
- Extra plates, cups, spoons, forks, and serving spoons are provided so if something gets dropped on the floor the teachers have backups.
- Gallon milk containers are set in a bowl of ice on the cart, and small pitchers are sent for dispensing milk in the classroom. Milk leftover in the pitcher is discarded.
- Buckets are put on the cart for the children to discard any leftover milk in their glass or bowl. Opened gallons of milk should be discarded at the end of each week.
- Each cart will have enough place settings for one table in each classroom. The children eat in shifts, and not all children will want to eat because they eat at home.

### **Lunch Set Up – 10:30 am to 11:00 pm**

- To control the waste of food, items like pizza, burritos, hamburgers, and sandwiches are in half for the older children and in quarters for the younger children. Teachers and classroom assistants are encouraged to provide small portions of food, allowing seconds or thirds as a child eats all of what has been provided.

### **Lunch Carts**

#### **Preschool I-PreK/K Classrooms**

- Set lunch carts to accommodate 12 to 22 children plus adults.
- Set up for three to five tables to include for each table: a serving bowl and utensil for each item, a milk pitcher, tongs, and plates/bowls/cups/eating utensils for everyone eating, and napkins. Send extra utensils in case some get dropped, hot pads as needed, waste tub and bucket for discarded milk and food, waste tubs for dirty dishes and utensils, and poly serving gloves.
- To determine the number of serving bowls needed, count the number of individual food items that will be served and multiply by three to five. That is the number of small serving bowls that should be sent to the classroom. In Preschool I-Preschool II Classrooms the food items will be placed in bowls and then sat on each table.
- For example: If lunch is BBQ chicken, corn, pears, and bread, four bowls will be needed for each table. Multiply by five tables by four bowls for a total of 20 bowls. If lunch is vegetables, bread, fruit and Beef Stroganoff, serve the pasta separate from the sauce because some children will only eat pasta and not the meat sauce or they will only eat them separately, which means five bowls per table or 25 bowls.
- Send serving spoons or ladles for each bowl, plus five sets of tongs to serve bread.
- On the cold cart, put the plastic bag with bread cut into quarters, the covered dishes of fruit, the gallon containers of milk and any other cold foods (raw veggies for example).
- **All hot food** items are sent to classrooms in the hot cart. All dishes must be covered.
- Discarded food must be disposed of when returned to the kitchen. Any prepared food left over may not be served again.

### **PM Snack – 2:30 pm to 3:00 pm**

- Set up snack on the carts unless it is a refrigerated item.
- Prepare juice and place in the refrigerator.
- Set up dishes that are needed for snack.
- Send gray bucket, tub, and following same procedures as stated earlier.

### **Kitchen Staff**

- It is the kitchen staff's primary responsibility to cut food items into age appropriate chewing and swallowing sized pieces. Secondary responsibility falls upon the classroom teachers and staff to confirm and implement age appropriate size for serving pieces/items. The following is a non-

inclusive food list that will not be offered to children younger than four: whole or sliced round hot dogs, whole grapes, nuts, popcorn, raw peas or carrots, hard pretzels, spoonful of peanut butter, raw chunks of carrot. All pieces not larger than ¼ inch for infants and ½ inch square for toddlers/twos or those requiring special chewing difficulties, according to children's chewing and swallowing capability.

- All hot food items must be covered and placed in the hot cart.
- Caution should be used at all times when dealing with hot food items around children.
- Children are restricted from the kitchen unless participating in a special supervised activity.
- The program takes steps to provide food safety in its provision and preparation of drinks, meals, and snacks each day throughout the year.

**NAEYC 5.A.01, 5.A.02, 5.A.04 5.A.05, 5.A.16, 10.B.08, 10.D.01, 10.D.09**

**OKDHS 340:110-3-278(d)(2)(E-K)(iv-xi)**

**OKDHS 340: 110-3-281.1(i)(7)**

**OKDHS 340: 110-3-295(a)**

### **Children's Health**

All records are updated as needed and reviewed twice a year by SPS Elementary Health Specialist, Payne County Health Department-Immunization Field Consultant, or Oklahoma Department of Human Services. Information is kept confidential, but available to teachers to help plan activities that support the children's growth and development. The program monitors children's health throughout the day for any signs of illness, poison exposure, signs of infestation, or physical injuries.

At enrollment, parents are asked to submit a doctor's statement and provide the program with information about special health needs of a child. Only that information necessary for a child's care is shared with teaching staff and student teachers who need to know. Information about allergies, diet restrictions, or special health care needs is shared with individuals who care for that child. By regulation, some information may be posted in the classroom so all adults who care for a child will be informed.

Known food and life-threatening allergies will be posted with the child's full name, location of life-threatening medications, and expose of potential occurrence for children present in each classroom. Location of posted items must protect confidentiality of each child or individual.

Children who have chronic health conditions or special developmental needs may need additional assistance. Families are asked to provide the program with written medical instructions from their health care provider for handling such conditions as asthma, orthopedic or sensory problems, seizures, and serious known allergies. Physicians or health care providers' directions/instructions will be adhered to without any exceptions. Conditions that require regular medication or technology support will need to complete the appropriate forms required by OKDHS. The program works with families to ensure that a child receives the necessary protection and care.

Staff will identify and follow regular medical policies and procedures for illnesses, injuries, and poison exposures when off-site. The director will be contacted/notified immediately along other medical emergency procedures/steps being implemented and/or observed.

### **Oral Health**

The program provides one meal and two snacks in the course of a curriculum day. The program does not offer tooth brushing or gum cleaning as a designated activity. It is acceptable if children choose to independently practice oral hygiene. Therefore, oral hygiene practices are to be implemented in the child's home.

**NAEYC 5.A.04, 5.A.05, 9.A.01, 10.B.08, 10.D.01****OKDHS 340: 110-3-279(a)(2)(B)****OKDHS 340: 110-3-280(d)(2)****OKDHS 340: 110-3-294(c-e)(1-3)****OKDHS 340: 110-3-294(g)(3)(A-B)****Illness**

The program follows requirements of the OKDHS Good Health Handbook when determining and reporting illnesses, poison exposure, signs of infestation, or physical injuries. All staff and children with the following signs or symptoms of an illness are excluded from participating in the program as long as the signs or symptoms exist.

- a fever of 100 degrees or higher (auxiliary), a child's temperature is taken when a staff member has a concern about a child, appropriate digital thermometers will be utilized, such as ear or forehead devices-a rectally temperature is never taken.
- vomiting (two or more times in a 24-hour period)
- diarrhea (runny or watery stools with increased frequency of loose stools)
- undiagnosed body rash
- sore throat with fever
- conjunctivitis with discharge from the eye, or pink eye
- yellowish skin or eyes
- severe coughing resulting in the individual becoming red or blue in the face, or making a high-pitched whooping sound after coughing
- asthmatic distress uncontrolled by current medication
- If the director or a designated representative judges that an individual's symptoms interfere with her/his ability to fully participate in the program or pose a potential health risk to other people, then that individual is excluded from participation until the signs/symptoms improve.

Children are not admitted to the program if any of the above symptoms are obvious upon arrival. If these or other symptoms develop during the day and/or unable to participate comfortably in activities, children will be separated from the group/well children and kept comfortable, within the director's office or other designated area, until a family member can arrive. The director's office or other designated area will be equipped with a cot or mat along with a blanket for an ill child until a family member or designated person arrives to retrieve the child within one hour.

If teachers suspect that a child is ill or is becoming ill, they provide a written report of observed behavior that is given to the parent and/or put in the child's file, at times parents may be notified through text, email, or phone calls.

Families are notified immediately when a child shows any signs or symptoms that requires separation or exclusion from the program. Parents, or those designated as persons to be contacted in case parents cannot be reached, must come to get ill children as soon as possible (within one hour) to minimize the spread of disease and to maximize the comfort of the child. Since the program does not have facilities to care for ill children, families must make alternative arrangements when a child is ill.

Families of the program are notified of communicable diseases, infestation exposure, illnesses, other health related illnesses, or injuries while maintaining confidentiality of the infected child or individual, through notification of emails, posted notices on doorways, and family communication/child mailboxes.



**NAEYC 5.A.04, 5A.05, 10.B.08, 10.D.01****OKDHS 340: 110-3-280(d)(3)(E)****OKDHS 340: 110-3-294(f)(1-3)(A-B)****Exclusion periods**

When a child has been exposed to a communicable disease (for example, strep throat, chickenpox, etc.) or infestation, parents are required to report that information to the classroom teachers or the director. If a child contracts a communicable disease or infestation, parents must keep the child at home for the appropriate exclusion period and must report the disease or infestation to the classroom teachers or the director. Written documentation can be requested from a health care provider if signs/symptoms continue to persist for more than 24 hours.

All families with children in that particular classroom, as well as other classrooms, are notified when a child in the group has contracted a communicable disease or infestations. Teaching staff will verbalize and post information within the classroom to notify parents about all communicable diseases or infestations. The posted information will be taken from the OKDHS Good Health Handbook. It states the symptoms of the disease, mode of transmission, period of communicability and control measures to be taken within the classroom and at home.

The program is a collaborative partner with Stillwater Public Schools and Payne County Health Department; both agencies will provide current and relevant health information when outbreaks of communicable diseases occur. Written documentation can be requested from a health care provider if signs/symptoms continue to persist for more than two days at the program.

The exclusion periods for common illnesses are:

- Fever: 24 hours after fever has returned to normal **without the use of a fever reducing medication**, normal activity level has returned so the child can participate in regular activities.
- Vomiting and diarrhea: 24 hours after vomiting and diarrhea have ceased and normal eating behavior and bowel functions have returned.
- Body rash: return with a doctor's statement allowing the child to return to the classroom.
- Strep infections: 24 hours after fever has returned to normal, antibiotic treatment has begun, and normal activity levels have returned.
- Respiratory infections: 24 hours after fever (if any) has returned to normal, 24 hours after antibiotic treatment (if needed) has begun, the symptoms have ceased to interfere with child's activity level so the child can participate in regular activities.
- Severe cough and asthma attacks: discomfort has subsided and the child is no longer in distress and can participate in regular activities.
- Bacterial Conjunctivitis (pink eye): 24 hours after antibiotic treatment has begun and there is no longer any discharge from the infected eye.
- Chickenpox: six days after onset of first vesicles and crusting has begun.
- Impetigo: 24 hours after antibiotic treatment has begun and the area is covered or dry.
- Lice infestation: Until treated with adequate insecticide shampoo and nits are removed. Children are separated from the classroom and sent home immediately. The director will check to make sure that adequate treatment has been performed and the child(ren) can return.
- Ringworm: 24 hours after treatment has begun and the area is covered.
- Pinworms: 24 hours after treatment has begun.
- Shigella, Giardia, Salmonella: after obtaining two negative stool cultures, diarrhea symptoms have ceased, and a note from the doctor releasing the child to return to school is received by the office.
- Thrush/Yeast Infections: Until treatment has begun.
- Whooping Cough (Pertussis): 21 days after onset of illness.
- Hand, Foot, and Mouth Disease: fever free for 24 hours.



**As a general rule, children who have been ill may not return to school until they are no longer contagious and are ready to participate in the full program, including outdoor play.**

**NAEYC 5.A.02, 5.A.11, 7.A.05, 10.B.08, 10.D.10**

**OKDHS 340:110-3-280(d)(1)(D)**

**OKDHS 340: 110-3-280(d)(3)(F)**

**OKDHS 340: 110-3-281.2(c)(8)(B)**

**OKDHS 340: 110-3-281.4(b)(7-8)(A-B)**

**OKDHS 340: 110-3-294(g)(4)**

**OKDHS 340: 110-3-295(b-i)(1-6)(A-C)**

### **Administering Medications**

Medications and special medical procedures are administered to a child in the program only with the written instructions, date, signed instructions of a licensed physician, and signature of the parent(s) or guardian(s) of the child. Medication Permission forms are available in the office for prescription and Over the Counter (OTC) medications and Prescription medication which must be signed by parent or legal guardian and licensed health provider giving the program permission to administer medications.

The program reserves the right to contact a child's physician or pharmacist for clarification of instructions. Certain medical treatments, such as feeding tubes, may require that staff be trained by a licensed health professional. It is the parents' responsibility to arrange for staff member(s) to be trained by their child's health care provider for any necessary medical treatment.

### **Prescription or Over the Counter Medications**

Prescription medications must be in their original container bearing the pharmacy label which shows the prescription number, date filled, physician's name, child's first and last name, the name of medication, strength of the medications, directions/instructions for administering and storing, and expiration date.

Non-prescription medications such as OTC cold and allergy remedies or pain and fever reducing medicine maybe administered by the staff if these medications are part of a prescribed therapeutic treatment, or written instructions from the child's parent or guardian, which corresponds with the physician's instructions for administering the medication.

**ALL** medications must be supplied by the parent in the original container with a visible expiration date. Parents must sign a written permission form before any and all medications are administered. Medications must be labeled with the child's full name and the date they were brought to the program. Signed Medication Permission forms must be on file in the office in order for the staff to administer any medications.

The individual administering medication will process through the 5 steps of administering medication, document dose immediately, and include their full name designating the distribution of an item on the permission form. Oral medication will be administered with only accurate measuring devices designed for medication. All medications are kept in a locked container in the office or other designated cool storage area inaccessible to children and clearly labeled medication.

Families will be notified immediately when a life-threatening condition medication that is only administered as needed; such as for seizures or allergic reactions. Emergency procedures will be set in place and followed immediately as well.

Diaper cream considered as medication, whereas lotions, sunscreen, insect repellents and lip balm are not considered as medication but all items must have a written non-prescription permission slip. These

items must be kept in a secure area with documentation each time the item is administered/applied. Families must be informed if non-prescription items are administered throughout the day.

A Stillwater Public Schools nurse or Payne County Health Department nurse may be contacted for special instructions/directions/training in administering medications. The program will adhere to Stillwater Public Schools and Payne County Health Department policies in administering any and all medications.

**ALL** medications will be returned to families at the end of each day, permission of period for medication, when medication expires, or when a child withdraws from the program. Families are responsible for disposing of their child's medication. Items with expired dates will be returned to the families to be disposed of as well. Expired medication should never be given/administered to children.

The program will adhere to the following procedures suggested from the Biological Safety Department of OSU. Procedures for storing, using, and disposing of medical waste:

- Scope: The following items are considered to be sharps and must be disposed of as medical waste; syringes, needles, and lancets
- Storage: Prior to use, sharps are stored in their original packaging or other puncture-resistant container in a safe place out of children's reach. After use, sharps are immediately placed into a labeled, puncture-resistant sharps container in a safe place out of children's reach.
- Use: When sharps are in use, the following practices are adopted. Use of sharps is kept to an absolute minimum, needles are not bent, sheared, broken recapped, or otherwise manipulated prior to disposal. After use, sharps are immediately placed into a sharps container that is labeled, puncture-resistant, and conveniently located. The sharps container is kept closed when not in use and sharps are never removed from the container.
- Disposal: When the sharp disposal container is  $\frac{3}{4}$  full, it is closed and sealed with tape. Sealed sharps containers are picked-up by Environmental Health and Safety (EHS) personnel and transported to the College for Veterinary Health Sciences for disposal.

Any program staff member who administers medication must have specific training and written performance evaluation updated annually by a health professional or consultant on the 5 Right Practices of medication administration. Person giving medication signs documentation for items one to five (see below) and is required to demonstrate competencies in the procedures and uses written guidelines in how to perform the procedures, such training includes, but not limited to Pediatric CPR and First Aid or health care provider.

Five Right Practices:

- verify right child
- the right medication
- right dosage/right instrument to give right dosage
- right time
- right method with documentation of each right time the medication is given

#### **NAEYC 5.A.07, 5.A.11**

**OKDHS 340: 110-3-294(g)(4)**

**OKDHS 340: 110-3-295(i)**

#### **Sun Block**

The program encourages the use of sun block with UVB and UVA protection of SPF of 30+ to protect children from the harmful rays of the sun. Parents are asked to apply a sun block in the morning when dressing their child. Teaching staff applies sun block in the afternoon after naptime with written permission. A child friendly SPF30 non-aerosol sun block must be supplied by parents and can only be

applied with written parent permission provided on the First Aid and Non-Prescription Authorization enrollment form.

**NAEYC 5.A.07, 5.A.11**

**OKDHS 340: 110-3-295(i)**

**Insect Repellents**

Child friendly insect repellents are applied only once a day by the teaching staff if parental permission has been given on the First Aid and Non-Prescription Authorization enrollment form. Families are asked to apply insect repellent in the morning when dressing their child if applicable. Teaching staff applies repellent in the afternoon, if the local health authorities recommend the use of insect repellents with a DEET formula to protect against West Nile Virus, then families are notified. The application will only be applied to children older than two months old and only once a day

**NAEYC 5.A.03, 5.C.02, 10.B.08, 10.D.01, 10.D.09**

**OKDHS 340: 110-3-279(a)(2)(A)**

**OKDHS 340: 110-3-280(d)(1)(E-G)**

**OKDHS 340: 110-3-281.1(i)(1)**

**OKDHS 340:110-3-281.2(c)(4)(A-B)**

**OKDHS 340:110-3-281.2(c)(A)(A)(i-iii)**

**OKDHS 340: 110-3-281.4(b)(9)**

**OKDHS 340: 110-3-284(d)(5)(A-B)(i-iii)**

**Accidents, Emergencies and First Aid**

The program's information and emergency numbers will be located by all classroom and receptionist phones for easy access when a need arises. Emergency information/contact for each child is copied and placed within each classroom First Aid kit/backpack for evacuation, illness, or fieldtrip events.

If the occasion arises that a parent is away from the phone numbers listed on the emergency card during the day, parents must leave their child's teacher an alternate phone number where they can be reached for the day.

Parent authorization is kept on file and giving permission to the program to access x-ray examination, anesthetic, dental, medical or surgical diagnosis or treatment by any physician, dentist, or hospital licensed by the State of Oklahoma that may be rendered to said minor while attending the program. Every attempt is made so that the child's physician is notified of such emergencies.

Children will be transported by Stillwater Ambulance Service Net Life to Stillwater Medical Center and/or by parent. A child's Emergency Information Card and staff member will accompany the child until he/she receives medical attention. Emergency Information Cards identifies the child's parent and emergency contact, physician, insurance card information, special instructions or individual emergency care plans for injury or illness, allergies, health concerns, child health report, and a copy of parent's insurance card.

Teaching staff members who work directly with children are trained and maintain a current certification in Adult and Pediatric First Aid and CPR. Each staff member will hold a certificate showing satisfactory completion of pediatric first aid training for infants and children, including managing a blocked airway and providing rescue breathing. At least one staff member certified in Pediatric First Aid and CPR will be present in the classroom at all times, which includes on-site, off-site, and in each vehicle during transportation.

In the event a child receives a minor injury at school, the first aid authorization form is on file, the classroom teacher gives first aid to the child. Student teachers are not allowed to administer first aid or CPR. An accident report is completed and given to the parents. This report includes information about the incident such as child's full name, age, injury date, time, type, and location of incident, personnel present at the time of injury, specifics about the injury, and the first aid procedures used.

In the event of a serious accident and/or injury and exposure to poison occurs, parents are notified immediately and necessary measures, such as CPR, contact with the child's physician, or transportation to the Stillwater Medical center, are secured. An accident report is completed and given to the parents. This report includes information about the incident such as child's full name, age, injury date, time, type, and location of incident, personnel present at the time of injury, specifics about the injury, and the first aid procedures used.

If a child is transported for medical services, evaluated by a physician, exposed to poison, or bite by an animal in which the skin is broken, OKDHS will be contacted immediately.

The program provides secondary medical insurance coverage for injuries that occur while the child is under the program's supervision. The program's insurance covers any amount not covered by the families' insurance carrier. Parents work, cell, and home phone numbers, as well as an emergency contact person's phone number are on file in the classrooms, field trip and emergency backpacks, and administrative office.

During an emergency and/or injury, classroom teachers evaluate and address the situation immediately. Uninvolved students are moved from the scene to a calmer location. Teachers may discuss the injury and any appropriate information/detail with students. Parents are encouraged to contact the teachers for further information and/or reassurance if needed because a child brings up the situation at home. If necessary, further discussions within the classroom may take place.

All staff wear vinyl gloves for any injury involving blood or bodily fluids. A container of liquid absorbent pellets is kept in all classrooms and used on spills of bodily fluids such as blood or vomit. An injury report is completed for each accident.

Emergency phone numbers shall be prominently displayed by all telephones in the program.

**OKDHS 340: 110-3-279(d)(1-5)**

**OKDHS 340: 110-3-279(e)(1-2)**

**OKDHS 340: 110-3-294(g)(2)**

### **First Aid Kits/Emergency Supplies**

Staff members have access to fully equipped first aid kits readily available and maintained for each group of children. First aid kits are stored within the classroom and taken to the outside play areas, fieldtrips, and on outings away from the site. Each teacher receives First Aid and Pediatric CPR training.

Program first aid kits are stocked according to Oklahoma Child Care Licensing requirements, and suggested supplies from OSU Environmental Health and Safety. Each classroom has a first aid kit in the classroom backpack as well as first aid supplies in the cabinet above the sink. Classroom backpacks also contain copies of emergency information for the children and these backpacks travel with the class whenever outside the classroom. The after school program can utilize the office first aid kit as needed. The administrative office has a first aid kit in the emergency backpack, and there is a first aid kit in the evacuation room. The administrative associate is responsible for replenishing first aid supplies as necessary, checking expired items, and maintaining sanitizing and re-usable supplies as needed.

**Required Items for Emergency Backpacks And Supplies by OKDHS**

- Copy of Emergency Contact Information for all children enrolled in classroom, which includes full names of children and emergency contact information. Contact information for all staff & program, include name, phone number, and email information for someone in immediate area
- Emergency authorizations for each child
- Non medicated adhesive strips
- Sterile gauze pads
- Rolled flexible or stretch gauze
- Bandage tape
- Disposable non-porous vinyl gloves
- Blunt tipped scissors
- Tweezers
- Non glass & non-mercury thermometer
- Current 1<sup>st</sup> aid guide
- Program emergency numbers and information (location & address)
- Cold pack
- Plastic bags for medical body/fluids
- Notepad and pens/pencils
- Hand sanitizer and cleansing agent/disinfectant
- Wet wipes

**Suggested Items for Emergency Backpacks And Supplies-in addition to required items**

- Copy of Emergency Contact Information for all children enrolled in classroom. Contact information for all staff, include name, phone number, and email information for someone in immediate area
- Emergency Authorizations for each child
- Flashlight with extra batteries
- Battery-operated radio and extra batteries: weatherband/tv band radio or AM/FM radio
- First Aid Kit
- Hand sanitizer and cleansing agent/disinfectant
- Whistle
- Disposable cups
- Snacks for children (granola bars, goldfish, crackers, etc.)
- Blankets
- Rope with knots
- Diapers for young children
- Any critical or life-threatening medication such as insulin, epi-pens, etc. for children and staff
- Water and/or formula for children and staff

**NAEYC 5.C.02, 10.B.08, 10.D.01****OKDHS 340: 110-3-279(a)(2)(A)****OKDHS 340: 110-3-281.4(b)(9)****Injury**

If a child becomes injured, the staff are expected to respond quickly and calmly, assessing the situation in order to provide appropriate care. Staff should seek help from other adults so someone can specifically tend to an injured child. Immediately call 911 if a child has stopped breathing or has difficulty breathing.

Staff wears vinyl gloves for any injury involving blood or bodily fluids. A container of liquid absorbent pellets is kept in all classrooms and used on spills of bodily fluids such as blood or vomit. An injury report is completed for each accident.

### **OSU Child Development Laboratory Incident/Accident Report Form**

Child's Name: \_\_\_\_\_

Date of Accident: \_\_\_\_\_ Time of Accident: \_\_\_\_\_

Brief Summary of Incident/Accident: \_\_\_\_\_

Action taken: \_\_\_\_\_

Comments: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Incident/Accident Reports**

The OKDHS requires that an Incident/Accident Report be filled out when an injury or poison exposure occurs to a child. If there is any kind of mark (red, teeth marks, bruise, scratch, etc.), blood is visible, or the child continues to complain, an "Accident Report" must be filled out, no matter how minor the injury. If a child is exposed to poison families should be contacted immediately and an Accident Report will be filled out. No other child's name should be mentioned on the report.

An "Incident Report" may be filled out when the parent needs to be notified of the behavior of a child such as biting, seriously hurting others, unusual behavior, etc.

If a child was hurt or bitten by another child, do not use that child's name, instead write "another child." A copy is given to the parents and a copy is placed in the child's file. See example of form above.

**Cowboy Alert: Emergency Notification System**

The Cowboy Alert notification system will be used to distribute time-critical, important information to the families of the children enrolled at the Child Development Laboratory program and the employees of the program regarding major emergencies, weather emergencies, life threatening circumstances, or crime risks in which immediate action or threat exists. The director or administrative associate will be responsible for notifying the OSU Police Department and OSU Emergency Operations Center and distributing the text message to the families and employees affiliated with the program.

In case of inclement weather, the Child Development Laboratory program will follow the closure protocol of the OSU-Stillwater campus. The director will be notified and notification will be sent to all persons registered with Cowboy Alert. Families and staff will also be encouraged to listen to the local radio and television stations for OSU closings.

If an emergency situation or condition resulting in the program's inability to meet child-teacher ratio as required by Oklahoma Department of Human Services, the director will send a text out to families registered with Cowboy Alert requesting them to pick up their child(ren). Teaching staff will call families unable to receive emergency notification messages to relay information in regard to a predetermined pick-up time. The program will remain open until all children have been picked-up.

Cowboy Alert will be utilized in providing details for circumstances, such as identifying a current emergency, children's location/relocation, reuniting families or other vital information.

### **NAEYC 10.B.08, 10.D.08**

### **OKDHS 340: 110-3-279(a)(1-2)**

#### **Evacuation Emergency Procedures**

If the director is not on-site during an emergency, then the procedural steps in Section 3: Emergency Response Plan will be implemented. The director's location will be determined and contact made immediately. If the director is not obtainable, then the administrative associate and classroom teachers will continue to implement the evacuation/emergency procedures. A contact must be made to the Human Development and Family Science office to identify the procedure and location being implemented by the director or administrative associate.

#### **Inclement Weather**

The program follows the decisions of OSU when closing for inclement weather. In the event weather conditions warrant the closing of school, it will be announced on local radio, television stations, and a Cowboy Alert will be sent to families/parents and staff.

#### **Emergency Lighting**

Classrooms and the evacuation room have flashlights. Batteries are routinely replaced or recharged.

### **OKDHS 340: 110-3-281.1(i)(2-3)**

### **OKDHS 340:110-3-281.2(c)(4)(A-B & E-G)**

#### **Preparedness**

Fire drills, tornado drills, and intruder/lock-down drills are practiced monthly and at various times during the hours of operation. Each personnel should be in attendance in each type of drill at least one time every three months. Other evacuation procedures are practiced on a yearly event with the collaboration of OSU Fire and Police Departments. Teachers discuss these emergency procedures with children so they are prepared and less likely to get upset.

All personnel are required to follow pre-determined emergency plans, procedures, and policies. Personnel reviews of emergency and lock-down procedures will be reviewed at the end of each school year in May by the teaching staff.

Fire, tornado, intruder/lock-down, and relocation procedure drills will include dates and times of the drill with a signature of the director or personnel in charge during the drill. Review procedures for emergency plans will include date and personnel involved with the review completion.

#### **Disaster Evacuation Plan**

The director, administrative associate, classroom teachers and other staff members are familiar with and prepared for all evacuation scenarios. Disaster Evacuation Plans are located within each classroom at an entrance and exit pathways. First aid kits, emergency supply kits, fire extinguishers, and fire pull boxes



will be identified on each evacuation plan. Primary and secondary evacuation routes for each classroom will be identified as well.

### **Obtaining Emergency Assistance**

The director or classroom teachers ensure that all children are evacuated from the building or otherwise are in a safe place. After the children are safe and accounted for, the director or administrative associate is named to contact the OSU Fire Department if the OSU Police Department has not already done so (by activation of the program's alarm system).

The classroom teachers are responsible for bringing their attendance sheets and classroom backpack containing children's emergency information. All staff with a cell phone needs to take them with them when evacuating the program so teachers can use them to make contact with families, if necessary. The receptionist, administrative associate and director are responsible for checking each of the classrooms and observation booths for any child or adult that was left or unable to hear the alarms.

The director or designated person in charge will check with each classroom teacher to account for each child. If a child is missing at the time of accountability, the director, or designated person, will then check with the receptionist or administrative associate for the unaccounted child. If the child is still unaccounted for then the first responding rescuer/ individual will be contacted immediately and given the child's description. Evacuation from regular meeting location will be dependent upon the situation and severity of the event. This decision will be made by the director or designated person that has consulted with the emergency team responding to the situation/event.

### **Teacher Supplies for Emergencies**

The classroom backpack contains items necessary for emergencies, including copies of children's emergency and contact information. Teachers carry cell phones with them whenever they leave the classroom. The administrative associate is responsible for maintaining the emergency backpack and Human Sciences West evacuation room supplies.

### **Parent Contact Information**

Notice of changes in parents' contact information – cell/work/home phone numbers, addresses, places of business, should be given to the administrative office. Parents need to make certain that they or their designated emergency person can be reached at all times. On the daily sign-in and sign-out sheet, parents are expected to leave a phone number where they can be reached if different than their usual/regular routine. The Cowboy Alert message system will be utilized to notify families during emergency situations.

### **Shoes in an Emergency**

When children remove their shoes for naptime or dramatic play, teachers should encourage them to always place their shoes in a central basket in the classroom. That way, if an evacuation is necessary, teachers can grab the basket and put shoes back on children after they are out of the building. When evacuation is necessary during cold weather, extra adults in the classroom should gather coats.

**NAEYC 1.B.09, 10.B.08, 10.D.03**

**OKDHS 340:110-3-278(d)(2)(I)**

**OKDHS 340:110-3-280(b)(1-2)**

**OKDHS 340:110-3-284(c)(3)**

### **Child Abuse**

Child abuse in any form is not tolerated. Staff members are to never use physical punishment such as shaking or hitting to engage in psychological abuse or coercion. Program staff are never to use threats,



derogatory remarks or withhold food as a form of discipline. All forms of abuse must be reported immediately to the Director.

Teaching staff uses a quiet, understanding, yet firm “teacher” voice with the children. Teachers should always approach a child or situation instead of speaking across the room children. Children should be spoken to at “eye level” proximity when speaking with the child, determining the situation at hand, identifying the differences, and then providing redirection, resolutions, or offering suggestions. Acceptable redirection can consist of a gentle touch on the shoulder or back, holding of a hand, or a child sitting in one’s lap.

Teaching staff is prohibited from hitting, slapping, spanking, shaking, assertively grasping a child by the arm-leg-hair-head, placing a child assertively into a chair or onto the floor, yelling at, ridiculing, or subjecting a child to physical or psychological punishment in an attempt to maintain order in the classroom

Teaching staff is forbidden to use food as a discipline tool or remove a child’s right to play outdoors for a behavior that occurred indoors. Families are prohibited from using, or threatening to use, physical or psychological punishment or profanity toward children or staff while on the premises.

No one, including parents or teachers, is allowed to abuse a child physically or mentally while at the premises. The program is required by Oklahoma and federal law to report any suspected evidence of physical, mental, or sexual abuse or child neglect to the Oklahoma Department of Human Services Child Welfare. OKDHS will determine if a situation warrants investigation.

Teachers and staff are required to report any suspicion or reason to suspect child abuse to the director. Verification is not required. OKDHS and federal law requires that suspicions be reported in good faith. Protecting a child from an abusive adult, even if it is another staff member who gets stressed and reacts harshly to the children, it is the responsibility of all staff. Physical punishment of children in a child care or early education setting is considered child abuse by Child Care Licensing and must be reported.

In accordance with Section 1-2-101 of Title 10A of the Oklahoma Statutes, any person who has reason to believe a child has been abused or neglected is required to report the matter promptly to OKDHS. It is a misdemeanor for any person who fails to report.

A person making a report in good faith is immune from civil or criminal liability. The name of the reporter is kept confidential. A report should be made when there is reasonable cause to believe that a child has been abused or neglected or is in danger of being abused. A report of suspected abuse is a request for an investigation. Investigation of child abuse reports is the responsibility of Child Welfare workers and, when a crime may have been committed, law enforcement officials. (More information is located under Guidance and Discipline and NAEYC 1.B.09.)

#### **NAEYC 10.D.04**

The program’s policy in the event that a staff member is accused of child abuse or neglect whether it is here at the program or off the premises will be:

- Immediately relieved from duties in the classroom.
- May be put on administrative leave or given duties within the center but away from children until a thorough investigation has been completed.
- OKDHS Child Care Licensing will be called and a ‘self-report’ will be made.

- Investigation process will include but not limited to: interviews with co-workers, other children in the classroom, individuals involved in the incident, interviews conducted by licensing inspectors, OKDHS authorities or police officers.
- Program will cooperate fully with all authorities in order to reach a satisfactory conclusion.
- Outcome of the investigation will determine if the employee is terminated or released to return to her/his regular duties back in the classroom.

**NAEYC 1.A.04, 3.F.03, 4.E.05, 7.A.02, 7.A.05-7.A.09, 7.B.01-7.B.04, 7.C.01-7.C.08, 10.B.01, 10.B.08**

**OKDHS 340: 110-3-281.4(b)(2)**

**OKDHS 340: 110-3-293(b & d)(1-6)**

## **Families/Parent Communication and Involvement**

Family information, involvement and committee sections can be found and communicated to families/parents through the Family/Parent Handbook.

### **Communication with Families**

Communication with families about their child's growth and development are sensitive to family values, culture, race, identity, religion, and home language. Program staff incorporates a variety of formal and informal methods to communicate and support families about the program's philosophy, goals, curriculum objectives, educational goals, teaching practices and strategies. All families/parents are encouraged and ensured the opportunity to participated within the program regardless of their family structure, socioeconomic status, racial, religious, and cultural backgrounds; gender; abilities, delays, or disabilities; or language/linguistics.

Program staff is very sensitive to family concerns and reassures families/parents who are concern about leaving their child in a non-family care. Administration staff provides tours of the program along with question and answer sessions for families/parents. Plus, the teaching staff visits with families/parents through Home Visits, Open House, email, phone, and daily written or verbal communication.

Encouragement and support is offered to families through such activities such as Welcome, Open House, Home Visits, Parent-Teacher Conferences, Daily Communication Journals, and monthly Parent-Teacher Organization (PTO), daily conversations, Sign-In and Sign-Out Sheets with daily notation, parent resource center/area, program information, family activities or special events, and questionnaires/surveys/parent input.

In addition to daily communication, OKDHS requires the program to adhere to at least four of the previously mentioned activities/events. The following is a descriptive listing of such activities/events:

- Welcome-parents are welcome at all times, such as observing, eating lunch with their child, or volunteering, provided that parents follow the program's request and policies.
- Parent Resource Area-resource area is identified with books, pamphlets, or articles on parenting and community resources; electronic resources are easily accessible and printable upon request.
- Annual Parent-Teacher Conferences-formal conferences will be offered to families at least each nine weeks of August-May session. June-July conferences are scheduled upon request. The conferences are utilized to identify the child's progress, challenges, accomplishments, and established goals formed by all parents, teachers, and other designated personnel when applicable.
- Program Information-parents are information of activities/events through ongoing resources such as parent bulletin boards, newsletters, emails, or a website with specific program information.
- Parent Activities or Special Events-at least two parent events are offered every twelve months, such as guest speakers, open houses, brown bag lunches, family pot-luck dinners, or children's programs.

- Parent Input-parents are included in ongoing program and policy development such as board involvement, planning meetings, parent committees, written comments or suggestions, parent surveys, or formalized program evaluations.

Such events provide the teaching staff opportunity to obtain input from families about short- and long-term plans for the program, curriculum, and structure. Families' contributions are accepted on a regular basis to assist with the child's daily interactions, goals, and plans.

In addition, the relationships developed between the program staff and families will assist in a two-way communication system that allows staff to learn from families. Shared information or family knowledge could consist of, but is not limited to, children's interests, approaches, or practices that align with children's learning styles, developmental and educational needs, and to learn about concerns and goals for their children. The teaching staff will acknowledge the family information or knowledge by incorporating it into the classroom curriculum, structure, or learning experiences.

Daily Communication Journals are implemented within Preschool I and Preschool II Classrooms (ages of children are 12 months to 35 months). Daily Journals and Sign-in and Sign-out sheets provide the program staff and families the opportunity to have daily two-way communication about the children's events, toileting and diapering, feeding situations, center activities, developmental milestones, well-being or child's dispositions throughout the day. When in-person communication is unlikely, then email or phone conversations can be used as substitutes as well as the daily journal.

In Preschool III and PreK-K Classrooms the program staff communicates verbally with each family on a weekly basis in addition to daily/weekly event postings, newsletters, emails, phone conversations, and daily sign-in and sign-out sheets. Such communication avenues provide families to learn about the child's activities, milestones, feeding situations, center activities, and dispositions throughout the day. When in-person communication is unlikely, then email or phone conversations can be used as substitutes.

Therapy Communication Journals are used on a weekly basis to allow families, teachers, and specialist to communicate about a child's progress, development, accomplishments, goals, or areas of concern or improvement.

The program provides families the opportunity to participate, observe, and interact within the classroom allowing an open door policy among families. Families are provided ongoing opportunities to share home experiences, observations, documentation, and communication devices, such as journals, notes, or phone messages. Shared information is collected and acknowledged within a child's assessment and evaluation system.

Program staff is encouraged to greet children and families upon arrival and depart time each day. Teachers are to avoid extensive discussions about concerns or behavior issues that occurred during the day at arrival and departure times. It is inappropriate to have such conversations in public and in the presence of children. Teachers should address any extensive and/or continuous concerns or behavior problems by inviting the parent to participate in a discussion without the presence of a child and at an appropriate location, such as the office area or therapy area. Parents are encouraged to request a similar discussion for addressing any of their concerns.

Program staff will provide support and information to family members legally responsible for the care and well-being of a child. Written permission must be provided by all legal parties before additional individuals can be presented or obtain information about a child.

The OSU International Students and Scholars Services will work collaboratively with the program to offer written and verbal information/communication to families as needed. The program compiles and provides information to families in a language that they can understand/comprehend. The information includes but not limited to policies and operating procedures, enrollment forms, parent handbook, classroom newsletter, daily communication journals, negotiations of differences or difficulties, and other written communication sources.

**NAEYC 7.A.03, 7.A.06, 7.A.07, 7.A.12, 7.A.13, 7.A.14, 7.B.01, 7.B.02, 7.C.01-7.C.04, 10.B.01**

**Staff and Family Relationships**

Program staff will demonstrate positive relationships among children, families, students, faculty, and other staff members. Staff members are requested to interact and respond to others through acceptable social interaction, while developing friendships and support. Program staff is encouraged to seek assistance to resolve conflicts and to report any suspicious events dealing with bullying, exclusion, discrimination, biases, or other social issues.

Program staff is required to ensure that all families—regardless of family structure, socioeconomic, racial, religious, and cultural backgrounds, gender, abilities, delays/disabilities, or preferred language—are included in all aspects of the program. Families, faculty, staff, students, and volunteers are all considered and given equal opportunity to be included in the programs structure, learning experiences, and needs.

Staff members use a variety of mechanisms such as family conferences, home visits, surveys, and daily written and verbal communication to promote dialogues with families. The program staff might ask adults to translate or interpret communications as needed or call upon OSU Office of International Students and Scholars (ISS). ISS provides services to OSU colleagues who need assistance with international communications to families in a language the family can understand if the director is contacted by the family. Assistance could include, but is not limited to, written and verbal information such as program policies and operating procedures, parent/teacher summaries/surveys, special health and safety instructions/directions, and awareness of special events/activities.

Annual Home Visits promote dialogue among the teaching staff, children, and families. Home visits assist the program staff in establishing and maintaining reciprocal relationships and communication over time among families and staff. Therefore, program staff actively uses information about families to adapt the program environment, curriculum and teaching practices for children they serve. For example, program staff will work with families on shared caregiving issues or situations, which include but are not limited to, routine separations, special needs, food issues, daily care issues, diapering or toileting issues, medical or accident incidents, and daily dispositions/behaviors.

In addition to Home Visits, the program provides opportunities for families to meet with one another on a formal and informal basis to work together on projects to support the program and learn from and provide support to each other through events such as, monthly Parent Teacher Organization Meetings, OSU Homecoming Parade, Open House, Parent-Teacher Conferences, Annual Thanksgiving Celebration, Parent Night Events, End of the Year Picnic, and daily conversation contacts. Family schedules and availability are considered when events are planned.

The Parent-Teacher Organization (PTO) was established to assist the collaboration between families and the program staff, which provides families the opportunity to be active participants with governing or advising the program leaders. Families are encouraged to fill leadership roles within the PTO.

Leadership positions include, but not limited to, co-president, vice president, secretary, treasurer, committee positions of homecoming events, celebrations, and fundraising to name a few.

Families/parents have an opportunity to volunteer in the classroom or participate in special activities, to serve on Parent-Teacher Organization (PTO) committees which provide numerous services to the program (i.e., develop special projects and help maintain accreditation standards), and to assist with curriculum development. Family members are included as active participants in making decisions to improve the program. Such collaboration and shared decision making opportunities allow the staff and families to build relationships of trust, support, and enthusiasm for program changes. The PTO conducts monthly meetings so staff and families can meet to identify program planning, events, and ongoing program operations/improvements.

Parents are invited to an Open House before the start of the school year in August. During the Open House parents meet the director, teachers, and staff. Children and families have an opportunity to explore the classroom environment together at the Open House, familiarizing both the children and families with the anticipated routine of the day.

The Home Visits allows newly enrolled children to meet their teachers in the comfort of their own environment, thus assisting children with the transition into the program. In the comfort of their own home, children can get to know the teachers and show them the things that are important to them in their family life. Another benefit of a home visit is to give teachers and parents an opportunity to learn from each other. Teachers can answer parents' questions about the school day and parents can inform teachers about their child's routines and experiences.

The program values family involvement. Communication between families and the program is an essential element to a child's successful participation and development. Staff encourages families/parents to raise concerns and work collaboratively with them to find mutual satisfying solutions that the staff can incorporate into the classroom practices. Family/parent members are included as active participants in making decisions to improve the program. Such collaboration and shared decision making opportunities allow the staff and families to build relationships of trust, support, and enthusiasm for program changes.

Families participate in program evaluation and planning. During parent/teacher conferences, parents are asked to evaluate the effectiveness of the program in meeting their child's and family's needs, and are invited to join the teachers in setting goals and making plans for activities and services to meet them.

Staff encourages families/parents to make primary decisions about services, goals, and objectives that their children need and encourage families to advocate in obtaining those services. Parents are invited to evaluate the program through an annual survey requesting feedback on the program's work. Sometimes this survey is in conjunction with accreditation review. Parent evaluation and feedback is important to the continual improvement of the program.

Families/parents are welcome any time at the program. Families may visit any area of the facility at any time during the program's regular hours of operation as specified by the procedures of the facility. Parents and families are welcomed to observe their child from the observation booth or they may visit in the classroom. Families/parents may spend several minutes doing an activity with their child in the classroom at the beginning of the day. Families/parents are invited to attend classroom parties, go on field trips, and/or share books, expertise, or interests with the children.

The program asks all parents to follow the example the teachers set in how to interact with the children in the classroom. These include following the children's lead in play, responding to their interests, focusing on the children, following the rules, and handling conflicts that arise between children. Families/parents are asked to let teachers help children resolve conflicts. Families/parents whose behaviors in the classroom are disrupting the class or threatening the children are asked to leave.

The staff uses a variety of techniques to negotiate differences and difficulties that arise in their interactions with family members. Families/parents are asked to contact the classroom teacher and then the director if they have concerns or questions about a situation. If an agreeable solution is not achieved, then the situation will be taken to the Department Head of Human Development and Family Science. Staff members will arrange to use techniques in a language the family can understand and comprehend.

The program provides many opportunities for parents/families to meet with one another on a formal and informal basis, work together on projects to support the program, and learn from and provide support for each other during the year. Staff works with families to plan events that are educational, informative, and social outings as well. Parent Orientation and/or Parent Nights are planned by the staff each Fall and Spring semester. Occasional family/parent education activities or other social events, related to classroom topic studies, are planned and provided for family involvement, and family availability is a consideration as part of this planning.

The classroom and Outdoor Learning Environment is intentionally designed to welcome and stimulate adult interaction at the child's level. The environment is set up to be a child's world, and the important adults in their lives are encouraged to come in and participate. The program avoids creating two worlds, one that is at the adult level with conversations occurring over the heads of children or directed down at them, and the second at the lower level reserved for children interacting with each other and directing conversation up to the adults. Once inside the classroom or in the Outdoor Learning Environment, adult-to-adult conversations are pleasant but brief. The program's focus is on the children. The staff delights in friendships that forms among families in the classrooms, but encourages that lengthy and lively adult conversations take place in the appropriate locations.

Parents/families are made aware of the program's system for formal and informal assessment of children's progress and research opportunities through the program and family/parent handbooks. The information provides the purposes of the assessment, procedures used for assessment, procedures for gathering family input and information, timing of assessments, the way assessment results or information will be shared with families and the way the program will use the information.

The program staff is specialized in early childhood education methods and theories. If a staff suspects that a child has a developmental delay or other special needs, the director will be contacted by the staff member. After an observation and documentation, a discussion about the child's growth and development will take place with the director and staff member. The staff is not specialized to diagnosis developmental delays or other special needs. Therefore, the director will communicate to families in a sensitive, supportive and confidential manner and provide documentation and explanation for the concern suggesting the next steps and information about outside resources to families/parents.

Families/parents are asked to supervise their child/children in the hallway so children remember the hallway behavior rules and do not disrupt the work of other departments that share the hallway with the program.

**OKDHS 340:110-3-278(d)(1-2)****Record Review Available for Parents/Families**

Parents are entitled to review the following documents upon a request given to the office:

- copy of the OKDHS Licensing requirements and the school's license to operate;
- record of practiced fire and tornado drills;
- copy of most recent OKDHS monitoring report; and
- copy of most recent fire and health inspections.

**Directory Information**

In all circumstances, family addresses, phone numbers, enrollment lists, and attendance information cannot be released without enrolled family/parental written consent. The Parent-Teacher Organization produces a contact directory for parents/families.

**Non-custodial Parents and Grandparents**

The right of noncustodial parent(s) and grandparent(s) to information about a child is determined by the court and/or by the custodial parent(s). A copy of court issued custody papers is kept in a child's file in the office in cases where this need applies.

**NAEYC 7.C.01, 7.C.03, 7.C.05, 7.C.06, 8.A.01-8.A.05, 8.B.01-8.B.05, 10.B.01, 10.B.14****Community Resources**

Staff members will obtain written consent from families/parents before sharing information about a child with other relevant providers, agencies, or other programs.

OKDHS requires the program to maintain a current list of available community resources for children and families and assists parents in locating and connecting with these services. A directory of community resources to support child and family needs is available at the following web sites: [www.strodefh.com](http://www.strodefh.com) or [www.smartstartpc.org](http://www.smartstartpc.org). In addition to sharing the resources, the program staff will assist families/parents in locating, contacting, and using community resources that support children's and families' well-being and development.

The teaching staff will use their knowledge and understanding of the community and families it serves as integral parts of the curriculum and children's learning experiences, opportunities and events. Program staff will develop connections with communities that offer teachers urban, suburban, rural, or tribal cultural resources. In addition, the program will collaborate with other community organizations and groups to cosponsor or participate in cultural events which enhance the events and experiences of children, families, staff, and program.

Program staff will notify families about community events held by local organizations and surrounding communities that would include exhibits, concerts, storytelling, and theater intended for children.

The teaching staff will include community resources that include, but not limited to invitations to individuals from the performing and visual arts community, traveling museum exhibits, local artist, and community residents to share their interest and talents with the staff, children, and families.

The program has established linkages with other early education program and local elementary schools to help families prepare for and manage their children's transitions between programs, including special education programs. Staff members provide information to families that can assist them in communicating with other programs, and help with transitions to other programs or schools with basic general information on enrollment procedures and practices, visiting opportunities and program options. The program holds a dual enrollment agreement with Stillwater Public Schools for the Pre-K/K classroom and children who qualify for special services who live within the SPS district.

In addition to the previous agencies, the following is a limited list of partnerships and professional relationships that have been established with the program from agencies, consultants and organizations in the community that further the program's capacity to meet the needs and interests of the children's families that we serve. Please see the director for more information.

- Stillwater Physicians Building, 1815 W. 6<sup>th</sup>, Stillwater, OK, 405-743-7300: A pediatrics office for children birth through eighteen years of age, Dr. Webb, Dr. Sublet, and Dr. Bullard.
- United Way of Stillwater, 109 E. 9<sup>th</sup>, Stillwater, OK, 405-377-2161: A forefront service program that matches volunteers with community and agency needs.
- Stillwater Domestic Violence, 115 E. 4<sup>th</sup>, Stillwater, OK, 405-624-3020: Service that provides confidential trained teams to assist families who experience violence within their lives.
- OSU International Students and Scholars, Student Union, Stillwater, OK 74078, 405-744-5449: Language Translation and Cultural Orientation Center for individuals and facilities throughout Stillwater.

### **Stillwater Public Schools Partnership**

#### **Agreement for Early Childhood Partnership Project with Stillwater Public Schools, Oklahoma State University and the Child Development Laboratory**

This agreement is made and entered into on the 1<sup>st</sup> day of August every school year, between Stillwater Independent Public School District (SPS) and Oklahoma State University (OSU). In consideration of agreements herein set forth, the parties agree as follows:

- **Stillwater Public Schools will:**
  - Collaborate with the OSU Child Development Laboratory staff regarding the requirements of a public school Pre-Kindergarten program;
  - Provide assurance that the partnership will comply with all Oklahoma Department of Education requirements for Pre-Kindergarten;
  - Facilitate the enrollment of four and/or five year-old children into the school district through the partnership program;
  - Provide supplemental instructional materials as appropriate;
  - Include teachers in applicable SPS professional development activities;
  - Collaborate with staff in the design and implementation of family literacy activities;
  - Provide OSU salary/benefits replacement costs for one early childhood certified teacher and half of the salary/benefits for a second early childhood certified teacher;
  - Maintain attendance records in accordance with SPS policy and procedure.
- **Oklahoma State University Child Development Laboratory will:**
  - Provide two certified early childhood teachers for the pre-kindergarten partnership and a part-time, mid-day aide;
  - Provide a pre-kindergarten program that meets state and district requirements for Pre-Kindergarten education;
  - Provide the space, equipment, and curriculum for a Pre-Kindergarten program;
  - Provide the management and supervision of a Pre-Kindergarten program;
  - Collaborate with Stillwater Public Schools on the enrollment of four and five-year-old children in the school district;
  - Collaborate with Stillwater Public Schools in the design and implementation of family literacy activities;
  - Provide Stillwater Public Schools with monthly invoice for salary/benefits replacement costs.
- **Effective Date and Term:** The effective date of this agreement shall be the existing school year that is used to enter into the agreement.



- **Modification and/or Termination:** This agreement is subject to amendment at any time, but only upon written consent and approval by both parties. This agreement may be canceled at any time upon 15 days' advance written notice by either party. Written notice must be forwarded to the party by certified mail.
- **Assignment:** Either party, without the prior consent of the other party, may not assign any part of this Agreement.
- **Governing Law:** This Agreement shall be governed, constructed, and enforced according to the laws of Oklahoma. If any part of the Agreement is determined to be unenforceable, the rest of the Agreement shall remain in full force and effect.

## **Research**

### **Research Projects**

Enrollment in the program implies that parents understand and support the purposes of a laboratory school and are willing to let their child participate in research studies determined to be appropriate for the individual child. The program approves a variety of research projects to be conducted in the program. These projects include faculty and student research on topics such as child growth and development, curriculum development, assessment and screening, effective instructional practices, and literacy development. The Program Research Review Committee and the OSU Institutional Review Board approve all research projects. Parents receive information about research activities that involve their child. After reading the information about a study, parents have the right to determine if their child's participation is appropriate and may request that their child not participate.

### **Research Policy for the Cleo L. Craig Child Development Laboratory Program**

The Cleo L. Craig Child Development Laboratory at Oklahoma State University is actively involved with OSU faculty, staff and students in research endeavors relating to child development. The child development research includes, but is not limited to, the study of children and their families in the areas of curriculum development, effective instructional practices, and assessment and screening. The program is available for OSU research endeavors, as well as research conducted by external agencies.

The research component of the program is exercised with minimal interference or disruptions to the children's educational program. Staff, parents, and legal guardians are receptive to and supportive of research efforts. In an effort to balance the needs of researchers with the needs of the children, and to ensure the privacy of the children, families, and teachers enrolled in the program, the following goals and guidelines have been established.

### **Program Goals for Research**

The Child Development Laboratory will ensure that research activities are safe and compatible for children, families, faculty, and staff.

- The program will provide opportunities to OSU personnel and other agencies to observe and study the development of children.
- The program will provide a setting for OSU personnel and external agencies to conduct unobtrusive observation and collection of data on children's growth and development.
- The program will provide access for research at OSU that requires settings of individual children and/or varied groupings.
- The program will provide a setting for the study of optimal ways of assisting children's development in a preschool environment.

### **Research Facilities**

The Child Development Laboratory has observation booths equipped with one-way mirrors that permit unobtrusive observation of children in classrooms. A sound system permits collection of audible data from classrooms. Adjacent teachers' offices will be made available for individual testing purposes.

Should these areas not be optimal for collecting data, the director will work with the researchers to obtain a more suitable environment.

### **Research Procedures**

OSU faculty and students interested in conducting research at the program should contact the director at 110 Human Sciences West (405.744.5730) to obtain the form, *Request to Conduct Research in the Child Development Laboratory*. This completed form must be submitted at least four weeks prior to the anticipated start date of the research project.

### **Inquiries**

All research inquiries must receive the director's approval of the *Request to Conduct Research in the Child Development Laboratory* form prior to beginning any research.

- The researcher will provide the director with a completed application consisting of research instruments; time estimates/time lines, consent forms and forms of communication such as parent letter and letters to teachers. Additional information may be required as determined on a case-by-case basis.
- The research proposal will be discussed during a staff meeting and then approved by the director and the Human Development and Family Science Department Head. Approval is valid for one year with extensions and/or renewals considered on a case-by-case basis.
  - The proposal will be evaluated and approved based on the appropriateness of the research methodology and design; the degree and type of involvement required by the participants; and the degree of intrusiveness into the daily program and routine of the children and staff.
  - The committee will also determine if the proposal is compatible with the program's philosophy, policies, and procedures; that no risks are foreseen to participants; and that confidentiality is respected.
- All research conducted at the program must have approval of the University Internal Review Board before any contact is made with teachers, families, or children.

### **Approvals**

All personnel related to research (PI, Co-PI, associate researcher(s) and observers) must adhere to the OSU Child Development Laboratory policy and guidelines when conducting research. Any infringement can result in an immediate termination of the project and/or cancellation of any additional project involving the identified individual until an extensive review of the situation is completed by Human Development and Family Science Department and/or other designated personnel.

### **Research Responsibilities**

Research personnel are obligated to ensure integrity for their study by applying appropriate scientific procedures and assuring that the rights of children, parents, staff, and faculty are safeguarded.

- The researcher will schedule a meeting with the director and staff to explain the research project, entertain questions, and introduce research assistant(s) if applicable. A preliminary schedule of times that the research can be conducted will be established between the parties. The final schedule will be sent to the director and staff for approval at least one week before data collection begins. Research will be conducted from 8:00 am to 3:30 am, exceptions made on a project by project basis with director's approval.
- Any changes to the research project (e.g., personnel changes, protocol modifications) must be reported to the director and staff for approval. Research project changes must be submitted in **writing** to the director prior to implementation. All changes must be kept to a minimum to prevent disruption to the children and the program when dealing with, but not limited to, daily routine, curriculum, schedule, activities, or environmental surrounding.

- All personnel conducting research with children will complete and submit a recent OSBI Background Check to the director. The documents will be kept in confidence.
- All research personnel will read and adhere to the OSU Child Development Laboratory Operations, Policy, and Procedures Handbook. Each individual will sign the handbook document page recognizing their acknowledgment of the program procedures.
- All research personnel must adhere to the program protocol of signing in and out, presenting a photo ID, and wearing an identifying nametag at all times while on the premises.
- At any time during data collection, research personnel must be willing to meet with parents, faculty, or staff to answer any inquiries.
- The research personnel shall distribute and collect all consent forms to parents/guardians. A copy of all consent forms will be given to the director and will be kept on file for the duration of the study.
- Substantial relations will be established with children prior to the start of any research project. At least, four to five hours of interaction with children is mandatory to establish this relationship, times and length for interaction will be scheduled in conjunction with the teaching staff and director. The teaching staff will verify when substantial relations have been established.
- Research personnel must recognize children's assent when participating in research. When a child becomes tired, restless, or unwilling to participate, the session will end and a later date/time will be rescheduled.
- Research will be conducted in an area of the classroom or teacher office area. Supplementary location(s) will be determined and approved by the director. Research outside of the classroom and/or teacher office area will require videotaping during the collection of data from children and/or testing of children.

### **Director's Checklist**

All approved research will be monitored by the director. The director will oversee the direction and manner that approved projects will be implemented. Ethical principles and required guidelines/regulations will be of the highest consideration when dealing with children, parents, students, faculty, and staff.

- Check that all necessary information is included in the research request form, including:
  - Title
  - Brief outline of nature and/or purpose of research
  - Training of research staff
  - Method of recruiting participants
  - Information provided to participants
  - Consent of participants
  - Financial and other rewards to participants (if applicable)
  - Potential risks to participants/researchers and how risk is minimized
  - Monitoring and reporting of adverse or unforeseen events
  - Communication of results
  - Duty of assent issues and confidentiality
  - Data protection issues
- Check that the procedures on the research request form are followed, including:
  - Achieve and maintain appropriate training and knowledge when dealing with children, parents, faculty and staff.
  - Confirm that research protocols adhere to ethical review and scientific standards for all participants.
  - Research personnel conduct all projects in accordance with the approved protocol.
    - secure parent/guardian consent forms.
    - identify children's assent and participation.
    - rational and purpose are appropriate for duration of study.

all communication with children, parents, faculty, and staff is developmentally appropriate and/or accurate.

- Research results are communicated to parents, faculty, and staff.
- Provide appropriate monitoring and reporting of adverse situations:
  - reveal potential conflicts of interest to appropriate individuals.
  - identify and report violations, errors and situations to research, personnel, regulators, or IRB.
- The director will report all research activity to the Early Childhood Education Committee during monthly meetings.

### **Appropriate Research Projects**

An extensive range of research can be conducted in the program to enhance the understanding of child growth, development, and learning. The following is a non-exhaustive list of different types of research that could be conducted with appropriate guidelines/regulations.

- **Research Project:**  
A research project is one that asks a research question that is answered through rigorous systematic methods. These projects may include but are not limited to research investigating measureable outcomes in children's growth, development, and learning.
- **Clinical Project:**  
Clinical projects seek to improve child growth, development, and learning through the development of tools that may enhance the delivery of child development knowledge. Examples include, but are not limited to, the development of clinical pathways and creating measurement tools to improve the quality of life for children and parents.
- **Educational Project:**  
Education is an essential component of early childhood growth, development, and learning. Projects that develop and provide relevant educational programs and materials or develop innovative educational tools for children and the community are examples of these types of projects.
- **Collaborative Meetings:**  
Collaborative meetings identify professionals willing to improve the quality of life for children.

### **NAEYC Standards and Key Criteria**

The following standards and key criteria are the guidelines for professional programs from NAEYC that have been implemented to guide the development, implementation and assessment of the ECE academic program and Child Development Laboratory at OSU. Further standards and code of ethics can be obtained from the director.

#### **Promoting Child Development and Learning**

Teaching staff use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for all children.

- Know and understand young children's characteristics and needs.
- Know and understand multiple influences on development and learning.
- Use developmental knowledge to create healthy, respectful, supportive and challenging learning environments.

#### **Building Family and Community Relationships**

The teaching staff knows about, understands, and values the importance and complex characteristics of children's families and communities. Teaching staff create respectful, reciprocal relationships that support and empower families, and involve them in a child's development and learning.

- Know about and understand family and community characteristics.

- Support/empower families/communities through respectful reciprocal relationships.
- Involve families and communities in their children's development and learning.

### **Observing, Documenting, and Assessing to Support Young Children and Families**

Teaching staff knows about and understands the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to support children's development and learning.

- Know about and use observation, documentation, and other appropriate assessment tools/approaches.
- Understand and practice responsible assessment.
- Know about assessment partnerships with families and other professionals.

### **Teaching and Learning**

Teaching staff integrates their understanding of and relationships with children and families; their understanding of developmentally effective approaches to teaching and learning; and their knowledge of academic disciplines and designs to implement and evaluate experiences that promote positive development and learning for all children.

- Connecting with children and families:
  - know, understand, and use positive relationships and supportive interactions.
- Using developmentally effective approaches:
  - know, understand, and use appropriate approaches and strategies for early childhood education.
- Understanding content knowledge in early childhood education:
  - know and understand the importance of central concepts, inquiry tools, and structures of content areas or academic disciplines.
- Building Meaningful Curriculum:
  - use own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.

## **INTASC - General Competencies for Teacher Licensure and Certification**

The Professional Education Unit (PEU) prepares and develops professional educators who facilitate life-long learning and enrich quality of life for people in public school and other educational settings.

### **Leadership**

The PEU prepares candidates who are committed to the belief that professional educators providing quality education are the foundation of a prosperous and democratic society. The candidates advance their professions as innovative leaders and advocates who support all learners and families in the context of diverse systems and communities.

### **Ethics and Professionalism**

The PEU prepares candidates who demonstrate ethical and professional behavior in their interactions with students, families, colleagues, and communities and practice social justice. The candidates demonstrate an understanding of legal aspects in their professional roles. As life-long learners, they engage in continuous professional development, collaborate with colleagues in the learning community, and reflect upon their practice.

### **Academics and Professional Roles**

The PEU, through curriculum, instruction, field experiences, clinical practice and the use of technology, prepares knowledgeable candidates who reflect upon the connections between academics and their professional roles.

### **Content Knowledge**

The PEU prepares candidates who value the importance of knowledge and learning by providing them with a rich learning environment, technology, and supervised experiences in academic areas. The candidates possess subject matter competence and enthusiasm for the subject matter; they are life-long learners of the central concept and methods of inquiry in their subject matter areas.

### **Integration**

The PEU prepares candidates who demonstrate integration of theory into practice incorporating appropriate pedagogy, methodology, content knowledge, curriculum, inquiry and research-based practices in diverse settings. The candidates understand the process of curriculum integration and use of a variety of instructional strategies to encourage students' development and learning. They assist students with career awareness and apply career concepts to the academic curriculum.

### **Human Growth and Development - (including special populations)**

The PEU prepares candidates who understand how students/clients learn and develop, and provides learning opportunities that support their intellectual, social, and physical development at all levels including early childhood, elementary, middle level, secondary, and adult. The candidates understand that students vary in their approaches to learning and create opportunities that are adaptable to individual differences in learners.

### **Learning Environment**

The PEU prepares candidates who understand the dynamics of individual and group behavior and use communication techniques to develop, facilitate, and manage positive approaches to learning. Candidates select styles that work best for their learning environments and are able to adapt to different circumstances. They choose procedures that are appropriate for all students/clients including those with diverse backgrounds, with exceptionalities, and English language learners.

### **Technology**

The PEU prepares candidates who understand technology as a complex integrated process for analyzing problems and devising, implementing, evaluating, and managing solutions to those problems in situations in which learning is purposive and controlled. The candidates are able to use technology to help all students/clients learn by providing a conceptual understanding of how knowledge, skills and dispositions related to education and information and instructional technology are integrated throughout the curriculum, instruction, field experiences, clinical practices, assessments, and evaluations.

### **Teaching/Professional Practice and Assessment**

The PEU prepares candidates who use best practices to create learning environments and instructional opportunities based upon Oklahoma and national standards that lead to student learning and development. Candidates understand/use a variety of assessment strategies to evaluate/modify the teaching/learning process to ensure a continuous intellectual, social, and physical development of learners, demonstrating reflective practice.

**Diversity**

The PEU prepares candidates who believe everyone deserves the opportunity to learn and can learn; they possess knowledge, skills, and dispositions to serve as effective professionals who understand and meet the needs of a diverse society. Candidates provide evidence of understanding of differences including age, gender, ethnicity, culture, socio-economic status, and intellectual, physical, and language abilities.

**Service Orientation/Community Outreach**

The PEU prepares candidates who value and engage in service and meaningful involvement of the learners/clients, their families and communities. Candidates engage in result oriented service to address economic, educational, public safety, environmental, and other human needs.

## **Section 2: Emergency Response Plan**

### **Parts of the Emergency Plan**

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**OKDHS 340: 110-3-279**

**OKDHS 340: 110-3-279(a)(3)(A-B)**

**OKDHS 340:110-3-281.2(c)(4)(A-B)**

#### **Introduction**

The Emergency Response Plan is intended to provide guidance in meeting the planning requirements necessary to protect and provide safety to employees and children within the Child Development Laboratory program. During each emergency children's age, delays/disabilities, and medical conditions will be assessed and determined when procedures are implemented.



The handbook assigns roles and responsibilities to departments and individuals that are directly responsible for emergency response and critical support services, and provides a management structure for coordinating and deploying essential resources.

Effective planning and response is achieved by coordination, cooperation, and the participation of individuals of the OSU and Stillwater community. All children, staff, and parents may be at risk as a result of natural or human-caused disasters. The versatile procedures and principles are applicable with the use of common sense and astute judgment to determine the situation and the complexity of the response to resolve the situation at hand.

In event of an emergency, the Director will oversee the situation at the program. In the Director's absence, the emergency management responsibilities are delegated to the next in charge, i.e., Administrative Associate, Department Head, or Assistant Department Head, etc. with the assistance of OSU Emergency Operations Center or other emergency response team representative. (OSU Emergency Operations Center is a backup to OSU Police for using Cowboy Alert.)

### **Purpose and Scope**

The main purpose and scope for this Emergency Response Plan is to provide procedures and principles that can be carried out in emergency situations to save lives, establish responsibilities necessary to perform these functions; prevent, minimize and repair damage; and ensure continuity of operations so that essential services may continue to be provided. The following four aspects are relevant to the planning handbook and program.

- a. Mitigation:** involves taking steps to reduce the risk and effects of a potential disaster by evaluating the probability of a disastrous event within the facility. Discussing and planning procedures for potential emergencies with local emergency service agencies, governmental offices, law enforcement, fire department, OSU and city emergency management and planning offices. Plans and procedures should include information on dealing with possible/probable disasters, how to integrate the facilities plans into their plans, and how facility staff will be made aware of disaster events.
- b. Preparation:** the level of preparation for emergencies involves a well thought-out disaster plan that is practiced through monthly drills, use of different emergency scenarios to familiarize staff with their responsibilities during an emergency event, critique the drill, identify opportunities for improvement and modify plan, maintain records of drills and critiques, train new staff during orientation, and teach children evacuation procedures using developmentally appropriate language.
- c. Response:** respond to emergency situations as rehearsed and according to the written plan/handbook procedures, while following the advice and guidance of officials in charge of trainings and incidents.
- d. Recovery:** the amount of time between recovery and restoration of operations following an emergency or disaster is affected by pre-emergency planning and establishment of support agreements and mitigation efforts to lessen vulnerability. Special consideration should be given to the following areas: backup system for computer files to maintain information, identify key equipment for safe operation of the facility, move to an alternate location until facility is safe for operation, provide guidance to staff and families on the effects of traumatic events on children, conduct safety and security assessments as soon as possible, prioritize repairs, notify carriers, and contact emergency management agencies, involve children and families in restoration to provide closure to the disruptive event and return to normal activities.

**OKDHS 340: 110-3-279(a)(1-2)(A-C)****Situation and Assumptions**

Unfortunately, disasters can occur at any time, therefore this handbook of emergency policies/plans has been developed to protect and render safety to the employees and children of the program. Safety and well-being of children and staff shall always take first priority over all other considerations. The Child Development Laboratory program is located on the first floor of Human Sciences West (110 Human Sciences West). The program contains four classrooms with a total of approximately 68-71 children on a daily basis, a kitchen area, receptionist area, and two office areas. The primary hazards facing the program are fire, medical emergencies, weather emergencies, and potential intruders.

**Basic Concepts**

In the event of an emergency situation this emergency plan will be activated.

- a. Causes for evacuation include but are not limited to: fire, bomb threat, explosion, flood, severe weather, toxic fumes, electrical heat, water, and structural failure.
- b. Evacuation to a predetermined location may be called by the local fire, and/or police authorities, in an emergency evacuation of the facility should proceed as rapidly and safely as possible.
- c. Possible evacuation scenarios include: shelter-in-place, on-site evacuation, and off-site evacuation.
- d. Evacuation routes are posted in each area and in public view showing exits and directional paths for traffic flow. Copies of the floor plan shall be given to OSU Emergency Management. The programs information and emergency numbers are posted near classroom phones and at the receptionist desk.
- e. In the event of a major environmental hazard that necessitates a large evacuation, employees are to accompany their assigned children to the predetermined location and remain with them while family/guardian/emergency contacts are notified and arrangements are made for their pick-up.

**OKDHS 340: 110-3-279(a)(4)****Organization and Responsibilities**

OSU Emergency Operations Center, OSU Police Department, OSU Environmental Health and Safety, and the Human Development and Family Science Department are major agencies responsible for the planning, maintenance, and distribution of the Child Development Laboratory Emergency Response Plan.

Emergency instructions and directions will be taken from OSU and/or other local emergency agencies at event scenes, at or near, the program. Several typical responsibilities of the program will include, but are not limited to, the following:

- a. All personnel will receive orientation and training in his or her responsibilities within the plan annually. All personnel should know the location of “Quick Reference Guides” for emergency procedures.
- b. Each employee and child will participate in monthly emergency evacuation procedures.
- c. Monthly drills are to be conducted and all possible emergency scenarios covered on a rotating basis.
- d. Each emergency plan has designated procedures/steps for staff to account for each child’s location during drills and/or emergencies.
- e. An employee will be designated to process families/guardians as they pick up their children. No child is to be left alone. In the event families/guardians are unable to pick up their children, the program will remain open until the children can be picked up by their family/guardian or designated person with proper identification.

### **Plan Development, Maintenance, and Distribution**

The Emergency Response Plan will be reviewed at least every 12 months for modifications to the procedures, changes of key personnel or other resources, enrollment of children with disabilities or chronic medical conditions, after identified issues or an emergency, and additions of new emergency management information. Modification shall be controlled by the Director to ensure appropriate updates, changes, and reviews are incorporated in all distributed copies of the plan. A copy of the summary will be forwarded and maintained by the following:

- a. OSU Emergency Operations Center
- b. OSU Police Department
- c. OSU Environmental Health and Safety
- d. OSU Human Development and Family Science Department.

**OKDHS 340: 110-3-278(d)(2)(K)(i)**

**OKDHS 340: 110-3-279(a)(10)**

**OKDHS 340: 11-3-279(c)(1-3)**

**OKDHS 340: 110-3-281.1(i)(1-3)**

### **Preparing & Developing the Emergency Plan**

#### **Plan Content**

In the event of an emergency, be it fire, severe weather, power outage, bomb threat, or any other type of natural or human-created disaster, the Child Development Laboratory will take measures to provide safety of the employees and children at the program.

In the event of an emergency originating at the program, while evacuating the children, the director or next in charge will notify the OSU Campus Police Department by dialing 911 on an OSU land line or 405-744-6523. If necessary, the OSU Emergency Operations Center will be contacted as well.

All classrooms and common areas shall have a floor plan/diagram outlining the primary and secondary evacuation routes for egress from that location as well as denoting the location of all fire extinguishers (red dots) and pull stations (blue squares). In addition, the plan/diagram will identify the location of first aid kits and emergency supply kits. The diagram will also identify the building's shelter locations and evacuation assembly areas.

Emergency phone numbers shall be prominently displayed by all telephones in the program. In addition, First-Aid/Emergency kits will be maintained in each classroom and administrative associates office. Posted First-Aid signage is located within each classroom for First-Aid backpacks. All First-Aid kits are accessible to all staff members at all times and inaccessible to children.

The emergency shut off panel for the HVAC system, water supply, and electric service supply are located in the east hallway of Human Sciences West. The panel is controlled by the OSU Environmental Health and Safety department. They will determine the need for disconnecting/shutting off any of the services.

If warranted, an emergency text message and email will be sent out to all persons registered for the Emergency Notification System: Cowboy Alert. Staff members will contact the children's family members that are unable to receive the Cowboy Alert messages.

If the emergency originates outside of the program, such as anything that affects the OSU campus as a whole, the OSU Emergency Operations Center will be responsible for making contact with the director, administrative associate, or personnel within the department. Information for campus will normally be

done through Cowboy Alert system using email, text, Facebook/Twitter, posting to campus Safety Website.

If an Abduction, Shelter-In-Place, or Lockdown occurs while on a fieldtrip, the person in charge should implement the programs procedures as close as possible. Such as:

- remain calm.
- account for all children and keep the children together.
- identify area for Shelter-In-Place or Lockdown, if Abducted child-notify the individual in charge of the premises and request that all doors be locked and local authorities be called immediately.
- follow all directions/instructions from emergency and law authorities.
- contact the director or administrative assistant with information/details about the situation.
- director or administrative assistant will contact families through Cowboy Alert System with details and plan of action.
- when all clear has been given by authorities, the person in charge will contact the director for further plans/details.

All employees will be trained in the following procedures. There will be monthly fire and tornado drills conducted by the director. Records of all training, drills, and emergencies will be retained on file. Additional intruder drills and shelter-in-place drills will occur on a rotating basis.

Due to security policies and procedures, each family unit will be given one access code to the magnetic locked door system. Families/parents are asked to keep the door code confidential and sharing of the code with others is unacceptable. Individuals authorized to bring children to the program or to pick up children from the program will need to check in at the front desk area and be cleared to enter the secure door area.

Gaining access to the building when the entrance is secured can be obtained by checking in with the receptionist or making contact with individuals listed/located on the entrance door of the program. OSU Police and Environmental Health and Safety have emergency and immediate access as needed and when warranted.

## **Plan Specifics**

**OKDHS 340: 110-3-279(a)(8-9)**

### **Cowboy Alert: Emergency Notification System**

The Cowboy Alert notification system will be used to distribute time-critical, important information to the families of the children enrolled at the Child Development Laboratory program and the employees of the program regarding major emergencies, weather emergencies, life threatening circumstances, or crime risks in which immediate action or threat exists. The director or administrative associate will be responsible for notifying the OSU Police Department and OSU Emergency Operations Center and distributing the text message to the families and employees affiliated with the program.

In case of inclement weather, the Child Development Laboratory program will follow the closure protocol of the OSU-Stillwater campus. The director will be notified and notification will be sent to all persons registered with Cowboy Alert. Families and staff will also be encouraged to listen to the local radio and television stations for OSU closings.

If an emergency situation or condition resulting in the program's inability to meet child-teacher ratio as required by Oklahoma Department of Human Services, the director will send a text out to families registered with Cowboy Alert requesting them to pick up their child(ren). Teaching staff will call

families unable to receive emergency notification messages to relay information in regard to a predetermined pick-up time. The program will remain open until all children have been picked-up.

Cowboy Alert will be utilized in providing details for circumstances, such as identifying a current emergency, children's location/relocation, reuniting families or other vital information.

### **OKDHS 340: 110-3-279(b)(1-3)**

#### **Phones**

The program will maintain an operable phone in each classroom, office, and off-site activities such as during transportation for field trips, evacuations, or therapy services. Operable phone will include, but not limited to, stationary and cell phones.

#### **Procedures for Records**

Each child's Emergency Information Form will be copied and placed in the emergency backpack in each classroom. In addition, a copy will also be placed in the administrative office emergency backpack.

Electronic files are backed up daily by the College of Human Sciences Information Technology department.

### **OKDHS 340: 110-3-279(a)(2)(D)**

#### **Outbreak of Contagious Illness or Disease**

In the event of an outbreak of a contagious illness as defined by the Centers for Disease Control and Prevention, the program will follow the guidelines set forth by the Oklahoma Department of Human Services and the National Association for the Education of Young Children. All parents will be contacted immediately following exposure to a contagious illness with a posting on classroom doors and an email from designated personnel.

In the event of an epidemic, the director will notify the OSU Environmental Health and Safety and the OSU Student Health Services for guidance. The program will open upon clearance from appropriate authorized personnel from OSU and local authorities.

#### **Shoes in an Emergency**

When children remove their shoes for naptime or dramatic play, teachers should encourage them to always place their shoes in a central basket in the classroom. That way, if an evacuation is necessary, teachers can grab the basket and put shoes back on children after they are out of the building. When evacuation is necessary during cold weather, extra adults in the classroom should gather coats.

### **Emergency Plan for Specific Hazards**

#### **Emergency Evacuations**

##### **Fire Evacuation (On-Site and Off-Site)**

**OKDHS 340: 110-3-279(a)(2)(F)**

**OKDHS 340: 110-3-279(a)(7-9)**

**OKDHS 340:1103-279(g)(2)**

#### **Fire Emergency**

The fire alarms are linked to Stillwater Fire Department and OSU Safety. If the alarms sound, Stillwater Fire Department and OSU Safety are automatically dispatched to the building. Fire drills are conducted monthly.

Generally, in the event of a fire, evacuation of the classrooms is onto the Outdoor Learning Environment. The director, administrative associate, and receptionist all have keys to the Outdoor

Learning Environment gates. Also, all OSU police vehicles carry bolt cutters so that, if necessary, exiting the Outdoor Learning Environment area can be done quickly.

If a teacher identifies a fire, he/she is asked to immediately contact the director, or personnel in charge, while the children are evacuated by other personnel through routed pathways. As the center is being evacuated, the teacher should tell the director what prompted them to identify the fire.

The director, teacher, or personnel in charge will pull the alarm box at this time. When the alarm sounds, the police and fire departments will be automatically notified. If the alarm does not sound, police and fire departments are not automatically notified, and must be notified by telephone immediately by calling 911 OSU Police Department on an OSU land line or 405-744-6523.

Whether the alarm sounds, or individuals are otherwise notified to evacuate, staff members will follow the fire drill procedures. Under no circumstances is staff to stop for any of their own or children's personal belongings, including jackets, shoes, etc. One person from each classroom will be designated to gather the sign-in notebook and the emergency backpack.

When the teaching staff and students have reached the predetermined location within the playground, the Teachers will check the sign-in sheet to account for all children. Teachers are responsible to verify that all children are accounted for and present. (During fire drills: children practice walking out of the building, taking attendance, and remaining in the safe place during the fire drill.) If an additional evacuation is determined from the outdoor learning environment area, the children and staff will be relocated to the basement area or lawn south of the Human Science Building.

The director and the administrative associate check rooms in the process of leaving the building to ensure that no one is left behind. In the event that evacuation through the west entry doors of Human Sciences West is necessary, all staff and children congregate on the grass area on the north side of Parker Wentz dormitory. If reentry to Human Sciences West is prohibited, everyone would then be moved to Human Sciences basement area or lawn south of the building.

Individuals (including children) are not allowed back into the program's facilities until the director, other designated person in charge, or the on-site fire department official declares the building is safe. The Child Development Laboratory staff will be responsible for the safety of the children.

The director or other designated personnel will send a Cowboy Alert emergency notification message, as needed, if the building is declared "unsafe" by the Fire Marshall, the director, or OSU Emergency Operations Center. The message will include date, time, description of the incident, location of children, and release steps. Families unable to receive Cowboy Alert messages will be notified of the incident by phone.

Fire drills shall be held monthly, in order to ensure that the program can be evacuated in a timely manner. To evacuate the program, crib age children are placed in 2-4 cribs to be rolled out while older children walk quickly out of the program to designated locations. Teachers conduct "roll call" when they have reached the safety point or designated location.

Off-site location/shelter for fire evacuation will be located on the south lawn area of the Human Sciences building. The south basement of Human Sciences building will be used as an inside location/shelter if determined by the director or personnel in charge for a fire evacuation. Additional relocation will be determined and arranged by OSU Police Department and/or the OSU Emergency Operations Center.

**OKDHS 340: 110-3-279(a)(2)(E)**

**OKDHS 340: 110-3-279(a)(5)**

### **Severe Storms**

Thunderstorms are frequent within Oklahoma and bring intense rain, lightning, damaging wind, and hail. Under certain climatic conditions, thunderstorms can be a prelude to a tornado. Intense rain can cause rapid rise in streams and severe flooding. Thunderstorms provide some warning before developing.

The National Oceanographic and Atmospheric Administration (NOAA) weather radio, OSU Emergency Operations Center weather system will be utilized for campus warnings when weather conditions indicate. Outside sirens ARE NOT sounded unless there is a danger of a tornado. The National Weather Service (NWS) can issue the following:

- i. **Severe Thunderstorm Watch:** indicates that weather conditions are such that a thunderstorm may develop.
- ii. **Severe Thunderstorm Warning:** indicates that a severe thunderstorm has developed and will probably affect areas stated in certain bulletin areas.
- iii. **Lightning Strike Warning:** active lightning strikes are monitored within an 8-mile radius of campus, cloud to cloud and cloud to ground activation is monitored.
- iv. **Tornado Watch:** means that weather conditions are such that a tornado may develop.
- v. **Tornado Warning:** means that a tornado has been sighted or indicated on RADAR and protective measures should be taken immediately.

**OKDHS 340: 110-3-279(a)(2)(E)**

**OKDHS 340: 110-3-279(a)(5)**

**OKDHS 340: 110-3-279(a)(7-9)**

**OKDHS 340:1103-279(g)(3)**

### **Tornado Evacuation (Shelter-In-Place)**

Personnel will be advised of and shall adhere to the official decisions, directions, and actions of the University. Director or designated personnel shall monitor official weather forecasts, and as warranted, begin preparations to protect employees, children, facilities, and equipment. Tornado drills are practiced monthly.

If the OSU campus civil defense tornado sirens sound, the following process to evacuate to the north basement of Human Sciences will be implemented. Children are kept in the basement during a tornado warning for north-central Payne County, or if the City of Stillwater or OSU tornado sirens sound. Parents will always be discouraged from leaving the center with their children during dangerous weather conditions.

If children are on the playground, teachers will be notified immediately to bring children inside.

Teaching staff will be asked to evacuate the children to the north basement area located in the Human Sciences building adjacent to the program. The Human Sciences hallways are underground and have no windows. One teacher from each classroom will be designated to gather the sign-in notebook and the emergency backpack. Teachers will check the sign-in sheet to verify that all children are accounted for and present.

Teachers are responsible for bringing attendance sheets, emergency cards, and first aid kits to the basement. The administrative associate is responsible for bringing the office first aid kit with back-up emergency cards to the basement; while the director is responsible for checking all rooms to make sure no child or staff is left behind.



Teaching staff will remain with the children in the basement area and sing songs, play finger games, read books, or other activities. All staff will maintain as near as possible normal atmosphere from the time they enter the basement area until they return.

Director or designated personnel will monitor the weather data information provided by the OSU Emergency Operations Center and the NOAA weather radio. The director or designated personnel will send out a Cowboy Alert message to registered families and the OSU Emergency Operations Center. The message will include date, time, location of children, and instructions for releasing children. The director or designated personnel will notify unregistered families by phone to relay information.

Employees and children will remain in the north basement area until official authorization has been received by the OSU Police Department or OSU Emergency Operations Center to return to the program's facility. The director or designated personnel will notify the teaching staff of the "all clear" information. All clear is received by the City of Stillwater over local broadcast media, desktop devices, or Cowboy Alert.

Employees and families will be encouraged to remain at the shelter in place until an "all clear" notification is received if the shelter in place continues after daily scheduled hours.

**OKDHS 340: 110-3-279(a)(2)(E)**

**OKDHS 340: 110-3-279(a)(5)**

#### **Winter Storms**

The dangers of winter storms are intense cold, snow, ice, breakdown of transportation due to road conditions, and disruption of electrical power. These conditions may incapacitate an area, making transportation difficult and disrupting utility service.

Warning will be issued by the National Weather Service. When such weather threatens, monitor the OSU Emergency Operations Center data and NOAA weather radio. Emergency procedures will be determined by OSU Emergency Operations Center and a Cowboy Alert message will be sent to registered families and staff members. Updates will be received by Cowboy Alert and postings on OSU Facebook/Twitter as well.

**OKDHS 340: 110-3-279(a)(2)(E)**

**OKDHS 340: 110-3-279(a)(5)**

#### **Earthquakes**

Minor earthquakes have been experienced by individuals throughout Oklahoma. Earthquakes generally occur without warning. Seismologists can identify areas where earthquakes are most likely to occur, but not able to predict the exact time and place.

Standing objects such as bookcases, water heaters, and other tall items should be secured to the wall or floor. During the shaking state of an earthquake one needs to stay calm and do not leave the location. Assess the situation and then act. Falling debris is the direct cause of most injuries and deaths.

If an individual is inside, one should stay there and take cover under desks, tables, or other heavy furniture and stay away from windows and beware of falling objects.

If an individual is outside, stay in the open area. Move away from the building if possible and avoid downed utility poles and overhead wires.



After the shaking has stopped, evacuate the area and move to open areas away from the building. DO NOT re-enter the building until authorities have checked it for possible structural damage, leaking gas, or other utility disruptions. Take a roll call to account for children and if a radio is available the director or other personnel in charge will listen for news bulletins or updates.

**OKDHS 340: 110-3-279(a)(2)(G)**

**OKDHS 340: 110-3-279(a)(5-9)**

**Hazardous Materials Evacuation (Off-Site and Shelter-In-Place)**

Off-Site Evacuation: Hazardous materials are substances that are flammable, combustible, explosive, toxic, noxious, corrosive, oxidizable, an irritant or radioactive.

If a hazardous material accident occurs within close proximity of the program, the director or personnel in charge will notify OSU Police Department and OSU Emergency Operations Center or the program would receive notification by the OSU Police or OSU Emergency Operations Center. If an evacuation or shelter in place is called for, the director will send out a Cowboy Alert message to registered families. Unregistered families will be notified by phone, if possible.

During a situation where the Child Development Laboratory program is threatened by a Hazardous Chemical incident that poses a threat; and requires a directed evacuation a close coordination with the OSU Police Department and OSU Environmental Health and Safety will be essential.

Primary and secondary locations will be identified with OSU Administration and Public Safety Officials to determine effective campus locations. However, pre-identified locations may not be immediately available due to various conditions that could impact a relocation site. Any pre-identified sites could change daily due various circumstances and will be assessed as needed.

**Possible evacuation sites:**

OSU Sherman E. Smith indoor football practice field

OSU Gallagher-Iba

OSU Colvin Center Annex

OSU Seretean Center

OSU Michael & Anne Greenwood Tennis Center

A report of any unusual smell, smoke, fire, chemical spill or other hazardous material will be made to the program office immediately. Yellow smoke may indicate presence of toxic gases. The director will identify the location and source of hazardous material and then give instruction to office personnel and classroom staff. The outdoor learning environment and Human Sciences south lawn will be the immediate location for evacuation until further notice is given by authorized personnel.

Designated personnel will call 911 notifying the OSU Police Department that a hazardous material has been identified within the building on an OSU land line or 405-744-6523.

An evacuation of the building will begin immediately without turning electrical switches on or off when exiting the area to eliminate any possible fire or combustion of items. All nonessential mechanical/electrical equipment should be left in their current state; turning such items off or on could result in a fire.

Director will wait for the Emergency Response Team to arrive and to make sure that no one approaches or re-enters the building.

Teaching staff will take attendance to verify that all children are accounted for and present at each new location/relocation. Staff should not attempt to rescue anyone who has passed out due to fumes. If

individual comes into contact with hazardous material, chemicals should be washed off immediately with water and attended to by emergency responders. The Human Development and Family Science Office should be notified at 744-5360 or 744-9519.

The director or designated personnel will send out a Cowboy Alert message to registered families. The message will contain date, time, incident, location of children, and release steps. The director will have close communication with OSU Emergency Officials as needed, along with teaching staff in regard to care and child release information.

Debrief with staff and send message with next steps to families and staff using the Cowboy Alert. Allow OSU Communication representative to prepare and deliver message/communicate to public media. The Director will contact Oklahoma Department of Human Services and National Association for the Education of Young Children as needed in regard to criteria and standards for emergency purposes.

Shelter-In-Place: The Child Development Laboratory program will be notified by OSU Police Department or OSU Emergency Operations Center that a shelter-in-place evacuation is necessary. Teaching staff will be notified by the director or other designated personnel in charge to begin a shelter-in-place evacuation.

The teaching staff will take the children to the main hallway or other designated area. Teachers will check the class rolls to account for children.

The director or other designated personnel in charge will tape around the doors/windows and any other exterior doors/windows which are accessible through the main hallway in which the hazardous material is entering.

The director or other designated personnel in charge will activate the Cowboy Alert. The message will contain date, time, incident, location of children, and release steps. The Human Development and Family Science Office should be notified at 744-5360 or 744-9519.

Director or other designated personnel will monitor the situation by radio, television, or by phone through the OSU Police Department or OSU Emergency Operations Center for updated announcements.

All staff and children will remain in the designated area until the situation has been resolved and the director has received an "all clear" from OSU authorized officials. No one will enter or leave the building during a shelter in place emergency for hazardous material.

If the shelter-in-place is still in effect after regular scheduled time, the staff will be expected to remain inside the program with the children. A Cowboy Alert message will be used to update families of the situation and procedures until an "all clear" notification is received.

Shelter-In-Place location will be dependent upon the circumstances and OSU authorities. Typically, Shelter-In-Place will be utilized for tornados and other weather emergencies, which is located in the north basement of Human Sciences.

**OKDHS 340: 110-3-279(a)(2)(I)**

**OKDHS 340: 110-3-279(a)(6)**

### **Lost Child/Abducted Child**

To prevent children from wandering away from the group, there should be one staff member at the head of the group and another staff member at the rear at any time children are being taken from one place to another. Teachers will also conduct head counts regularly.

In the event that one of the children is missing, the following actions will be taken:

- i. A staff member will assemble and remain with the group. These children, if age appropriate, will be questioned regarding the missing child.
- ii. Begin lock down procedures by all exits being monitored by employees letting NO ONE in or out of the facility.
- iii. Another staff member, along with other available staff members, will begin an immediate search of the classroom and the route to the current site. Search each area that a child could potentially hide inside and outside of the facility. Double-check to confirm the location of the child such as the pick-up of the child by their parent or guardian.
- iv. If the missing child is not located immediately if offsite, or within 5 minutes if onsite, the director will notify the OSU Police Department and parents/guardians. Call 911 to notify OSU Police Department on OSU land line or 405-744-6523.
- v. Amber Alert will be requested by law enforcement as needed.

During the search, the director will remain in his/her office to assist with the search. A detailed description should be prepared and provided to searchers that include: name, age, height, weight, hair color, skin color, eye color, clothing description, prominent features, and a recent photograph, if available.

Staff will continue to search the facility for the missing child by looking in every cabinet, closet, cubby, and every other location where a child may hide or squeeze into.

Notify the Human Development and Family Science Office 744-5360 or 744-9519. Communicate with OSU Emergency Officials for final instruction/direction and allow OSU Communication Representative to prepare and deliver message/commination to public media. The director will notify OKDHS and NAEYC to file a report.

If child abduction (child is remove from the premises without authorization is suspected, from an unauthorized person including a non-custodial parent, help identify any suspicious persons or vehicles located around the facility. If identified, identify the appearance of person or vehicle. Identify the gender, height, weight, color of hair, color of skin, prominent features, type or model of vehicle, color of vehicle, and direction of travel. Give information quickly and directly to the director for reporting information.

Director or designated personnel will begin lock-down procedures until OSU Police Department or law authorities arrive and begin an investigation. Other procedures will be initiated as well.

**OKDHS 340: 110-3-279(a)(2)(H,J, &K)**

**OKDHS 340: 110-3-279(a)(5-9)**

**OKDHS 340:1103-279(g)(4)**

**OKDHS 340: 110-3-280(d)(5)(C)**

### **Threatening Incidents with Possible Evacuation (Off-Site or Shelter-In-Place)**

The decision to evacuate will only be made after consultation with the OSU Police Department. If evacuation is decided, Public Safety Officers will assist staff in evacuation of building. All evacuation efforts should be directed away from the area to a safe distance from the site determined by Public Safety Officials.

During a situation where the Child Development Laboratory program is threatened by a bomb threat incident that poses a threat; and requires a directed evacuation a close coordination with the OSU Police Department and OSU Environmental Health and Safety will be essential.

Primary and secondary locations will be identified with OSU Administration and Public Safety Officials to determine effective campus locations. However, pre-identified locations may not be immediately available due to various conditions that could impact a relocation site. Any pre-identified sites could change daily due various circumstances and will be assessed as needed.

Possible evacuation sites:

OSU Sherman E. Smith indoor football practice field

OSU Gallagher-Iba

OSU Colvin Center Annex

OSU Seretean Center

OSU Michael & Anne Greenwood Tennis Center

#### **i. Suspicious Articles**

Evidence of a suspicious article, package, or letter should be reported to the director or other designated personnel in charge immediately. Communication to the OSU Police Department will be reported by calling 911 or 744-6523. Do not touch or attempt to move the article unless instructed to do so by police. Follow advice of police to determine appropriate procedures to take within the center.

#### **ii. Weapons**

Evidence of a weapon should be reported immediately to the director or other designated personnel in charge. Communication to the OSU Police Department will be reported by calling 911 or 744-6523. Do not touch or attempt to move the article unless instructed to do so by police. Follow advice of police to determine appropriate procedures to take within the center. OSU is a weapon and fire arm free campus. Families will be notified of any presences of a weapon or fire arm.

#### **iii. Bomb**

A bomb can be any unknown package. If there is any reasons to suspect that an item is a bomb contact the director or personnel in charge to begin evacuation immediately. Allow experts to deal with the item in question.

Bomb threats are usually placed via phone. Gain as much information as possible. Identify the checklist to gather details from the caller that might help find the device, pin down when it's supposed to explode, and possibly figure out who the perpetrator is.

Get the attention of another staff member so that they can contact OSU Police Department for direction and to begin evacuation procedures. Allow no one to enter or leave the facility and wait on the authorities to arrive. The director or other designated personnel will send out a Cowboy

Alert message to families with details about the incident, care of children, and instructions for release of the children.

The program will either remain in Human Sciences West or evacuate to Human Sciences if notified by OSU Police to evacuate, both areas are considered to be safe zones. In the event that Human Sciences or Human Sciences West is considered to be unsafe, the program will evacuate to the basement of Scott/Parker/Wentz.

In such circumstances, the program relies on instruction from the OSU Police. In the event that children and staff would need to evacuate off campus. OSU transit buses would be directed to the program to pick up and transport designated location determined by OSU Environmental Health and Safety. Families would be expected to pick up their children from this location immediately upon notification from the Cowboy Alert system.

#### **iv. Intruder(s)**

Any time an individual that is not known by the staff of the program enters the receptionist area or premises, he/she will be asked “May I help you?” If the individual indicates that he/she is here to pick up a child, he/she will be asked to see photo identification and verify that this person is listed on the pickup authorization, even if the child can recognize the person. If the individual is not at the program for legitimate reason(s), he/she will be asked to leave the premises. A description of the individual will be written down and the director or personnel in charge will notify the OSU Police Department.

If the stranger persists in lingering, or appears to be at the program without having business at the program, the director or other personnel in charge will call 911. The staff should not try to remove or apprehend the stranger. The first priority is the safety of the children and staff. If it is necessary, the children and staff can be moved to a secure location, such as another classroom or selective evacuation procedures will begin to the south basement of Human Sciences.

#### **Procedures for Evacuation or Clearance of an area for Intruder Situations**

The director or other personnel in charge will call 911 to investigate the situation and consult with OSU Police Department to determine the level of potential crisis.

If the situation is of marginal concern or greater, require that the entire program remain inside. Immediately require any groups outside to come inside to take precautionary measures.

When children are inside their classroom and the teachers become aware of a dangerous situation either by their own observation or by notification from appropriate authorities, they should immediately lock their hallway, lock outside doors, lower blinds to further obscure visibility, move the children into their office, and have them lie down on the floor, lock the office door and turn off the lights and wait for further instruction.

Be prepared to fully evacuate the facility should security or other emergency services make this request. Consider whether existing evacuation routes will suffice or if an alternate route must be taken due to the location of the incident. Make staff aware of any changes to their evacuation routes, if necessary.

If children are in the outdoor learning environment and teachers become aware of a dangerous situation or are notified of a dangerous situation and told to go into lockdown, the children are moved back into the classrooms or the brick storage closets on the porch areas. Follow the procedures as listed above once insider.

Make sure all actions are coordinated with police and any other personnel (fire, bomb squad, Emergency Operations Center, or other law enforcement) based on the nature of the incident.

**v. Threatening Individuals, Dangerous or Suspicious Individuals**

A threatening person is one who may or may not be carrying a weapon. If a staff person, student, volunteer, or family member is threatened verbally or if a staff person feels intimidated and believes a situation is escalating and will become violent, staff shall react to secure the safety of children and get assistance from OSU Police Department.

Any unknown person who enters the building or loiters on the property outside of the building should be identified. A person with no legitimate business in the building should be asked to leave. The police are called if such a person refuses to leave.

These situations may be very unpredictable and all staff must use their best judgment and take the initiative to act, particularly if the teachers are involved in a confrontation.

Confining a threatening person to the office area, calling 911 and evacuating children to a safe place are the goals. It is important not to further antagonize the threatening person by making the person aware that an evacuation has been called or that police have been notified. Keep the children calm and quiet until help arrives.

Children can evacuate from their classrooms to the south basement of Human Sciences without the threatening person being aware. Teachers must be sure to take the evacuation backpack with them. The director, administrative associate or other staff person who is out of the sight of the threatening person shall call 911.

If the threatening person is in an area with children, the teacher shall make every effort to persuade the person to go to the office to talk to the person in charge. If that is not successful, the teacher shall distract the person with conversation while other staff person takes action.

The other staff persons shall gather the children as if it is time to go to another activity area and remove children from the room and the center to the south basement of Human Sciences. Notify the program office from a phone in a room away from the threatening person so that other rooms can evacuate to the south basement of Human Sciences and call 911.

Once the children are secure at the program, the OSU Police Department will determine if children need to be moved to another location. The director, other designated personnel or OSU Emergency Operations Center will send a Cowboy Alert message out to families.

**vi. Potentially Violent Situations**

A potentially violent situation (hostage situation, disgruntled person, unstable custody) may be cause for a selective evacuation procedure. The premise behind a selective evacuation is that it enables large numbers of children and staff to move out of harm's way when an individual is on-site who is potentially violent.

If a potential violent individual gains access to the facility and leaves, contact the director or personnel in charge immediately. The director or personnel in charge will call 911 or the OSU Police Department at 405-744-6523.

Let the police and other personnel know that a condition for a selective evacuation may be within the building if the potentially violent person does not leave the area. If you have reason to believe the individual has a weapon, order a selective evacuation from non-affected areas (this may be another room within the facility).

If the individual is leaving and taking a child or staff member, it is still often better to let the individual leave rather than prompting a confrontation that would increase the risk of injury.

If the individual cannot be isolated and chooses to leave the premises, allow them the freedom to exit making sure to note their car make and model, license plate, and the direction of their travel. Communicate this immediately to the 911. The police will determine the appropriate procedures to take next.

If a potentially violent individual gains access to the facility and remains, contact the director or other designated personnel and immediately call 911.

Indicate to police and other personnel that you may have a condition for a selective evacuation. If you have any reason to believe the individual has a weapon, order a selective evacuation immediately to the south basement of Human Sciences, if possible.

Try to isolate the potential aggressor from as many children and adults as possible. Seek to draw the individual(s) to the office, conference room, or other less populated space. If the individual has entered a classroom, seek to draw him into the least utilized portion of the room. If comfortable doing so, engage the potential aggressor in agreeable conversation to de-escalate the situation.

Remain calm and be polite. Do not physically restrain or block their movements.

While you are engaging the potentially violent individual, other available persons should direct unaffected classrooms to move to locations around the facility that are farthest from the incident point. This selective evacuation should precede room-by-room and as orderly and quietly as possible, being careful to use routes not visible to the incident point. All children and staff will evacuate to the south basement of Human Sciences, if needed.

The other personnel should also make sure no other individuals, other than emergency personnel, enter the space where you have isolated the potentially violent individual.

Once the police arrive they will take over the situation, negotiate, and dictate further movements as needed.

## **vii. Random Acts of Violence**

If the program is affected by random acts of violence (shootings), implement procedures that will assist the children and staff immediately.

Remain calm; director or other personnel immediately call 911. Designated staff personnel will alert other staff personnel of the situation/problem/directions, alerted staff members will close the doors of their areas of responsibility and have the children gather together in one location. Director or other personnel in charge will brief police of the problem once they arrive.

Director will report incidents or situation to Oklahoma Department of Human Services and to the National Association for the Education of Young Children.

**viii. Disgruntled Employees, Parents/Guardians, or Other Authorized Family Representatives**

In the event of having to deal with disgruntled employees, parents/guardians, or other authorized family representatives an individual should contact the director or other personnel in charge.

Implement the following: remain calm, remain polite. Staff member who observes the problem will contact the director or other personnel in charge to call 911 or OSU Police Department.

Designated personnel will alert other staff personnel of the situation, alerted staff members will close the doors of their areas of responsibilities. If the disgruntled individual's child is immediately known, move the child to another room out of sight. Turn the child over to the parent/guardian or other authorized family representative in accordance to the program procedures.

The director or other personnel in charge will brief police of the problem once they arrive and follow their directions/instructions. Director will report incidents or situation to Oklahoma Department of Human Services and to the National Association for the Education of Young Children.

**ix. Hostage Situation**

Although considered improbable, the program may be subject to a hostage situation either from disgruntled employees, parents/guardians, other authorized family representative, or other individuals.

The following actions should be implemented: remain calm, remain polite, and follow the hostage takers instructions. Do not resist. ANY available staff member will immediately call 911.

Staff members will alert other staff members of the situation if time permits-DO NOT PUT YOURSELF IN DANGER. Alerted staff members will close the doors of their areas of responsibility. If staff members believe it is safe, evacuate children from the program by moving in the opposite direction away from the incident and then to the south basement of Human Sciences. Immediately report your location to police and designated personnel in charge.

**OKDHS 340: 110-3-279(a)(8)(B)**

**Emergency Functions****Transportation**

Transportation could possibly be needed to relocate children and staff due to an emergency situation. OSU Emergency Operations Center will contact and coordinate all transportation with the OSU Transportation Services unit. If transportation is needed by the program, the director or personnel in charge will contact OSU Emergency Operations Center for instruction of services.

**NAEYC 2.K.04**

**OKDHS 340: 110-3-279(a)(7)**

**OKDHS 340: 110-3-279(a)(10)(B-E)**

**Staff Training and Drills****Training**

Pre-emergency training for each staff member with an emergency duty will be implemented to develop awareness in all staff members of potential hazards and what measures to take to protect the life and safety of children, staff, and facility. Training will also acquaint individuals with an understanding of warnings and public information announcements.



Emergency plans and procedures are listed within the program's handbook with copies located in the director's office, administrative associate's office, family information areas, and an electronic file can be provided upon request. Posted emergency information, such as phone numbers, addresses, and emergency routes are located within each classroom. Office and classroom first aid and emergency supply kits are checked annually.

Exercises, drills, and tests are vital parts of training and will be utilized once the staff has been trained in the procedures to follow and their respective roles. Training in specialized areas, such as fire extinguishers will be implemented as needed or requested.

### **Drills**

Training exercises will consist of children and staff participating in drills. Drills will be carried out frequently so that everyone is familiar with the procedures. Procedures will be as important as the time to complete the procedures. It is important to make sure that everyone correctly completes their role in a timely fashion.

Drills will be conducted at various times during the year. Some hazards are seasonal, but disaster has no calendar. OSU Environmental Health and Safety agency will conduct at least one fire drill per year. Records will be kept for verification for Oklahoma Department of Human Services (OKDHS) and other regulating agencies.

Monthly fire and tornado drills (Shelter-In-Place) are required by OKDHS. Evacuations and/or Lockdowns will be implemented at least one time every quarter. Shelter-In-Place, Lockdown, Relocation, and other emergency plans and procedures will be reviewed by staff at least once every 12 months, upon enrollment of children with disabilities, or chronic medical conditions, and after an actual emergency. Changes will occur after approval has been granted by all necessary agencies, such as OKDHS, OSU Police and OSU Environmental Health and Safety.

### **OKDHS 340: 110-3-279(a)(10)(A)**

### **Roles within Emergency Planning and Response**

In the event of an emergency situation, the director shall declare an emergency situation and institute the appropriate response actions. In the event that the director is unavailable, the next person in charge/authority shall assume the responsibilities of the director.

#### **Director**

Responsibilities of director are, but not limited to, the following:

- a. Act as team leader in crisis/emergency situation. Identify the emergency situation and determine the course of action.
- b. Activate contact with OSU Emergency Operations Center and local authorities to inform program of potential or existing crisis/emergency situation.
- c. Work with OSU and local emergency agencies to arrange for evacuation locations and transportations away from the program as needed.
- d. Provide complete crisis/emergency response training to employees on a regular basis and update as necessary, while ensuring effective implementation.
- e. Take the lead in planning, implementing, and tracking all training to update and check the accuracy of current crisis/emergency response procedures.
- f. Ensure supplies and equipment are present and checked at least monthly.
- g. Review each crisis/emergency situation to ensure that proper reports are completed and appropriate action is taken to prevent repetition of any ineffective efforts.

### **Other Designated Personnel**

Administrative Associate, HDFS Assistant Department Head, and HDFS Department Head

The responsibilities of this person are to assist the director during an emergency, and in the absence of the director, assume all responsibilities.

- a. Become familiar with the crisis/emergency response plan for the program.
- b. Act as a team member in the event of a crisis/emergency situation and/or a leader if the director is unavailable at the time of crisis/emergency. Identify the emergency situation and determine the course of action.
- c. See that all injuries and issues are reported immediately and referred to the Director to determine if contact with OSU or other authorities is necessary.
- d. Work with Director to investigate and evaluate each crisis/emergency situation to prevent repetition of ineffective efforts.
- e. Work with Director to coordinate a regular plan of inspection of work areas to detect unsafe conditions and work practices.
- f. Work with Director in planning, implementing, and tracking all training to update and check the accuracy of current crisis/emergency response procedures.
- g. Work with Director to familiarize all staff with the crisis/emergency response plan and ensure effective implementation.
- h. Work with Director to ensure that the program's practice drill system is implemented and documented.

### **Program Staff**

All other CDL-RISE employees will be responsible for following, but not limited to, the following items.

- a. Notify the Director or next in charge of the emergency situation/issues as they become aware of them.
- b. Follow the emergency procedures as outline in previous trainings/drills and directed by the person in charge.
- c. Attend to the safety and well-being of the children in their care:
  - i. as the alarm sounds or signal given, immediately call the children and guide them toward the exit for appropriate measures.
  - ii. one staff members should get the sign-in book and lead the children out of the classroom, through the door onto the playground or to designate safe location (south lawn or basement of Human Sciences).
  - iii. Preschool I should put no more than four children in each evacuation crib before leaving the building.
  - iv. Office staff will check the bathrooms and classrooms, as children leave the classroom.
  - v. Keep calm and cool.
  - vi. Adults are responsible for the children's safety.
  - vii. Help the children to keep calm by modeling calm behavior and reassuring them.
  - viii. Teachers should be aware of the number of children with them at all times.
  - ix. Children should not be allowed to wander away.
  - x. Each teacher is responsible for the head count at all times.
  - xi. Adults need to report the number of children in their group to the director if it changes.

No child is to ever be left alone, especially if injured. If necessary, a teacher should send another adult as a runner to get the director, if needed. Teaching staff should gather the rest of the children and take them inside or to another location.

The director shall always be notified and will contact the parents, ambulance, fire, or other emergency resources. The director can designate another adult to be the contact caller if needed and assist with any and all relocations when the program is declared as unsafe.

**Families**

Parents/guardians that have children currently enrolled in the program.

Families will be provided a form to complete during enrollment to be listed for Cowboy Alert. Cowboy Alert will be implemented during an emergency/crisis or weather related situation or event. The system will provide information to families in regard situations taking place on campus and the Child Development Laboratory program. In addition, information will be sent through the system as needed in regard to relocation and special directions to retrieve children from the program.

**Community**

The community consists of Stillwater and surrounding areas. All community involvement will be at the discretion and direction of OSU Emergency Operations Center.

## Incident Guidance Sheets

### Fire Incident Guidance Sheet

Completed	Step	Action to be Taken	Responsible Personnel
	1	Report any unusual smell, smoke, or fire to office.	Any Individual
	2	Identify the location & source of fire. Gray smoke with brown wisps is an electrical fire; gray-black smoke is a primary fire.	Office Personnel
	3	Pull Fire Alarm.	Office Personnel
	4	EVACUATE building to south lawn of Human Sciences if weather permits, if not then to south basement area of Human Sciences.	Office Personnel
	5	Call 911 on an OSU land line or OSU Police Department 405-744-6523.	Office Personnel
	6	Activate Emergency Response Plan for first responders.	Office Personnel
	7	Notify Human Development and Family Science Office: 744-5360 or 744-9519.	Office Personnel
	8	Account for children and staff.	Teaching Staff & Office Personnel
	9	Assess weather conditions outside and observe wind direction, move children and staff upwind of any smoke. Consider moving to a predetermined onsite or offsite location, if necessary.	Office Personnel make final decision with Teaching Staff assisting.
	10	Activate Cowboy Alert. Message should include date, time, incident, location of children, and steps to release children.	Office Personnel & OSU Emergency Operations Center
	11	Communicate with OSU Emergency Officials	Office Personnel
	12	Communicate with teaching staff in regard to care and child release information.	Office Personnel & Teaching Staff
	13	Communicate with OSU Emergency Officials for final instruction/directions.	Office Personnel
	14	Debrief with staff.	Office Personnel & Counseling Personnel, if needed.
	15	Send updated information to families and staff through Cowboy Alert, if needed.	Office Personnel
	16	Allow OSU Communication representative to prepare and deliver message to media, if needed.	OSU Emergency Operations Center, Public Information Officer or Public Communication
	17	Contact OKDHS & NAEYC about Licensing-Criteria Requirements	Office Personnel

### Tornado Incident Guidance Sheet

Completed	Step	Action to be Taken	Responsible Personnel
	1	The Inclement Weather Monitoring System will be viewed for inclement weather radars displayed from the OSU Emergency Operations Center.	Office Personnel & OSU Emergency Operations Center
	2	When a <b><u>Tornado Watch</u></b> is issued, teaching staff will be notified of the weather advisement so preparedness for evacuation can take place, if needed.	Office Personnel & Teaching Staff
	3	When a <b><u>Tornado Warning</u></b> is issued, staff will be instructed to evacuate and seek shelter in the designated north basement of Human Sciences. The skywalk between Human Sciences West and Human Sciences will be used as an alternate route for unsafe conditions outside.	Office Personnel & Teaching Staff
	4	Notify Human Development and Family Science Office: 744-5360 or 744-9519 of the evacuation.	Office Personnel
	5	Activate Cowboy Alert. Message should include date, time, incident, location of children, and steps to release children.	Office Personnel
	6	Account for children and staff.	Teaching Staff & Office Personnel
	7	Communicate with teaching staff in regard to care and release of children.	Office Personnel
	8	Monitor weather via TV, radio, or phone for any updates from OSU Emergency Operations Center.	Office Personnel
	9	When the <b><u>ALL CLEAR</u></b> notification is received by the City of Stillwater Emergency management children and staff may return to Human Sciences West <b><u>IF</u></b> structure and surrounding areas are without damage.	Office Personnel, OSU Emergency Operations Center, Public Information Officer, or Public Communication
	10	Assess for damage and make a report to Facilities Management 744-7154 if possible or contact OSU Emergency Operations Center. (Children and staff will remain in the basement of Human Sciences if Human Sciences West or surrounding areas sustained damage.)	Office Personnel
	11	Move children and staff back to Human Sciences West (if possible) until end of day or families arrive to retrieve children.	Office Personnel & Teaching Staff
	12	Debrief with staff.	Office Personnel & other Counseling Personnel if needed.
	13	Send updated information to families and staff through Cowboy Alert, if needed.	Office Personnel & OSU Emergency Operations Center
	14	Allow OSU Communication representative to prepare and deliver message to media, if needed.	OSU Emergency Operations Center, Public Information Officer, or Public Communication
	15	Contact OKDHS & NAEYC about Licensing-Criteria Requirements if needed.	Office Personnel

**Medical Emergency**  
Incident Guidance Sheet

Completed	Step	Action to be Taken	Responsible Personnel
	1	Report incident to main office if possible.	Any Individual
	2	Identify the location & source of incident.	Office Personnel
	3	Assess the situation and identify responsibilities: calling 911, responders, secure situation.	Office Personnel
	4	Call 911 to notify Fire Department on an OSU land line or OSU Police Department 405-744-6523.	Office Personnel
	5	Activate Emergency Response Plan for first responders-collect child's record if applicable and information in regard to incident.	Office Personnel
	6	Account for children and staff and secure environment for children and staff. Assess conditions and move children and staff to a predetermined onsite or offsite location if necessary, depending on emergency.	Office Personnel make final decision with Teaching Staff assisting.
	7	Notify Human Development and Family Science Office: 744-5360 or 744-9519.	Office Personnel
	8	Notify parent/guardian or activate Cowboy Alert. Message should include date, time, incident, location of children, and steps to release children.	Office Personnel, OSU Emergency Operations Center, Public Information Officer, or Public Communication
	9	Communicate with OSU emergency officials	Office Personnel
	10	Communicate with teaching staff in regard to care and child release information.	Office Personnel & Teaching Staff
	11	Communicate with OSU emergency officials for final instruction/directions.	Office Personnel
	12	Debrief with staff.	Office Personnel & other Counseling Personnel if needed.
	13	Send updated information to families and staff through Cowboy Alert, if needed.	Office Personnel & OSU Emergency Operations Center
	14	Allow OSU Communication representative to prepare and deliver message to media, if needed.	OSU Emergency Operations Center, Public Officer, or Public Communication
	15	Contact OKDHS & NAEYC about Licensing-Criteria Requirements if applicable.	Office Personnel

**Hazardous Materials  
Incident Guidance Sheet**

Completed	Step	Action to be Taken	Responsible Personnel
	1	Report any unusual smell, chemical spill or other hazardous material to office. Yellow smoke may indicate presence of toxic gases.	Any Individual
	2	Identify the location & source of hazardous material.	Office Personnel
	3	EVACUATE building immediately without turning electrical switches on or off when exiting the area and eliminate all open flames.	Office Personnel
	4	EVACUATE to an area upwind and uphill from the location of the spill if necessary or to the south basement of Human Sciences.	Office Personnel
	5	Call 911 or OSU Police Department 405-744-6523.	Office Personnel
	6	No person should try to contain, touch, or identify the hazardous material. Information will be gathered to report to Emergency Responders.	Office Personnel
	7	Notify Human Development and Family Science Office: 744-5360 or 744-9519.	Office Personnel
	8	Account for children and staff. Staff should not attempt to remove anyone who has passed out due to fumes. If individual comes into contact with the hazardous material, chemicals should be washed off immediately with water and treated by emergency responders.	Teaching Staff & Office Personnel
	9	Assess conditions outside and observe wind direction, move children and staff upwind of any fumes. Consider moving to a predetermined onsite or offsite location if necessary, south basement of Human Sciences or designated location identified by OSU Emergency Operations Center.	Office Personnel make final decision with Teaching Staff assisting.
	10	Activate Cowboy Alert. Message should include date, time, incident, location of children, and steps to release children.	Office Personnel, OSU Emergency Operations Center, Public Information Officer, or Public Communication
	11	Communicate with OSU emergency officials for final instruction.	Office Personnel
	12	Communicate with teaching staff in regard to care and child release information.	Office Personnel & Teaching Staff
	14	Send updated information to families and staff through the Emergency Notification System, if needed.	Office Personnel, OSU Emergency Operations Public Information Officer, or Public Communication
	15	Debrief with staff.	Office Personnel & Counseling Personnel, if needed.
	16	Allow OSU Communication representative to prepare and deliver message to media, if needed.	OSU Emergency Operations Center, Public Information Officer, or Public Communication
	17	Contact OKDHS & NAEYC about Licensing-Criteria Requirements if applicable.	Office Personnel

### Missing or Abducted Child Incident Guidance Sheet

Completed	Step	Action to be Taken	Responsible Personnel
	1	Report a child who is not accounted for at ANY time.	Any Individual
	2	Begin an immediate search of the premises for the child. Search each area that a child could potentially hide inside and outside of the facility.	Office Personnel
	3	Double-check to confirm the location of the child such as the pick-up of the child by their parent or guardian.	Teaching Staff
	4	Begin Lock Down Procedure. All exits monitored by employees letting NO ONE in or out of the facility.	Office Personnel
	5	Call 911 or call OSU Police Department 405-744-6523.	Office Personnel
	6	Teaching staff responsible for the child will describe the child on the 911 call to authorities. Identify the time at which the child was noticed missing, what the child was wearing that day, distinctive features, child's name, age, height, weight, date of birth, and hair color.	Teaching Staff or Office Personnel
	7	If child abduction is suspected, were there any suspicious vehicles or persons located around the facility. If so, identify the appearance of person or vehicle.	Teaching Staff or Office Personnel
	8	Staff will continue to search the facility for missing child by looking in every cabinet, closet, cubby, and every other location where a child may hide or squeeze into. Director or designee will gather information and report it to Emergency Responders.	Office Personnel
	9	Notify Human Development and Family Science Office: 744-5360 or 744-9519.	Office Personnel
	10	Director will notify the parents or guardian of the child's missing status.	Office Personnel
	11	Director will remain on the premises to be the contact person for the authorities and missing child's guardians.	Office Personnel
	12	Director coordinates with OSU Police Department to activate Amber Alert.	Office Personnel
	13	Communicate with OSU emergency officials.	Office Personnel
	14	Communicate with teaching staff in regard to care and child release information.	Office Personnel & Teaching Staff
	15	Communicate with OSU Emergency Officials for final instruction.	Office Personnel
	16	Debrief with staff.	Office Personnel & other Counseling Personnel, if needed.
	17	Allow OSU Communication representative to prepare and deliver message to media, if needed.	OSU Emergency Operations Center, Public Information Officer, Public Communication
	18	Contact OKDHS & NAEYC about Licensing-Criteria Requirements	Office Personnel



**Threats: Physical or Verbal**  
Incident Guidance Sheet

Completed	Step	Action to be Taken	Responsible Personnel
	1	Report ANY physical or verbal threat that compromises one's safety.	Any Individual
	2	Identify the location & source of threat inside or outside of the facility, which should be taken seriously.	Office Personnel
	3	Call 911 and document the threat towards the children or staff members; identify individuals involved in the incident. Director or designee will report documented information to Emergency Responders.	Office Personnel
	4	Notify Human Development and Family Science Office: 744-5360 or 744-9519.	Office Personnel
	5	Individuals involved in the altercation should be separated, if possible. Appropriate administrative actions should be taken to insure the safety and well-being of the children.	Office Personnel
	6	Account for children and staff. Staff and children should be removed from the area in which the altercation took place, and return only after the situation has been resolved.	Office Personnel & Teaching Staff
	7	Director or designee will assist with any questions that the authorities may have. Individuals should remain separated until authorities arrive and taken control.	Office Personnel
	8	If necessary assess conditions and consider moving to a predetermined onsite or offsite location if necessary, south basement of Human Sciences or designated location identified by OSU Emergency Operations Center.	Office Personnel make final decision with Teaching Staff assisting.
	9	If necessary, activate Cowboy Alert. Message should include date, time, and incident, location of children, and steps for releasing children.	Office Personnel, OSU Emergency Operations Center, Public Information Officer, Public Communication
	10	Communicate with OSU emergency officials	Office Personnel
	11	Communicate with teaching staff in regard to care and release of children.	Office Personnel & Teaching Staff
	12	Communicate with OSU emergency officials for final instruction.	Office Personnel
	13	Debrief with staff.	Office Personnel & other Counseling Personnel if needed.
	14	Send updated information to families and staff through Cowboy Alert, if needed.	Office Personnel, OSU Emergency Operations Center, Public Information Officer, or Public Communication
	15	Allow OSU Communication representative to prepare and deliver message to media, if needed.	OSU Emergency Operations Center, Public Information Officer, or Public Communication
	16	Contact OKDHS & NAEYC about Licensing-Criteria Requirements	Office Personnel

**Threats: Bomb (Written or Verbal)**

## Incident Guidance Sheet

Completed	Step	Action to be Taken	Responsible Personnel
	1	Report ANY suspicious packages, letters, calls or situations to the office. (STAFF MEMBER TALKING TO CALLER SHOULD KEEP THE CALLER ON THE LINE AS LONG AS POSSIBLE AND HAVE DESIGNEE CALL 911.)	Any Individual
	2	Identify the location & source of threat.	Office Personnel
	3	Call 911 to confirm that OSU Police Department has been notified on OSU land line or 405-744-6523.	Office Personnel
	4	EVACUATION should be out of the facility and to another location either south basement of Human Sciences or designated location identified by OSU Emergency Operations Center.	Office Personnel
	5	During evacuation a quick search for information or material should be completed and reported to authorities.	Office Personnel
	6	Director or designee will assist with any questions that the authorities may have. NO ONE should enter the facility until the authorities have searched and cleared the area.	Office Personnel
	7	Notify Human Development and Family Science Office: 744-5360 or 744-9519.	Office Personnel
	8	Account for children and staff.	Teaching Staff & Office Personnel
	9	Activate Cowboy Alert. Message should include date, time, and incident, location of children, and steps for releasing children.	Office Personnel, OSU Emergency Operations Center, Public Information Officer, or Public Communications
	10	Communicate with OSU Emergency Officials	Office Personnel
	11	Communicate with teaching staff in regard to care and child release information.	Office Personnel & Teaching Staff
	12	Communicate with OSU emergency Officials for final instruction.	Office Personnel
	13	Debrief with staff.	Office Personnel & other Counseling Personnel, if needed.
	14	Send updated information to families and staff through Cowboy Alert, if needed.	Office Personnel, OSU Emergency Operations Center, Public Information Officer, or Public Communication
	15	Allow OSU Communication representative to prepare and deliver message to media, if needed.	OSU Emergency Operations Center, Public Information Officer, or Public Communication
	16	Contact OKDHS & NAEYC about Licensing-Criteria Requirements	Office Personnel

**Threats: Potential Violent Individual (gains access to facility and LEAVES)**

## Incident Guidance Sheet

Completed	Step	Action to be Taken	Responsible Personnel
	1	Report ANY potential situation such as a hostage situation, disgruntled person, or unstable individual.	Any Individual
	2	Identify the location & source of threat and consider selective evacuation.	Office Personnel
	3	Call 911 on an OSU land line.	Office Personnel
	4	Indicate to security or other personnel that a SELECTIVE EVACUATION may be potential due to violent individual within the facility. Notify Human Development and Family Science Office: 744-5360 or 744-9519.	Office Personnel
	5	If the individual cannot be isolated and chooses to leave the premises, allow them the freedom to exit. If possible, note make, model, license number, and direction vehicle traveled.	Office Personnel
	6	Communicate this immediately to the 911 dispatcher.	Office Personnel
	7	Director or designee will assist with any questions. NO ONE should enter the facility until the authorities have searched and cleared the area.	Office Personnel
	8	Account for children and staff.	Teaching Staff & Office Personnel
	9	Assess conditions and consider moving to a predetermined onsite or offsite location if necessary.	Office Personnel make final decision with Teaching Staff assisting.
	10	Activate Cowboy Alert. Message should date, time, incident, location of children, and steps to release children.	Office Personnel, OSU Emergency Operations Center, Public Information Officer, or Public Communication
	11	Communicate with OSU emergency officials	Office Personnel
	12	Communicate with teaching staff in regard to care and child release information.	Office Personnel & Teaching Staff
	13	Communicate with OSU emergency officials for final instruction.	Office Personnel
	14	Debrief with staff.	Office Personnel & Counseling Personnel
	15	Send updated information to families and staff through Cowboy Alert, if needed.	Office Personnel, OSU Emergency Operations Center, Public Information Officer, or Public Communications
	16	Allow OSU Communication representative to prepare and deliver message to media, if needed.	OSU Emergency Operations Center, Public Information Officer, or Public Communication
	17	Contact OKDHS & NAEYC about Licensing-Criteria Requirements	Office Personnel

**Threats: Potential Violent Individual (gains access to facility and REMAINS)****Incident Guidance Sheet**

Completed	Step	Action to be Taken	Responsible Personnel
	1	Report ANY potential situation such as a hostage situation, disgruntled person, or unstable individual.	Any Individual
	2	Identify the location & source of threat and consider selective evacuation.	Office Personnel
	3	Call 911 on an OSU land line.	Office Personnel
	4	Indicate to security or other personnel that a SELECTIVE EVACUATION needs to take place immediately due to violent individual within the facility. Notify Human Development and Family Science Office: 744-5360 or 744-9519.	Office Personnel
	5	Try to isolate the potential aggressor from as many adults and children as possible. Seek to draw the individual(s) to the office or less populated area. If the individual enters a classroom, seek to draw them into the least utilized portion of the room.	Office Personnel
	6	Remain calm and be polite. DO NOT physically restrain or block their movement.	Office Personnel
	7	While engaging the violent individual, other available persons should direct unaffected classrooms to move to locations around the facility that are farthest from the incident. This selective evacuation should proceed room by room and as orderly and quietly as possible, being careful to use routes not visible to the incident point.	Office Personnel
	8	Director or designee will assist with any questions. NO ONE should enter the facility until the authorities have arrived and taken over the situation, negotiate and dictate further movements.	Office Personnel
	9	Account for children and staff.	Office Personnel & Teaching Staff
	10	Activate Cowboy Alert. Message should include date, time, and incident, location of children, and steps for releasing children.	Office Personnel, OSU Emergency Operations Center, Public Officer, or Public Communication
	11	Communicate with OSU emergency officials	Office Personnel
	12	Communicate with teaching staff in regard to care and child release information.	Office Personnel & Teaching Staff
	13	Communicate with OSU emergency officials for final instruction.	Office Personnel
	14	Debrief with staff.	Office Personnel & Counseling Personnel
	15	Send updated information to families and staff through Cowboy Alert, if needed.	Office Personnel, OSU Emergency Operations Center, Public Information Officer, or Public Communication
	16	Allow OSU Communication representative prepare and deliver message to media, if needed.	OSU Emergency Operations Center, Public Information Officer, or Public Communication
	17	Contact OKDHS & NAEYC about Licensing-Criteria Requirements	Office Personnel

## Supporting Documents

### Procedures for Conducting Drills

The following are general procedures for implementing most common drills, but not limited to:

1. **Inform the staff in advance.** The director informs the staff that there will be a drill later in the day/week.
2. **Staff members talk to the children about the drill.** Teachers should talk to the children in their classroom about the bell/alarm/signal, rules, and procedures for vacating the building and relocating if necessary.
3. **Evacuate the building.** When the alarm or signal goes off, designated teaching staff will gather the sign-in book and emergency backpack while remaining staff begins evacuation:
  - a. Evacuating Preschool I: the designated member(s) of the office personnel will go to the Preschool I classroom and assist with placing four children to each crib and evacuate outside to the designed area. Teachers count their children and take attendance by calling each child's name from the sign-in sheet and give the all accounted for signal.
  - b. Evacuating Preschool II-PreK/K: a teacher leads their children out to designated locations. Teachers count their children and take attendance by calling each child's name from the sign-in sheet and give the all accounted for signal.
  - c. Office Personnel: each person is designated to check classrooms, bathrooms, closets, and observation booths for possible children and then to locate the source of smoke or fire during a real alarm.
4. **Time the drill.** Director times how long it takes to evacuate the building and checks with each class to make sure they have successfully exited the building.
5. **Verify accurate account of all children, staff, & personnel.** Director checks with each class to verify that all children and personnel are present.
6. **Return to building.** Director gives approval to reenter the building and assist classrooms as needed.
7. **Documents the completed drill.** Director completes written documentation that contains the specifics of the drills; date, time to evacuate building, weather conditions of each drill or other related information.

### Required Items for Emergency Backpacks And Supplies by OKDHS

- Copy of Emergency Information Form for all children enrolled in classroom. Contact information for all staff & program, include name, phone number, and email information for someone in immediate area
- Emergency Authorizations for each child
- Non medicated adhesive strips
- Sterile gauze pads
- Rolled flexible or stretch gauze
- Bandage tape
- Disposable non-porous vinyl gloves
- Blunt tipped scissors
- Tweezers
- Non glass & non-mercury thermometer
- Current 1<sup>st</sup> aid guide
- Program emergency numbers and information (location & address)
- Cold pack
- Plastic bags for medical body/fluids
- Notepad and pens/pencils
- Hand sanitizer and cleansing agent/disinfectant
- Wet wipes

## **Suggested Items for Emergency Backpacks And Supplies-in addition to required items**

- Copy of Emergency Information Form for all children enrolled in classroom. Contact information for all staff, include name, phone number, and email information for someone in immediate area
- Emergency Authorizations for each child
- Flashlight with extra batteries
- Battery-operated radio and extra batteries: weatherband/tv band radio or AM/FM radio
- First Aid Kit
- Hand sanitizer and cleansing agent/disinfectant
- Whistle
- Disposable cups
- Snacks for children (granola bars, goldfish, crackers, etc.)
- Blankets
- Rope with knots
- Walkie-Talkies or cell phones
- Cell Phones
- Diapers for young children
- Any critical medication such as insulin, epi-pens, etc. for children and staff
- Water and/or formula for children and staff

**OKDHS 340: 110-3-279(a)(2)(A-B)**

**OKDHS 340: 110-3-294(g)(3)(A-B)**

### **Guidelines for Handling Medical Emergencies**

The following information is provided as a quick reference to assist in making decisions in a stressful emergency situation. This information is by NO means intended to be a substitute for adequate first aid training. Staff involved in the direct care of children should maintain current certification in First Aid and CPR for infants and children. The staff should apply appropriate first aid measures for all medical emergencies and minor illnesses or injuries as outlined in Red Cross Pediatric First Aid.

By applying standard principles of action in every medical situation, staff can prevent further harm and avoid overlooking factors that may affect a child. It is important for staff to recognize signs and symptoms requiring immediate action and ambulance transport to the nearest hospital emergency department, as opposed to those that are not emergencies and can be treated at the program while waiting for the child to be picked up. The staff who is with the child should provide first aid according to the principles of emergency action.

### **Medical Emergency Conditions:**

Listed below are some examples of conditions that are considered serious medical emergencies requiring medical care by a health care professional. Call 911 and then notify the child's parent/guardian immediately for any of the following:

- semi-consciousness (able to arouse but extremely lethargic) or unusual confusion
- breathing difficulties including, but not limited to:  
     rapid, noisy breathing (barking, gurgling, or crowing sounds, severe wheezing)  
     labored breathing (takes so much effort that child cannot talk, cry, drink or play)
- severe bleeding (large or multiple wounds that cannot be controlled with direct pressure)
- unequal pupils (black centers in eyes)
- first-time seizure or seizure lasting more than 10 minutes in a child with known seizure disorder
- injury that causes loss of consciousness
- neck or back injury

- non-injury related severed headache, stiff neck, or neck pain when the head is moved
- hives (a rash that looks like welts) that appear quickly, especially if hives involve face, lips, tongue, or neck
- very sick-looking or sick-acting child who seems to be getting worse quickly
- repeated forceful vomiting after eating in an infant under four months of age
- severe abdominal pain that caused the child to double up and scream
- abdominal pain without vomiting or diarrhea following a recent blow to the abdomen or a hard fall
- possible broken bones, especially if the child shows symptoms of shock or the body part cannot be adequately splinted or otherwise immobilized for transport by parent/guardian

**OKDHS 340: 110-3-279(a)(2)(C)**

**OKDHS 340: 110-3-281.4(b)(9)**

**OKDHS 340: 110-3-294(g)(3)(A-B)**

### **Poison Control Center**

When calling the Poison Control Center

1. Identify yourself and give your relationship to the child. Give your phone number in case your call is disconnected.
2. Describe the child by name, age, and weight.
3. If possible, have the container or poison in your hand and identify the best you can:
  - a. What was taken?
  - b. When was it taken?
  - c. How much was taken?
  - d. How is the child acting?
4. Be prepared to answer many questions. This information provides the specialist with pertinent facts needed to develop a specific treatment plan.
5. It is very important to follow the advice given by the Poison Control Center or physician.
6. After contacting Poison Control Center parents must be notified immediately and an Accident Report will be completed.

### **Threat Reporting Form**

A threat is transmitted generally for one of the following reasons:

1. A person has a grudge against the facility or an individual at the facility and intends to get revenge.
2. A person intends to disrupt the daily function of the facility.
3. A person is aware of an explosive device and wants the building evacuated in an effort to save lives.

Threats can be received by phone, mail, written on a note or wall, or may be delivered in person. Regardless of how it is delivered one must assess the level of threat and take action.

### **Procedures for a threat received by phone:**

1. Follow the guidelines for notifying the appropriate authorities in regard to threats.
2. Fill out the reporting form to assist with threat.





Location or device of threat:	In-Person	Note	Phone:	Classroom/Office	or	Cell
<b>IMMEDIATELY AFTER SPEAKING WITH INDIVIDUAL NOTIFY THE PERSON IN CHARGE AND OSU POLICE BY DIALING 911 ON LAND LINE OR 405-744-6523. TALK TO NO ONE ELSE, UNLESS INSTRUCTED TO DO SO BY POLICE OR PERSON IN CHARGE</b>						
Person Receiving Threat: Print Name:			Signature:			
Other Information:						

### Important Phone Numbers

OSU Police Department Emergency	911 or 405-744-6523
OSU Police Department Off Campus	405-372-4171
Emergency Operations Center	405-744-0470
HDFS Department	405-744-5057
Poison Control	1-800-222-1222
Oklahoma Department of Human Services Hotline	1-800-522-3511
Child Abuse Hotline	1-800-522-3511
Oklahoma Safe Line (Domestic Violence Hotline)	1-800-522-7233

### Cowoby Alert Messages for the Child Development Laboratory

**Armed Intruder-Inside of Building:** A reported armed intruder has been reported inside the Child Development Laboratory program. Please avoid the area and make all contacts/communication with the OSU Police Department until further notice or directions can be released.

**Armed Intruder-Outside of Building:** A reported armed intruder has been reported near the Child Development Laboratory program. Please avoid the area and make all contacts/communications with the OSU Police Department until further notice or directions can be released.

**Armed Intruder on Campus:** An armed intruder has been reported on the OSU Campus. Please avoid the area and make all contacts/communications with the OSU Police Department until further notice or directions can be released.

**Chemical Spill-Hazardous:** Hazardous chemical incident reported near the Child Development Laboratory program. Please avoid the area and make all contacts/communications with OSU Police or Environmental Health and Safety for relocation information until further notice or directions are released.

**Fire:** A fire has been reported at the Child Development Laboratory program. Children have been evacuated to south lawn of Human Sciences. Please park away from the program and walk to Human Sciences to check out your child on the south lawn or south basement of Human Sciences.

**Inclement Weather:** The Child Development Laboratory program is closed today due to inclement weather. Please continue to watch local news channels or [www.okstate.edu](http://www.okstate.edu) for further updates.

**Loss of Utilities:** The Child Development Laboratory program is experiencing loss of utilities and will close at \_\_\_\_\_. Go to [www.okstate.edu](http://www.okstate.edu) for details.

**Threat:** A bomb threat has been reported at or near the Child Development Laboratory program. Please avoid the area and make all contacts/communications with the OSU Police Department until further notice or directions are released.

**Tornado:** A tornado warning has been issued for the Stillwater area. Children have been evacuated to the north basement of Human Sciences. Parents/guardians may check children out from the north basement area in Human Sciences after an all clear notification has been received.

## **Reporting Incidents to OKDHS and NAEYC**

The regulating entities are the Oklahoma Department of Human Services (Child Care Licensing), the Payne County Health Department, Oklahoma State University, National Association for the Education of Young Children (accrediting agency), and the Oklahoma State Department of Education-Stillwater Public School System. The designated requirements are incorporated within the program's policies and procedures and can be found throughout this handbook. It is the responsibility of all program teachers and staff members to follow these requirements. In some cases, failure to follow these requirements could result in legal action taken against the program. All program teachers and staff members are required to learn and follow the policies and procedures described in this handbook.

The following is a list of incidents that must be reported to OKDHS or NAEYC within a set period of time.

### **OKDHS:**

#### **Immediately:**

Individuals who have a suspicion or reason to believe a child was abused or neglected or is in danger of being abused, immediately make a report to statewide Child Abuse and Neglect Hotline 1-800-522-3511.

#### **Next Business Day:**

- A change of responsible entity
- A change of director
- A change in mailing address, when different from the physical address
- A change in program liability insurance coverage
- A known legal action: protection order, arrest, criminal investigation or charge of any type
- A known child abuses or neglect investigation
- An unscheduled temporary or permanent program closure or relocation
- Facility damage affecting the amount of usable square footage or compliance requirements
- An incident that exposes children to an imminent risk of harm, such as a child leaving the facility or being left alone on or off site or in a vehicle
- An animal bite on-site at any time or off site when participating in program activities
- An accident involving transportation, unless no injuries occurred and only minor damage to vehicle
- A child injury requiring emergency medical attention
- A child's death while in care of program

#### **30 Day Calendar Days prior to:**

- An anticipated temporary or permanent program closing other than a holiday
- An anticipated temporary or permanent change in location
- An anticipated facility change which effects the amount of footage or compliance with requirements
- A change of business entity
- A change in program name
- A proposed licensed capacity change

**NAEYC:****Notify Within 72 Hours:**

- Any suspension or revocation in program's license or regulatory status
- Any **incident** that did or could have compromised the essential health or safety of any child, such as but not limited to:
  - The death of any child from any cause in program's care
  - A **critical injury** to any child that results in the child being admitted to a hospital Emergency Room for treatment
  - Any suspected physical or psychological abuse of a child at the program or by an individual that the child met through the program

**Report Within 30 Days:** Examples of major changes include, but are not limited to:

- Change in ownership or vendor
- New designated program administrator
- Change of location
- Change to the physical facility or ground due to damage or renovations, etc.
- Incorporation of a new category that was not previously served
- Court order of legal action
- Change in general program information
- Change in the primary or secondary contact for the program or related contact information
- Merge with an existing program

## Operations, Policies and Procedures Statement of Agreement

Statement of Agreement for all Child Development Laboratory Staff

I, \_\_\_\_\_, have read, understand, and agree to adhere to the Operations, Policies and Procedures as stated in this handbook. My signature on this agreement holds me responsible for following the methods, strategies, professional and ethical codes of conduct. I agree to comply with the designated position roles/responsibilities of my position while participating in the Child Development Laboratory.

I also understand that I am expected to maintain open communication with the staff, interns, lab students, substitutes, and volunteers. Confidential information that I obtain will only be used as appropriate to complete academic assignments, within and/or outside of the classroom.

The following information was presented to me and discussed with me upon my introduction/orientation to the Cleo L. Craig Child Development Laboratory.

Please check the following items that pertain to you:

- \_\_\_ Operations, Policies and Procedures Handbook in its entirety (which includes all three handbooks pertaining to the program)
- \_\_\_ Operations, Policies and Procedures Orientation Handbook for Interns, Lab Students, Substitutes and Volunteers
- \_\_\_ Operations, Policies and Procedures Handbook for Family/Parents

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director's Signature

\_\_\_\_\_  
Date

**Cleo L. Craig Child Development  
Laboratory**

**ORIENTATION, OPERATIONS,  
POLICIES AND PROCEDURES**

**for**

**Lab Students, Student Workers,  
Substitute Teachers, and Volunteers**

**NAEYC 6.A.04****OKDHS 340: 110-3-278(f)(1-2)(A-B)****Section 3: Lab Students, Substitutes, and Volunteers****Orientation for Intern/Lab Students, Student Workers, Substitute Teachers and Volunteers**

All interns, lab students, substitute teachers, and volunteers must have a current, cleared OSBI background check on file before working in the program. All mentioned must have reviewed the overview of operations, policies and procedures and submitted to the director a signed statement indicating that the operation and policies are understood and will be followed. Individuals will be required to review the handbook upon starting their service or revisions occur.

Interns, Lab Students, Student Workers, Substitute Teachers and Volunteers will be given a preliminary orientation that introduces them to fundamental aspects of the program operation before they begin working with children. The orientation will include, but is not limited to, the following:

- Health, safety, and emergency procedures.
- Accepted guidance and classroom management techniques.
- Child abuse and neglect reporting procedures and regulatory requirements.
- Regulatory requirements and standards.
- All personnel records will be maintained for at least 120 calendar days.
- All such identified personnel will work under the direct supervision of a qualified teaching staff member and will receive follow-up training that expands the initial orientation either from Stillwater Public School or Child Development Laboratory.

**Operations, Policies, and Procedures Overview**

Interns and lab students play an important role in the program's care of young children and our modeling of exemplary teaching practices for Human Development and Family Science students. The classroom tends to become disrupted when a regular teacher is absent. Strong leadership and participation by students can help make the day calm and secure for the children. A familiar face helps parents feel their child is safe and well cared for. Interns and lab students who learn how to teach and care for young children become a model for OSU. An individual who is on time, is reliable, takes initiative, asks questions, learns from others, and enjoys his or her work is a pleasure to our teachers. Intern and lab students are considered regular members of the staff.

The program serves 1 to 6 years old of OSU families and the Stillwater community during the academic year from August through May, and a summer program during June and July. The program offers an early childhood education program with four classrooms – three for preschoolers, and one for pre-kindergarteners and kindergarteners. The program also offers before and after school care. Each classroom has two fully certified early childhood teachers. The program is the laboratory school for OSU's Department of Human Development and Family Science and, during the semester, there are numerous students working in classrooms or observing from the observation booth as required for their academic coursework. These students are here to learn about children's development and appropriate methods for caring for them and teaching them. Working together displays the best practices of a model teaching lab.

**Early Childhood Education Interns/Student Teachers and Lab Students**

The program provides a setting for OSU students in Human Development and Family Science, especially those majoring in Early Childhood Education (ECE), to learn about children's growth and development, and appropriate and effective educational practices. ECE lab students have course requirements to participate in the lab with children under the supervision of the laboratory teachers and

the ECE faculty. Students working inside the lab must undergo the same background check required by the State of Oklahoma for all adults working with children in early education and care settings.

The purpose of the program is to provide a place for students and faculty to study children's development and effective teaching and care giving practices, as well as a facility dedicated to providing early childhood education for the enrolled children. All employees of the program are expected to model appropriate interactions with young children. Teachers will provide guidance to lab students as needed. It is inappropriate to engage in conversations with other students when one's attention should be on the children. Follow appropriate guidelines when sharing confidential information about children and their families. Discussion of children must be done privately and confidently with classroom teachers or the director.

### **First Things**

Before participating in the classroom or having any direct contact with the children, all individuals must have a criminal background check and fingerprints completed and are cleared to work in an early childhood care facility.

### **Personal Information**

While working in a classroom, there are to be no personal phone calls. The program's main phone number is 405-744-5730. Give this number to family members and ask them to call only for something that needs immediate attention.

Individuals are expected to learn the policies and stay up-to-date on changes. The program uses email to send announcements, policy reminders, and other information. Individuals are expected to provide the administrative office with a current email address that is checked on a daily basis.

Water can be taken into the classroom, but not sodas or other food. Individuals must follow the same rule as the children regarding completing all food/drink items before entering the classroom.

When it is necessary to cancel a scheduled assignment in the program, individuals must notify the administrative office or classroom teacher prior to the assignment time.

The children's health policy applies to everyone who participates in the program. If individuals have a fever over 101 degrees, diarrhea, vomiting, strep throat, or other such contagious illness, they are to notify the administrative office or classroom teacher and stay at home. Working with children offers exposure to various germs. Everyone is advised to protect themselves with frequent hand washing and by keeping their hands away from their face, to keep hydrated during the day by drinking a lot of water, eating healthy foods, and getting plenty of rest. Such a regime will maintain good health, reduce stress, headaches, and provide the energy and vitality needed to work with active young children.

### **Dress Code**

Staff should dress for active play and for the weather. Washable, neat clothing that allows a person to bend over and get up and down off the floor discreetly is acceptable. Remember that adults are often observing through the observation windows. All staff and students must be aware of their clothing apparel.

Clothing should cover all of the following areas: bust, stomach, back, and posterior. All body areas should be covered while stretching, bending, or squatting. Halter or tank tops, t-shirts with inappropriate slogans, cut-offs, short shorts or skirts, and jumpers without t-shirts are not acceptable. Dress warmly, as children go outside even on cold days. Dress in layers because it may be chilly in the morning and warm

in the afternoon. Wear shoes that are securely fastened to the feet to allow quick movement without slipping. The children are not allowed to wear flip-flops and the adults must follow the same rule.

## **Responsibilities**

### **Person in Charge**

The person in charge of a classroom is always the classroom teacher. After the teacher, teaching staff, and lunch assistants are next in charge. Lab students should look to the teacher for directions. Individuals are not left in charge of any children until they feel comfortable and oriented to the children.

### **Upon arrival**

- Personal belongings can be stored in the teachers' offices. Ask for a place where items can be placed out of children's reach. Purses can contain items that are dangerous to children such as medications, makeup, pocket knives, personal safety devices such as pepper spray, and other items. Never leave keys within children's reach especially if pepper spray or other protective devices are attached.
- Upon arrival to the classroom, wash hands thoroughly, ask the teacher for the number of children in attendance, and then do a count to verify the number.
- Review the daily schedule and lesson plans posted on the bulletin board by the door to the classroom. Ask if there will be any deviations to the schedule. It is important to take a role in helping the teacher with transitioning the children from one activity to another. Ask questions such as "what can I do to help?"
- Learn the children's names. If you forget a child's name, ask the child to tell you her/his name.
- Know which children have food restrictions or medical issues that may need your attention.
- Know where to find the first aid supplies and the notebook with emergency forms for each child.
- Ask the teacher if there are any discipline issues that may need attention. Knowing which children need close supervision will help to anticipate problems and possibly stop them before they occur.
- Be aware of the change in the group's activity such as cleaning up to go outside or going to group time.
- Be prepared to accept assignments given by a teacher.

### **Role of Individuals**

Teachers expect individuals to take initiative, interact with the children as they work and play, and help them with problems. Teachers do not like to give instructions more than once; however, teachers never mind answering questions even if that means repeating or clarifying instructions. Standing around and watching is not helpful to anyone.

- Assist with the following: (this list is for example only and not meant to be complete)
  - read books to a small or large group of children;
  - sit and talk with children while they use the toys;
  - change a child's diaper or help a child with the toilet;
  - help children clean up their play area;
  - sit and talk with the children while they play in the housekeeping area;
  - sit and talk with the children while they do art;
  - get art supplies for the children or help them with their smocks at the water table;
  - help children resolve an argument;
  - help a child wipe his nose or clean her face (wash your hands when done);
  - serve children meals or help them serve themselves;
  - hug and hold a child who approaches and requests such affection;
  - monitor the children's play so the children are safe at all times;
  - eat with the children the same food they are eating;
  - sing and dance with the children.



- All individuals are prohibited to:
  - yell at or shame children;
  - use physical punishment;
  - administer medication;
  - speak to parents about a child's behavior or concern;
  - release a child to anyone until that person has been properly approved;
  - remove a child from the group;
  - carry a child who can walk.

Individuals may be given a specific assignment in the classroom. If the teacher does not give thorough instructions, ask for clarification and/or details of expectations. Often individuals are asked to help a specific child or a group of children. If this type of assignment is given, the individual is expected to monitor the activities of the individual or the group while also maintaining awareness of other activities in the room, especially activities nearby.

If the individual must leave the assignment to attend to an issue that develops elsewhere in the room, she/he is expected to return to the assignment or, at the least, monitor the assignment from nearby. When a problem occurs, individuals are expected to move in and handle the problem to the best of their abilities.

- Be a back-up to the teacher. If a student sees that the teacher is busy and a problem occurs near the teacher, attend to the problem if you can. If the teacher is attending to a problem, then assume the monitoring responsibilities for the rest of the room so that the teacher can be focused on the problem at hand.
- Do not engage in your own play activities such as building your own building or drawing your own picture. Instead, show interest in what the children are doing and engage them in conversation.
- If children ask an individual to draw, make play dough objects or build structures, ask questions that will assist the child in forming the object and/or information to help clarify their thinking about their creation. Help the child think through how to do the activity or something similar that will meet his or her needs.

## Regulations and Requirements

The program is regulated by many organizations and must maintain these requirements at all times. The regulating entities include the Oklahoma Department of Human Services (Child Care Licensing), the Payne County Health Department, Oklahoma State University, and the National Association for the Education of Young Children (accreditation). The requirements are incorporated within the program's policies and procedures and found throughout this document. It is important to follow these requirements. In some cases, failure to follow these requirements could result in legal action. Learn and follow the policies and procedures described in this document.

The requirements for a maximum number of children that one teacher can care for (called child: staff ratio) and the maximum number of children in a group (called group size) where more than one teacher is working is regulated by the state.

Know the following requirements:

- Never leave a teacher alone with more children than is allowed and question the adult who tries to leave you alone with too many children. **Notify the office immediately when this situation occurs.** The program will assign staff according to the following ratios:
- Preschool I:
 

12 months to 24 months:	1 Adult to 6 Children (12 group)
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- Preschool II:
 

2- to 3-year-olds	1 Adult to 8 Children (16 group)
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- Preschool III:  
3- to 4-year-olds                      1 Adult to 9 Children (18 group)
- Pre-K & K:  
4- to 6-year-olds:                      1 Adult to 10 Children (20 group)

**Count the children in your group throughout the day, especially when moving the group from the inside to the outside or vice versa. Every individual/student is held responsible for knowing the number of children and their location at all times. Never leave a child unsupervised and notify the teacher in charge immediately if a child is unaccounted for or missing.**

Report to the director any suspicions of child abuse. You do not have to verify the abuse. The law requires that suspicions be reported. Reports must be made in good faith. Protect a child from an abusive adult or even if it is a co-teacher who gets stressed and reacts too harshly to the children. Intervene to protect the children and notify the director. Physical punishment of children in a child care or preschool setting is considered child abuse by Child Care Licensing and must be reported.

It is prohibited for children to be punished for not eating or not sleeping or for having a toileting accident. See details under routines.

Proper procedures must be followed for medications. **The director, administrative associate, and classroom teachers are the only individuals allowed and trained to administer medication.** Parents must complete a medication permission form when they first bring the medication into the classroom. Medications are locked in a labeled cabinet or placed in a labeled refrigerator container.

In order to release a child to an adult unfamiliar to the teachers, a photo ID and child release form must be completed. The photo I.D. is to make certain the individual has been approved by the parent to pick up the child. The regular classroom teacher will make the final decision before releasing the child. If the regular teacher is not available, check the child's emergency form and compare the name listed on the form with the individual's photo ID and immediately call the office to seek assistance if necessary.

### **OKDHS 340:110-3-278(d)(2)(H)**

#### **Discipline Philosophy**

The philosophy of the program is that discipline is based on the developmental level of the children. Expectations for children's behavior should be developmentally appropriate. That means that many two-year-olds cannot be expected to share toys without assistance. Teachers should offer multiples of the same toys. Preschoolers cannot be expected to wait long for a turn, but should be redirected to another similar activity; they have little understanding of another's point of view and cannot be expected to apologize for their actions; they are learning how to work out disagreements with others and will often lash out when angry. **Preschoolers need adults to patiently teach them how to solve problems.**

Children should be kept busy with many choices of activities to meet their interests and attention span. Wandering children are unproductive and need assistance to become engaged. Help them find something to do or help them join a group.

Some children may need to learn how to join a group at play. Take time to help a child learn how to approach a group and join in.

Children are not forced to share, but are expected to take turns. Do not set time limits or remove a child from a play activity that he or she is productively engaged in. Occasionally, the teachers set time limits on new equipment and activities so that everyone gets a turn. In general, time limits create obstacles to one of our goals for children - building a long attention span with activities. Teachers and other adults in

the classroom should model sharing and turn taking, as they join children in their activities. Encourage sharing and turn taking by helping children learn to play together, but don't force it. Do expect children to follow through on promises to give another child a toy when they are done. Help the children remember their promise. **Sometimes a sign-up sheet by a favorite activity helps children remember who gets the next turn.**

Allow a child space and time to play alone. Group programs can be very stressful and children need to have a personal space. Remind the other children that one child wants to play alone, quietly and restfully. Reducing stress in the room will help reduce discipline problems.

Have quiet fun in the classroom. A cheerful, fun attitude helps make the day positive. Expect there to be some problems until the children get to know you. Children are learning how to belong in a group and will make mistakes. Some will miss the security of the familiar teacher.

**Children will test the boundaries/guidelines to see if you will insist they follow the rules.** Some children test you because they have had bad experiences with adults and don't trust adult reactions to their behaviors. These children may push you harder than other children to see if the rules remain consistent. Focus on the positives in the day and not the negatives and remain COOL!

Try to build a relationship with each child. The most difficult child is the child who needs the greatest relationship. Think of all the positives and focus on them and get assistance to deal with the negatives. Adults should demonstrate more control over their emotions and reactions than children. Children are dependent upon adults to be in charge of emotions and actions and expect them to provide a safe and caring environment for them. Children's feelings determine the degree/level of trust they develop, which relates to their ability of predictable and consistence behavior.

Do not threaten a child with punishment. Explain consequences for behaviors, but avoid threats such as "I'm going to tell your parents." Make consequences a logical result of the behavior. Losing out on outside playtime is not a logical consequence for running around the room. A logical consequence for running might be sitting and putting puzzles together. Using logical consequences is an acceptable discipline strategy.

The most useful response an adult may give a child is one that shows that the adult understands the child's needs and the child's lack of ability to meet those needs her/himself. For example: a child running around the room may need to be more active. Forcing that child to sit at the puzzle table may be a logical consequence for the behavior, but may only increase the stress. Stressed children often act out at a later time. The runner may need for the adult to set up a movement game in the hallway. The best way to handle the running problem may be to say to the child, "When you feel like you need to run, come tell me and I'll help you find a way to take care of that need." Adults have the freedom to leave the room and take a break or ask for help, if the stress of the room gets to be too much. Children need to know how they can take care of their needs too. **Misbehavior offers a cue that the child's needs aren't being met or that the child doesn't have the skills necessary to handle this situation. Counter misbehavior with natural and logical consequences.**

Teachers know their classroom children and their needs. Students are at a disadvantage because of the limited amount of time they spend with the children. Hopefully, teachers will give tips on how to handle a child. If not, students should observe the teacher and make note of how she responds to similar situations. **Collect as much information as possible and don't be hesitant to ask questions.** Don't hesitate to act when you see something happening even if you are unsure of the best way to act. The teacher will probably offer some suggestions for handling the situation in the future.

Biting is common up to age three. A **child with limited language and patience** is biting because he/she wants something or is trying to defend her/himself. This child needs a firm and very brief response, “That hurts!” Avoid rapid movement, loud exclamations, and great changes in your behavior when you respond to a toddler’s bites.

Your response can reinforce the toddler because toddlers are fascinated by their control over adults. Calmly and quietly walk to the children. Pick up the crying child and the toy. Look down at the biter and quietly but firmly state, “That hurts!” Then comfort and care for the injured child even if the injured child was the initial aggressor. Ignore the biter except to make certain he/she does not move on to another child. As soon as the biter finds something to do, give the biter attention without referring to the biting incident. Don’t reinforce biting by making too much of it.

The **child with unlimited language** who bites needs a firmer response and may need a consequence if he/she is having problems with impulse control. Again, respond swiftly, but calmly. Make it brief and make certain the injured child gets most of the attention. Limit the lecture to how painful/hurtful the bite was and the child needs to use his/her words to express their feelings instead of biting.

Using consequences is a behavioral management technique and is only effective if it is done immediately and with little discussion. As soon as the consequence has ended, help the child get back into the activities without reviewing what happened. Don’t overdo the consequence or the child will no longer be focused on his behavior, but instead he will focus on his resentment. Often children who are aggressive feel that they are justified for biting; the individual’s/students responsibility is to understand the justification for the bite.

Arguments are normal behavior for all young children. They are learning the skills to relate to others their age. Some children learn the skills more easily than others. Differences in development, personalities, and temperament contribute to each child’s ability to solve problems in their play. The development of social skills is an important part of the curriculum.

Our job is to assist the children with learning to solve these problems. Our first actions should be to help them resolve their differences. With older preschoolers and pre-kindergartners, narrate what is happening, “I can see you are very angry at each other. You are really hurting each other!” Children often engage in fighting to get the adult to come and take a side.

Avoid taking sides. Get the children to solve the problem. Avoid removing the toy and putting it away. This does not help the children learn to solve the problem. Recognize that this fight is a teachable moment, a moment for children to learn how to solve problems. Sometimes the children need a few minutes to calm down before solving the problem. Don’t take too long in solving the problem though. Young children don’t have the patience to take a long time. If many of these problems are occurring in the room, recognize that the children need new activities and some kind of change in the environment to stop these behaviors. Sleepiness, hunger, boredom, and inactivity all lead to misbehavior. Recognize these signs and avoid them. Ask another teacher or the director to observe if necessary.

Limit the use of “Take a Break” to times when a child needs to calm down, or a child won’t cooperate and listen to you. Take a Break takes place within the classroom. It can be in the book center, at the water table, or at the manipulatives. It means it is the adult’s decision in making a choice for the child, instead of the child making the choice.

Make certain that the child knows why he/she is Taking a Break when he/she returns to regular activity(ies). Sometimes it is best to let the child decide when he is ready to come out. “You may go back to the block center when you feel calm enough to take turns with Andrew.” Monitor the child as

he/she goes and returns from Take a Break. Assist the child to make his/her entry into a new activity successful. Show interest in the child's new activity.

Reinforcement is a powerful tool for managing children's behavior. The best reinforcement does not recognize the child for what he is not doing, but recognizes and shows interest in what the child is doing. For example: Assist the child who is returning from Take a Break by getting him/her interested in the art easel without reviewing why he/she was in Take a Break. Once he/she has started painting you briefly wander off to help another child. Then check back with the child showing interest in what he/she is doing. "You have made big, bold, red strokes on your paper!" Resist stating: "Oh, I like it when you are not running." Children discover they can get more attention by misbehaving than they get when they behave. Prevent this from happening by smiling across the room at a child you've made eye contact with, affectionately rub a back as you pass a child playing with puzzles, comment to another puzzler that the firefighter puzzle she put together looks like it was hard work. Contact only takes a second while you are tending to other issues and shows children the interest that adults have in them.

Tell the child what the directive/instruction is in a positive statement, instead of what not to do. "Keep your feet on the floor. Chairs are to sit on." "Paint stays on the paper." "Food is for eating. If you are finished eating, you may leave the table and throw your plate away." "Nap toys are for sleeping. If you want to play with your elephant, we'll put it away until after nap time."

**For many children telling them 'no' or 'don't' is a signal that it is time to start the game of rebellion. Refrain from using please, okay, or stating a question to a child when trying to get them to follow a directive/instruction.**

If you give a direction or set a limit, follow through. Repeating the direction allows the child to determine when they will finish the direction. Make certain that the child's attention is on you by stooping to the child's eye level and getting eye contact or an acknowledgement that the child is listening to you. Avoid calling across the room to give a child direction.

If you don't want children to yell, then model the behavior you want. Walk up to a child to give a direction. Once you have the child's attention, give the direction. Give the child several seconds to process the direction and change what he/she is doing. If the child doesn't do it, return to the child and tell him/her they need assistance in making a different choice.

Give children a warning when clean-up is near. Begin cleaning up messy activities earlier than the rest of clean up. Make certain that teachers are free of their own cleaning responsibilities so they can help children clean. Give the children a five-minute warning, "you have five more minutes to play before we clean up." Walk up to individuals and small groups and quietly give them the warning. After five minutes have evolved, use a song or flicker of lights to begin cleaning.

Teachers are prepared to make a change in activity before children implement the change in activity. During cleanup, some children have big jobs that take a while and others can be finished quickly. Teachers make certain that the children know what they are to do when they finish with their job - get their coats and sit by the door, get a book and sit at the table, go sit on the circle for group time. When several children have finished, one teacher joins the children to sing songs, read stories, or do finger play while the other children finish cleaning. **A normally developing preschooler cannot be expected to wait without something to do.**

At all times, treat children with respect. Help the children learn how to behave with the same consideration that you want to be given.

Ask for suggestions and feedback from the Classroom Teacher. Find time during naps or breaks, or schedule a time with the teacher to discuss problems or questions you have concerning the behaviors you have seen in the room.

### **NAEYC 5.C.01, 5. C.02**

#### **Routines**

Taking care of young children's basic needs such as eating, sleeping, and toileting involves much more than washing faces and changing diapers. Young children are dependent upon adults for their basic needs. These needs are basic to the emotional development of young children. While washing faces, changing diapers, and feeding children, attend to their emotional needs by talking with them, telling them what you are about to do and then telling them what you are doing.

Coming up behind a child who is sitting and playing with a toy, and scooping him up into your arms without a warning is a startling experience. Always approach children face on. Get their attention and allow children the opportunity to stop what they are doing and interact with you. Tell them what you are going to do. If they resist, you may have to insist, but judge whether or not you can give them an extra moment.

#### **Meals**

The following are points to remember and follow during mealtime.

- Adults and children wash their hands before all snacks and meals.
- Mealtime should be relaxed and pleasant, not rushed. Check for postings of food allergies. If a posting is not seen, ask for one. Do not assume there are no allergies in a classroom. Food items must be checked before serving for numerous ingredients, especially nuts, milk, wheat and other categories. Substitutions are provided for children with allergies.
- Older preschoolers and pre-kindergarteners will serve themselves. Sit with the children and help them serve a spoonful of each item. A small amount of each item needs to be placed on a child's plate. Encouragement to eat at least one bit of each item is required, although it is against the rules to force a child to eat. While the children eat, eat with them what they are eating. Avoid negative comments about foods. If the children get silly and their actions or words become disruptive, change the subject by introducing something new to talk about, something that is sure to get everyone's attention. Power struggles arise when children are allowed to display inappropriate eating habits. Therefore, confront the behavior when it is first displayed.
- Children cannot have food withheld because of their behavior. However, if the child plays with her food, she may be indicating that she is done eating. You may then ask the child to leave the table.
- Children may have seconds after they have eaten a reasonable portion of their other foods. Discourage children from filling up on one food item or milk. Encourage trying other foods without forcing the issue. Wait for the child to decide to try a new food before serving seconds.
- Once the children have finished eating, they need to clean up. Young ones need their hands and face washed. Each child is cleaned with his or her own paper towel. Older ones may have to look in a mirror to see the food still on their faces. Learn from the teacher-in-charge what responsibilities and routines the children have for cleaning up their places at the table. Find out what the children are expected to do when they have finished and help direct them to the next activity.

#### **Naptime**

Each child has an assigned bed or nap cot. Each classroom should have a list of cot assignments and a map of where children sleep. Teachers are to help children go to sleep or rest by rubbing backs and listening to quiet music. Children settle down best when individuals also use this time to relax while backs are being patted.

Many children are expected to rest on their cots, but if a child remains awake, allow the child to read a book quietly. **Punishment for remaining awake is prohibited.** However, a consequence for a child whose behavior during nap is disruptive to the other children can be implemented after redirection has been tried. Speak with a teacher before consequences are implemented.

### **Diaper/Clothing Change**

Check diapers regularly, at least every hour. Change a child's diaper at any time it is noticed to be soiled. Safety and proper cleaning, disinfecting, and sanitizing are critical for the health of the children. Never leave a child unattended on a changing table. Always keep one hand on a child while the child is on the table. Avoid holding a child's arm or hand while they are on the table. Place your hand on his or her abdomen. Before placing a child on the changing table, gather together all of the items you will need. Vinyl gloves are to be worn when assisting with any child's changing.

Here are the steps to follow for diaper changing in a safe and sanitary manner:

- gather together all supplies
- always keep one hand on the child
- use of gloves is non-optional
- thoroughly clean the child pulling back all folds of skin gently
- place all diapers in a plastic bag and in a trash can designated for diapers
- dress the child and wash his or her hands
- place the child on the floor in the classroom near a toy, but do not touch the toy
- clean the diaper changing mat with the spray bottle of bleach water
- wash your hands thoroughly
- complete the child's chart documenting the diaper change

### **Toilet Training**

Be aware of which children are being toilet trained and which children need reminders to use the bathroom or need help in the bathroom. Learning about the toilet is an important developmental step for young children. Be attentive and calm when helping children in the bathroom. Assure them that accidents are a normal part of learning. Help them clean up and change clothes. Older children may be able to do most of this by themselves. Place the soiled clothes in a sealed plastic bag and put the bag in the child's bin to go home. Wash your hands and the child's hands thoroughly.

### **Health and Sanitation**

Hand washing is the most important means of limiting the spread of diseases. Wash hands before preparing and serving food, after helping a child with the bathroom or changing a diaper, after cleaning a child's face, before and after tending to a child's injuries, after handling pets, and after outside play. Children should be encouraged to wash their hands at the same time. Use lots of soap and rub hands together under running water for several seconds.

Use the properly labeled spray bottle to clean off tables before all meals, to clean toilet seats throughout the day especially if children are toilet training, and to spray down toys that cannot be submerged in water. Children cannot share combs and brushes, wash cloths, towels, tissues, and dishes. Teachers follow daily cleaning/disinfecting/sanitizing guideline provided by the OKDHS.

### **OKDHS 340: 110-3-294(g)(4)**

#### **Outside Play**

Outside time is potentially the most dangerous time of the day. Outside is where the most serious accidents can happen. **Never spend time visiting with other adults during outside time.** Always monitor the Outdoor Learning Environment closely watching for dangerous play. Do not let another

teacher leave you alone in the Outdoor Learning Environment with a group of children until you have worked at the program for a while, feel you know how to predict the children's behaviors in the Outdoor Learning Environment, and are familiar with the equipment.

Know how many children are in the Outdoor Learning Environment. Keeping count at the end of the day as children go home is difficult, so pay close attention. Check to see if children need sunscreen, insect repellent, or special clothing outside. Supervision in the Outdoor Learning Environment is done in stations. Find out which station is your assignment. There should be a teacher assigned to each station. Some teachers may have more than one station to monitor.

### **Rules for children in the Outdoor Learning Environment**

- tricycles stay on the sidewalk and do not cross the red line.
- children sit on tricycles.
- only adults can go inside the trike storage shed and children may go with adult supervision.
- sand and shredded rubber stay in the pits (the material cannot be carried from one pit to the next or outside of the pits).
- leave all toys on the ground so that hands are free to hold onto the ladders while children climb.
- feet must always go down the slides first, never hands or heads.
- slides are for sliding instead of walking up or walking down.
- the bottom of a slide must be cleared of children playing.

**Outdoor Learning Environment caution: The areas behind the playhouses and porches are difficult to supervise. Children should not play in the porch areas unless an adult is present. This area cannot be supervised from farther out in the Outdoor Learning Environment. Children should be in sight at all times.**

### **Fieldtrips**

A student may be asked to assist on a field trip. During the trip, know how many children and which children you are responsible for at all times. Find out what the purpose of the trip is and get suggestions on what can be discussed about with the assigned children. Remember that young children have difficulty focusing or following a tour guide for a long time/or great distance. Adapt the tour or trip to their needs and interests. Think about safety at all times and have fun.

### **Illness**

If a child displays signs of being ill, tell the teacher. Let the teacher handle the sick child while you monitor the rest of the class. A symptom report will be completed giving the parents details of what was observed.

### **Emergency Evacuation**

If the Child Development Laboratory has to evacuate the building in an emergency, count the children and make certain all are counted. This is why it is important to always know how many children are in a group. Each classroom has an evacuation map. Look at one and study the evacuation routes before an emergency occurs. Don't hesitate to ask the teacher if all children are accounted for. Each classroom has an attendance sheet and a Classroom Backpack with a first aid kit and emergency information for each child. These items are taken with the teachers as they evacuate the children.

### **Injury**

If a child becomes injured during your care, respond quickly and calmly. **Keep the child calm. Don't pick up a child who has fallen. Instead, sit next to the child and offer comfort. Encourage an injured child to climb into your lap. If a child has a broken bone, they can stop the movement**



**faster if they are in control of it, whereas, if you pick him/her up not knowing the extent of the injuries, you could make it worse.**

Seek help from other adults so that someone can supervise the class while another person tends to the injured child.

First aid kits are in each classroom backpack and first aid supplies can be found above the sinks. The teachers take the backpacks with them to the Outdoor Learning Environment, on fieldtrips, and during emergency evacuations. An injury report is completed for each accident. Witnesses of an accident may be asked to provide information to complete accident forms. If the injury was caused by another child, that child is never named. The name of the aggressor is always confidential.

Immediately call 911 if a child has stopped breathing or has difficulty breathing.

Any injury involving blood requires vinyl gloves to be worn. A container of liquid absorbent pellets is in all classrooms and is used on spills of body fluids such as vomit or urine.

### **Release of Children**

Children can be released only to those individuals authorized by the parents. Check with the teachers for special release instructions and especially note if someone is not allowed to pick up a child. Make certain that you verify the identity of individuals who pick up a child. The verification must come from a source other than the child. The emergency book in each classroom has the names of parents and of the people with permission to pick up the child. Ask to see a photo ID and complete the release form after checking the ID with the emergency book. If you have a problem, send the adult (without the child) to the administrative office or call the office for immediate assistance.

### **Confidentiality and Relationships with Parents**

Information about children, families, staff, and students is confidential. It is never appropriate to share information with others outside of the program. Keep the lead teacher and the director informed about important family and child information you obtain from the parents or the children. Keep your relationship with parents on a professional level. It is inappropriate to approach families/parents for their professional advice or services when caring for their child. It is inappropriate to share personal life with parents. Your job is to support parents and eliciting support for yourself confuses the role we play with parents.

Families/parents often ask about their child at the end of the day. Unless you are a regular caregiver at the end of the day, it is best to let the teachers discuss children's problems with their parents. However, sharing positive information about the child's day is encouraged. Misbehavior is best handled at school. If you are a regular caregiver at the end of the day, try sharing information about misbehavior in a positive way. For example, you can say to a parent, "Justin is learning to wait his turn. We practiced that today at the computer." That statement lets the parent know there was a problem at the computer today, but you are working on it. Always share something positive about the child to balance the problem you must share.

### **Complaint Procedures**

Complaints should be made directly to the person(s) involved and not shared with other staff members or parents. Complaints or concerns can be shared with the director. It is a natural part of human relationships to have differences. These differences should be resolved in an appropriate manner.

Family/parent complaints should be treated respectfully and attempts made to meet the parent's needs. Keep the teachers and/or director informed about parent complaints. Sometimes we cannot meet a parent's needs or feel that a parent's request does not fit comfortably with our philosophy. If that should happen, contact the director. Tell the parent that you will talk with the director about the complaint, concern or suggestion and get back with the parent later. Always follow up on complaints. Differences between parents and staff or staff to staff may not always be resolved, but should always be respected.

Staff members who have complaints may give them to the director. If they cannot be resolved satisfactorily, then the complaint is taken to the Department Head for Human Development and Family Science.

## Operations, Policies, and Procedures Statement of Agreement

Statement of Agreement for all  
Interns, Lab Students, Student Workers, Substitute Teachers, and Volunteers

I, \_\_\_\_\_, have read, understand, and agree to adhere to the Operations, Policies, and Procedures as stated in this handbook. My signature on this agreement holds me responsible for following the methods, strategies, professional and ethical codes of conduct. I agree to comply with the designated position roles/responsibilities of my position while participating in the Child Development Laboratory.

I also understand that I am expected to maintain open communication with the staff, interns, lab students, substitutes and volunteers. Confidential information that I obtain will only be used as appropriate to complete academic assignments, within and/or outside of the classroom.

The following information was presented to me and discussed with me upon my introduction/orientation to the Cleo L. Craig Child Development Laboratory.

Please check the following item stating that you understand and will adhere to the policies.

\_\_\_\_ Operations, Policies and Procedures Orientation Handbook for Interns, Lab Students, Student Workers, Substitutes, and Volunteers

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director's Signature

\_\_\_\_\_  
Date

# **Cleo L. Craig**

# **Child Development Laboratory**

## **Family/Parent Handbook**

**Oklahoma State University**  
**1924-2018**

**College of Human Sciences**  
**Department of Human Development and Family Science**  
**110 Human Sciences West**  
**Stillwater, OK 74078**  
**(405) 744-5730**

**<https://humansciences.okstate.edu/hdfs/cdl>**



### **NAEYC 10.B.08**

## **Section 4: Family / Parent**

### **Introduction**

Welcome to the Child Development Laboratory at Oklahoma State University! The Child Development Laboratory is an integral part of the Department of Human Development and Family Science within the College of Human Sciences at OSU. Please review this handbook in order to understand the program's operations, policies, and procedures.

The program strives to further OSU's mission of instruction, research, and service. In this respect, the program offers a site for:

- quality educational programming for young children;
- training of student teachers in early childhood education;
- observation and interpretation of human growth and development;
- research designed and implemented by OSU faculty and students to further the knowledge base in such areas as social interaction, language development, cognitive development, early childhood curriculum, and
- community service in the form of early education and care, parenting programs, and in-service teacher education.

The program currently has four laboratory classrooms:

- Preschool I:  
12 months to 24 months: 1 Adult to 6 Children (12 children per group)
- Preschool II:  
2- to 3-year-olds 1 Adult to 8 Children (16 children per group)
- Preschool III:  
3- to 4-year-olds 1 Adult to 9 Children (18 children per group)
- Pre-K & K:  
4- to 6-year-olds: 1 Adult to 10 Children (20 children per group)

The program is accredited by the National Association for the Education of Young Children and is ranked as a 3 STAR Licensed Program by Oklahoma Department of Human Services.

### **Staff-Child Ratios and Supervision**

The program follows Oklahoma Department of Human Services (DHS) and National Association of Education for Young Children (NAEYC) regulations for determining the child/staff ratio (the maximum number of children that one teacher can care for) and group size (the maximum number of children in a group where more than one teacher is working).

The Office of International Students & Scholars (ISS) is the university's service office dedicated to international students, scholars, faculty, staff and their dependents who provide services with any language translation or interpretation that arises, as well as cultural orientation.

**NAEYC 2.A.01, 10.A.01, 10.B.08****Philosophy**

The Child Development Laboratory at Oklahoma State University is committed to meeting the developmental needs of all young children. The theoretical frameworks of Erikson, Piaget, and Vygotsky provide a guide around the curriculum which is designed to facilitate each child's social, emotional, physical, language, and cognitive development.

The program's philosophy is based on the following concepts:

- Children construct their understanding of their world through active involvement and interaction with people and materials.
- Play, exploration, and experimentation are the major vehicles for learning.
- Children benefit from making choices in a stimulating and age-appropriate planned environment.
- Children learn best in an environment which promotes acceptance, trust, initiative, and decision-making.

**NAEYC 10.A.01, 10.B.03, 10.F.02, 10.F.03****Program Outcomes**

A combination of numerous initiatives and protocols will be implemented to measure the programs outcome and to determine needed procedures for sustaining a high quality program. Evidence will include policies and procedures; program quality; children's progress and learning, family involvement and satisfaction, and community awareness and satisfaction. A report of the annual evaluation findings is shared with families, staff and appropriate advisory and governance boards. The following initiatives and protocols will be used, but not limited to the following:

- Technology based software will be implemented, when appropriate, to collect data for fiscal reports, family surveys, faculty and staff surveys, OSU student surveys, and research projects.
- Annual NAEYC, OKDHS and OSU surveys to be complied, summarized, and reported to the Governing Body and families as needed, such as combined documents, original documents, and completed forms/documents.
- Improvements and alterations will be reviewed and implemented after consideration and approval has been granted from the Governing Body.

**NAEYC 7.A.02-7.A.09, 10.A.01, 10.B.14****Child and Family Outcomes**

The program strives to further the OSU mission of instruction, research, and service. In this respect, the program offers a site for developing quality education programs for young children, training student teachers in early childhood education, observing and interpreting human growth and development, and providing early childhood curriculum to the community.

Program staff will use a variety of formal and informal strategies to become acquainted with and learn from parents about their family structure, their preferred child-rearing practices, religious, and information families wish to share about their socioeconomic, linguistic, racial, and cultural backgrounds. Therefore, the following initiatives are explored with children and their families.

- Staff understands the characteristics and roles of developmentally appropriate early childhood education practices by identifying diverse needs, interest and abilities of young children and families.
- Reflecting and identifying strategies that represent developmentally appropriate practices for the child by learning and applying knowledge in various early childhood settings.
- Recognizing and supporting the home-school communication and collaboration as a strategy for building mutual trust and respect. As well as assisting families with the transition of children from one teacher to another, from one class to another, and from one program to another.

- Use multiple sources of data collection to assess children's development and learning; and to evaluate the program.
- Actively uses information about families to adapt the program environment, curriculum as well as teaching methods to better serve the families and OSU students, faculty and staff.
- Staff participates in community cultural events, concerts, storytelling activities, or other events and performances designed for children and their families to better understand the cultural backgrounds of children, families, and the community.
- Staff provides support and information to family members legally responsible for the care and well-being of a child.
- Staff establishes intentional practices designed to foster strong reciprocal relationships with families from the first contact and maintain them over time.
- Staff ensures that all families, regardless of family structure, socioeconomic, racial, religious, and cultural background; gender; abilities; or preferred language are included in all aspects of the program, including volunteer opportunities; which include and considers families interest and skills and the needs of the staff.
- Staff engages with families to learn from their knowledge of their child's interest, approaches to learning, and the child's developmental needs, and to learn about their concerns and goals for their children. The information is incorporated into ongoing classroom assessment, development and planning curriculum.
- Staff uses a variety of formal and informal methods to communicate with families about the program philosophy and curriculum objectives, including educational goals and effective strategies used by families to promote their children's learning.
- Staff uses a variety of methods such as family orientations, small group meetings, individual conversations and written questionnaires, which help staff, get input from families about curriculum activities through the year, which develops reciprocal relationships from the first time introduction to over time for life-long relationships.

### **Program Staff**

The program employs a full time director with a minimum of a Master's degree in early childhood education or the equivalent, and who is also an instructor in the Early Childhood Education academic program.

The program employs an administrative associate to manage many of the administrative tasks including children's records and billing.

The program employs two certified teachers in each classroom with Bachelor of Science or Master of Science degrees in Early Childhood Education or related fields, Oklahoma Teaching Certification in Early Childhood Education, and experience in the field.

The program employs teaching assistants as needed and they must have at least a high school diploma and experience in early childhood care.

The program employs a receptionist for the front desk. The receptionists are generally Early Childhood Education program students, and are trained to provide assistance in most aspects of the program.

The program employs two Food Service Employees who plans and prepares daily healthy meals, snacks, and drinks on site in the kitchen. Each classroom has a part-time lunch program assistant who helps serve the mid-day meal, clean up after, and participate with the teachers in supervising the rest/quiet time following lunch.

**NAEYC 7.A.02, 10.B.08****Orientation**

Families/parents are invited to an Open House each year before school begins. Families/parents are sent an email with notification of the Open House. During Open House families/parents have a chance to meet with the director, the teachers, and staff. Children and parents have an opportunity to explore the classroom environment. All families are encouraged to attend Open House.

Newly enrolled children also meet their teacher in the comfort of their own home when teachers conduct a home visit to assist children with the transition into the program. In a familiar place, children can get to know the teachers and show them the things that are important to them in their family life. Another benefit of a home visit is to give teachers and parents an opportunity to learn from each other. Teachers can answer parents' questions about the school day and parents can inform teachers about their child's routines and experiences.

**Early Childhood Education Interns and Lab Students**

The program provides a setting for OSU students in Human Development and Family Science, especially those majoring in Early Childhood Education (ECE), to learn about children's growth and development, and appropriate and effective educational practices. ECE lab students have course requirements to participate in the lab with your child under the supervision of the classroom teacher and the ECE faculty. Students working inside the lab must undergo an OK State Bureau of Investigation criminal background check, required by the state of Oklahoma for all adults working with children in early education and care settings.

Children who are enrolled in the program are observed from the observation booths by other students and faculty at the University. These individuals have reason to observe which relates to a course requirement or research project. All individuals have clearance to observe and must sign-in and sign-out for observations. Most observations are made by students who are learning about developmental differences.

Observers and lab students are asked to sign a statement that they understand the information they gather about your child is confidential and can only be shared in the context of the academic course that assigned the observation or participation task.

Observation of your child while in the laboratory classrooms is a condition of enrollment. If you have any questions, please speak to the director. Students working inside the lab must undergo the same criminal background check required by OKDHS-State Bureau of Investigation for all adults working with children in early education and care settings.

The purpose of the program is to provide a place for students and faculty to study children's development and effective teaching and care-giving practices. All employees of the program are expected to model appropriate interactions with young children. Teaching staff provides guidance to lab students as needed.

Teaching staff is expected to follow appropriate guidelines when sharing confidential information about children and their families with interns and/or lab students. Discussion about children must be done privately, maintaining confidentiality, without other children or parents in the area who might overhear what is being said.



## Research Projects

Enrollment in the program implies that families/parents understand and support the purposes of a laboratory school and are willing to let their child participate in research studies determined to be appropriate for the individual child. The program approves a variety of research projects to be conducted in the program. These projects include faculty and student research on topics, such as child growth and development, curriculum development, assessment and screening, effective instructional practices, and literacy development. The Program Research Review Committee and the OSU Institutional Review Board approve all research projects. Families/parents receive information about research activities in the lab that will involve their child. After reading the information about a study, parents have the right to determine if their child's participation is appropriate and may request that their child not participate.

### NAEYC 2.A.01-2.A.06, 8.B.01-8.B.05, 10.B.08

## Program Curriculum

The program offers a comprehensive curriculum that supports and enhances all areas of children's development: social-emotional, intellectual, language, and physical. Based on the belief that children learn best through play, the curriculum reflects the guidelines established by the National Association for the Education of Young Children in its "Developmentally Appropriate Practice Statement." Copies of this statement are available in the director's office and parent resource area.

Additionally, the program curriculum supports children's acquisition of skills and knowledge as outlined in the Oklahoma State Department of Education's Oklahoma Early Learning Guidelines (OELG) and Oklahoma Academic Standards (OAS) for Pre-Kindergarten and Kindergarten. The curriculum is individualized for each child through a partnership between families/parents and teachers. Families/parents and teachers use both formal and informal means of gathering information about the children's interests, needs, and assessing each child's skills and knowledge. With this information, families/parents and teachers set goals for each child, as well as implementing families'/parents values, beliefs, experiences, and language in the curriculum. Modifications are made to the curriculum to support all children's learning opportunities, even those who live with a disability or special needs.

The program curriculum integrates content, concepts, and activities in all areas of the children's development. Key areas of content include social and self-help skills, social studies, language arts and literacy, science, number and math, creative arts, technology, motor skill development, health and safety. Early math, reading, and writing activities are introduced as the children gain the developmental readiness necessary to acquire these academic skills.

Every part of the children's day is utilized in curriculum. Routines such as mealtime provide many opportunities for children to learn to organize a task - like setting the table becomes practicing math skills, learning to be a member of a community by taking turns passing dishes of food around the table, contributing to a conversation during lunch, developing a taste for new foods, recalling or telling a story of a morning activity, and more. The classrooms are labeled so that as children select materials and put them away, they follow directions depicted in symbols/labels on shelves as a precursor to learning to read. These are just a few ways teachers use routines to offer learning experiences.

The classroom environment is carefully planned and evolved according to the teachers' knowledge of each child's growth and development. The classrooms are divided into seven or more interest centers in which the teachers select materials that children use individually or in collaboration with peers and adults to acquire new skills, gain new knowledge, or practice and extend existing knowledge and skills. Teachers provide a balance of teacher-directed, child-initiated, and collaborative learning activities throughout the day, but most of the time, children are free to select the activities in which they want to

participate. Teachers participate in children's play in order to support the work children are doing. By listening to children, teachers discover the ways in which children make sense of their world. It is the teacher's responsibility to monitor children's choices, and to extend and enhance their activities, to support growth and development and acquisition of skills and knowledge in all areas of the curriculum.

The classroom interest centers are the primary instructional tools that teachers use to support children's learning. The seven centers include blocks and construction, dramatic play, science and sensory, math, creative arts, language arts and reading, and fine motor skills and writing. Music and motor development are also a part of the curriculum.

Teachers identify children's prior knowledge of a subject and set up activities that extend their conceptual understanding of the topic. Then through play and interaction with the materials and activities, the children construct ideas about their world. The materials selected for the interest centers are designed to support children's learning and development.

Dramatic play supports language development and social skills as children negotiate with peers to develop themes with assigned roles and a story line. In "veterinary clinic," the children bring stories from personal experiences or experiences provided by the teachers that are then translated into a sequence of events to dramatize with their peers. This requires developing the ability to retell events in a sequential and understandable way; selecting or constructing props to support the play theme; working with peers to organize the play and solve problems; and working with the teacher to document the play in pictures, constructions, and written word.

A play theme such as this can also be used by the teacher to introduce science concepts about animal care and health, and math concepts as animals are weighed and measured. Teacher facilitation of the children's play and work in the interest centers brings about some of the most significant learning to occur in the classrooms.

Learning to read and write, and understand number and math concepts are important goals for all children. The program curriculum reflects the belief that children learn these skills best within the context of meaningful activities (versus isolated drill), and that certain developmental tasks need to be mastered before these academic skills are acquired.

Reading to children regularly and conversing with them about books and events helps children build the vocabulary and language skills necessary for reading. As children's fine motor skills develop and their ability to represent their ideas symbolically through drawings and constructions becomes more complex, they are ready to write. Activities are planned within a context that is meaningful to the child (for example - planning a shopping trip to purchase food for a party) and that supports the child's acquisition of the concepts of print, letters, sounds, and such concepts such as weighing and measuring, and counting out money. Teachers provide many activities in which children learn the skills and concepts that they are developmentally ready to learn.

**NAEYC 1.A.02, 4.A.01-4.A.03, 4.B.01, 4.B.02, 4.B.04, 4.D.04, 4.E.02, 4.E.04-4.E.07, 7.A.02-7.B.04, 7.C.01-7.C.03**

### **Assessment and Evaluation Plan**

Assessment and evaluation are an integral part of a strong early childhood program. The program uses multiple sources of data collection to assess children's development and learning, and to evaluate the program. All assessments, evaluations, and communication with families about their child's growth and development are sensitive to family values, culture, race, identity, religion, family structure, and home language. The purpose of assessment and evaluation is to:

- conduct health and developmental screening of children and make appropriate referrals for further assessment as indicated.
- identify children's interests and needs.
- describe children's level of development and scope of knowledge.
- discover children's approaches to learning.
- plan curriculum and choose instructional strategies.
- plan an environment that best supports learning.
- improve the program and instructional practices.
- communicate with parents and the community.
- use language and familiar settings to the children to obtain meaningful and accurate results.
- progress reports are provided for parents at least on a quarterly basis, written reports at least two times a year, and at any time by parent request.
- conduct home visits prior to the beginning of the school year to collect vital information pertaining to families' race, religion, home language, culture and family structure.

#### **NAEYC 4.D.04, 4.E.04, 7.B.03, 7.B.04, 7.C.01, 7.C.03, 7.C.08**

##### **Assessment Philosophy**

Assessment should be embedded in the practices of an early childhood program and should be conducted in partnership with parents and families. An authentic assessment is one that gathers data from natural observations and interactions with the child in familiar settings and with familiar adults. Assessment done at the program strives to be authentic. Assessment should be valid and reliable.

The program selects assessment instruments and methods that best achieve the purposes of its assessment practices, using criteria for analyzing assessment data that are standardized or agreed upon by the field in conjunction with Oklahoma Academic Standards and Oklahoma Early Learning Guidelines. Assessment data is understood to be only one source of knowledge about the child. Multiple sources are gathered and analyzed along with assessment data to determine a child's level/ability or need.

Formal and informal sources of information are used before a referral is made for further evaluation. Assessment methods and gathered information from families/parents and professionals are used to design goals for individual children as well as guide the classroom curriculum, planning and monitoring methods.

Parents are recognized as the expert on their child's growth and development, and given respect for their right to make decisions about their child's education and care. Families/parents are given information about the data gathered in assessment practices. The staff works closely with families/parents in achieving the best assessment method(s) that meet each individual child's needs. Assessment is ongoing and is used to monitor children's progress and to inform practice. There are clear linkages between assessment and curriculum and program development.

##### **Administration of Assessments and Evaluations**

Staff members will obtain written consent from families/parents before sharing information about a child with other relevant providers, agencies, or other programs.

The program staff and other personnel administering instruments will obtain and maintain appropriate training for collecting/gathering data on individual children. The director will be responsible in approving and checking set credentials and/or requirements for in-house and outside agencies that are administering instruments within the program. Results/reports will only be shared with parents and pre-determined individuals for research projects.

**NAEYC 4.A.02, 4.E.02, 7.B.03, 7.B.04, 7.C.01, 7.C.03,****Assessment Timeline**

- AEPS Family Reports are begun at the home visits within the first three weeks of the beginning of each school year. The staff provides instruction about the AEPS, answers questions or concerns, and discusses the assessment philosophy and protocol to families. The Family Report is completed by the parents and delivered to the classroom teacher. Other AEPS Test sections are administered by the classroom teacher at designed times; results are shared and reviewed with parents during parent/teacher conferences. Information gathered from the AEPS informs teachers about curriculum objectives, parent education, and support programs. The data is used in planning for the approaching year.
- AEPS are reviewed three times throughout the school year (August to May) or more frequently if needed. The initial AEPS is completed within the first three months of enrollment or beginning of the school year. The results are shared with parents and review dates and changes are documented within the AEPS Test and Family Report sections. Additional intervention and/or resources are documented and followed up with the director and appropriate specialist.
- Checklists are monitored continually as teachers assess and plan for learning. Summary reports are given to parents every nine weeks. Parents receive written reports at least two times a year during parent/teacher conferences.
- Portfolios are on-going assessment tools and regularly used in planning. They are shared twice a year in parent conferences and available to parents and children to review at other times.
- Families/parents are provided opportunity to sign-up and attend four conferences throughout the school year. The teaching staff provides families/parents an interactive conference (October), one student-led conference (December), and two formal conferences (March and May). Written summary reports are given to families/parents during the 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> quarters. Documentation is kept within each child's file throughout the program.
- ECERS is done annually in January or February. NAEYC accreditation is done every five years. Results are used to establish program improvement plans and teacher professional development goals.
- In April, assessment activities and instruments are evaluated by families/parents, teaching staff, specialist, and administration of the program through surveys and/or research information.

**NAEYC 4.A.03, 4.B.01, 4.B.02, 4.B.04, 4.C.01, 4.E.06, 7.B.03, 7.B.04, 7.C.01-7.C.03****Screening Instruments**

The following screening instruments and evaluation methods are used by the program for each child, unless other resources are identified as significant measures and/or suggestions. Each instrument is interpreted by the staff and results are shared with families/parents and used to plan authentic instruction for learning opportunities that promotes each individualized child's growth and development. These interpretations are used to guide curriculum planning and monitor progress throughout the year.

**AEPS - Assessment, Evaluation, and Programming System for Infants and Children; Center-Based (AEPS Birth to Three Years and Three to Six Years) and Home-Based (Family Report I and Family Report II):**

- Test portions yield functionally and educationally relevant developmental information that is used to develop individualized plans and intervention content, emphasis on IFSP and IEP outcomes.
- Results make the formulation of goals/outcomes and objectives/benchmarks and intervention activities straightforward and accurate.
- It provides materials that permit and encourage the active input and participation of family members in the assessment, goal development, intervention, and evaluation process for their children.
- Supports placement of children in inclusive environments and fosters collaboration among teachers, specialists, family members and other caregivers.

- It establishes an inventory of the types of stimulation and activities available to children in their homes.
- Provides a picture of children's previous experiences upon which a teacher can plan new learning activities.
- Provides parents with feedback about the strengths their home provides for their child's growth and development.
- It identifies areas for parent education and support for their child's growth and development.
- Provides an opportunity to build a linkage for a parent/teacher partnership.
- Teacher/parents interview during the teacher's visit to the child's home when the child first enrolls in the program, initiates the parent/teacher partnership.
- It allows teachers the ability to gain information about the way families define their own race, religion, home language, culture, and family structure.
- Home and Center based testing that determines a child's present level of functioning, developing meaningful Individual Family Service Plan or Individual Educational Plan goals/objectives, planning intervention and evaluating a child's performance over time on an individual basis through task oriented observations and interactions.

#### **Curriculum goals checklists: Oklahoma Academic Standards (OAS) for Pre-Kindergarten-Kindergarten and Oklahoma Early Learning Guidelines for Preschool 1-3:**

- Copies of these learning goals are located on-line at the State Board of Education's web site (documents for 2- and 3-year-olds can be obtained from the teacher).
- The teachers monitor a child's acquisition of these learning goals with a checklist system, rating each item by one of the following criteria: Not introduced; introduced; emerging; mastered.
- Data is collected informally while observing children engaged in activities; if a child does not demonstrate a behavior in an informal setting, a teacher may set up an assessment activity in a quiet area of the room; more formal assessment is not done in blocks of time that exceed 10 to 15 minutes, or stops when a child loses interest.
- Data collected from these checklists guides curriculum planning.
- The results are shared in parent conferences twice a year and/or by a written report every nine weeks in the Pre-Kindergarten and Kindergarten.
- Checklists and copies of reports are saved in the child's file.
- Suggestions of activities parents can do to help extend their child's learning are provided at conferences and with the reports.

#### **Early Childhood Environment Rating Scale (ECERS) and NAEYC Accreditation Criteria**

- Assessment is done on the environment, instructional practices, administration, and leadership.
- Assessment is conducted by the director; staff; and parents, faculty, and ECE students.
- Data is collected by observation, surveys of parents and staff, and review of documents.
- NAEYC accreditation assessment is done every five years and ECERS is done annually, except in NAEYC years.
- Results are used to develop program improvement plans and shared with parents and other stakeholders.

#### **Child and Family Information Sheet**

- Collect information from parent/guardian about child's developmental level.
- Establish information about child's abilities and interest.
- Establish rapport between teachers and families of children.
- Provides curriculum/program plans to meet children's needs/interest.

**Stillwater Public Schools Comprehensive Health Program:**

- Vision Screening Referral-Michigan preschool Acuity Test, Illiterate “E” Test, BRL Visual Acuity Test, Plus Lens Test, and BRL Visual Acuity Test-near or Illiterate “E” Test.
- Hearing Screening Referral-Audiometer and Tympanometry Screening.

Vision and hearing screening will be performed on children with parental permission. The vision and hearing screening permission will be given when a parent signs the screening section on the SPS enrollment card. SPS school nurse will receive training regarding specific equipment used, appropriate screening process techniques, and interpretation of results. Screening information results will be sent to parents using Parent’s Report Form, with screening results, and staff will be notified using the Teacher’s Report Form. SPS school nurse will act as a liaison between parents and local agencies to provide vision examinations and glasses when financial assistance is sought.

**Stillwater Public Schools Reading Assessments:**

- Literacy First Screening-PAST (Phonemic Awareness Skills Test) & Phonics Screening-Oklahoma State Department of Education

Kindergarten children receive a reading assessment conducted by SPS Reading Specialist. Kindergarten children are expected to count the number of words in a sentence and recognize whether or not two words rhyme to satisfy the PAST requirements. Phonics Screening identifies a child’s ability to recognize upper and lowercase letters and provide the sound for corresponding letters. Child’s inability to complete the task is considered at risk according to the Reading Sufficiency Guidelines for the State of Oklahoma. Results of the pre and post assessment are shared with parent conferences and used to plan the reading curriculum.

**Portfolio Assessment/Individual Child Portfolio**

Portfolios are developed for each child at the program to document the child's development. Tracking the children's achievements using the curriculum objectives checklist (obtained from the office) provides the structure of the portfolio. Ten developmental areas are documented each year in each classroom so there are similar samples for the duration the child spends at the program. Analysis of change in development is assisted with these common documents. The documentation collected is examples of that which is most representative of the child's work at a specific time. For example, in September, Jason pushes his way into other's play. The teacher writes a narrative of a specific incident that most typifies this behavior and dates it.

**Individual Child Portfolios**

- Evidence of developmental progress and learning is gathered over time and organized in a folder.
- Includes samples of children’s work, photos, dictations, drawings, writings, as well as anecdotal notes of teacher, student teacher, and parent observations.
- Documents and anecdotal notes are gathered informally throughout the day and then sorted, by the teacher, to select typical samples of work to save in the folder.
- Analysis of the data is done by teachers and parents.
- Curriculum and developmental goal checklists, and the portfolio data are used by parents and teachers to set goals for each child.
- Portfolios are saved from year to year and passed to the next teacher.
- Parents receive the portfolio when their child leaves the program. The portfolio can be a good tool to tell the next school about a child.
- Items to be Documented in Children's Portfolios:
  - **Social/Emotional**
    - child's use of language to communicate wants and solve problems



- child's separating from and reuniting with parents
- the nature of the child's relationships with other children and adults
- **Language**
  - documented samples of the child's language in written and/or recorded form
  - child's ability to follow directions within the classroom
- **Cognitive**
  - sorting, classification, and pattern recognition skills
  - development of number concept
  - understanding of the written word and use of books
- **Gross Motor**
  - description of how child moves in space
- **Fine Motor**
  - a sample of the child's drawing and/or writing
- **Other**
  - how does the child make sense of the world (intellectual concepts)
  - how does the child approach learning
  - what interests the child

Every effort is made to conduct assessments and evaluations that are sensitive to culture, previous experience, abilities, and challenges. To be most effective, assessment and evaluation methods benefit from parent input into the planning. All preferences or suggestions are directed to the director for further discussion.

#### **NAEYC 4.E.06, 4.E.07, 7.B.03, 7.B.04, 7.C.01, 7.C.03, 7.C.08,**

#### **Sharing Results with Parents**

AEPS results are entered in the software program for scoring and the generation of a report to be shared with parents and teachers. Along with the AEPS, all assessment results are collected and used to formulate a summary to be shared with parents during parent teacher conferences. The report makes recommendations for follow up activities as needed. If a child's score exceeds the cut-off score, the teachers, parents, and director meet to discuss the next steps to be taken. Generally, more data is gathered before a referral is made to outside resources.

All communication to families is approached through a sensitive, supportive, and confidential manner with documentation from multiple screenings and assessments. The AEPS, along with other assessments, are used to inform families about the concerns of possible delays/disabilities or special needs. A meeting is held to develop an Individualized Care Plan that addresses the concern, suggested next steps, and information about the program and outside resources.

#### **NAEYC 4.E.02, 4.E.06, 4.E.07, 7.B.03, 7.B.04, 7.C.01, 7.C.03, 10.B.08**

#### **OKDHS 340: 110-3-281.4(b)(14)**

#### **Family/Parent-Teacher Conferences**

Family/Parent-Teacher Conferences are held in October, December, March, and May as deemed necessary; which include student led conferences, exploration night, and formal conferences. Before the conference, parents are invited to prepare by completing a questionnaire, reviewing the AEPS, and observing their child's classroom. Family/Parent-Teacher Conferences are used to promote dialogue between families and the program staff.

Families/parents, teachers, and specialist (if applicable) meet to review the assessment data and discuss each child's progress in the various areas of the program. Families/parents, specialist, and teachers collaborate to review progress to date, address difficulties, evaluate the effectiveness of the program in

meeting each child's needs, and set new goals for each child. Experiences from within the classroom and from home will be recognized to determine a child's accomplishments and for setting goals for further progress. The teachers and specialist (if applicable) will work to achieve a consensus with families about the progress, assessments, and educational goals and plan for each child. Parents or teachers may request additional conferences if needed.

Documentation of all parent/teacher conferences includes a summary of the discussion, goals set for the child, and/or recommended action plans. Parents and teachers sign the documentation and parents are provided with a copy. Written documentation is provided for the parents at least three times a year and conferences with quarterly conferences. This documentation is kept in the child's file located in the teacher's file. Intern teachers should be included in parent conferences, if parents agree.

Families are asked to schedule a date/time for conferences through the classroom teacher. Teachers provide opportunities to schedule a date/time through email, phone conversations/messages, Doddle, or hard copy in the classroom. Notification is offered through an individual or general invitation.

#### **NAEYC 4.A.02, 4.E.07, 7.B.03, 7.B.04, 7.C.01, 7.C.06, 7.C.07**

##### **Storage of Assessment Information**

Assessment documents, summary results, checklist, and portfolios are kept by the teacher in the child's file in a locked cabinet in the teacher's office. Anecdotal notes and other data kept about the children are locked in the teacher's office files. The original, signed copy of the parent/teacher conference report is kept in the teacher's office. Stillwater Public School report cards are completed every nine weeks for the PreK/K children and distributed to parents. One copy is put in the child's SPS file and a copy is kept in the child's file in the teacher's office.

#### **NAEYC 4.A.02, 4.A.03, 4.B.04**

##### **Evaluating the Effectiveness of the Screening and Assessment Program**

Once a year, the staff meets to examine the effectiveness of assessment activities in meeting the purposes of the program, and make adjustments as needed. A family/parent questionnaire is distributed to determine parent satisfaction with the screening and assessment instruments (AEPS, checklists, and portfolios).

The effectiveness of the AEPS is evaluated by determining the proportion of children correctly identified as having intervention needs. It is anticipated that the percentage of children needing follow-up services will not exceed 10% of the number of children who were initially screened with the AEPS. The assessment checklists and portfolio collections are reviewed annually to ensure they align with curriculum goals and provide information useful for program planning and improvement. This information is presented to the Human Development and Family Science, Oklahoma State Department of Education, Parent-Teacher Organization and other stakeholder.

#### **NAEYC 4.A.02, 4.E.06, 4.E.07, 7.B.03, 7.B.04, 7.C.01, 7.C.08, 10.B.08**

##### **Confidentiality/Privacy**

Families/parents are informed that enrollment in the program means their child's development and growth will be studied by students and faculty approved to work in the lab. Permission to allow their child to be studied is implicit in their decision to enroll their child in the program.

The faculty and staff of the program assume the responsibility of protecting children's and families' privacy by monitoring who has access to what pieces of information. Child and family information and educational records are confidential and cannot be released without parental written permission. This



includes permission to share information about potential health emergencies such as allergic reactions to particular foods or insects and services.

Families/parents understand that enrollment is permission to give their child's first name and date of birth to university students who have access to the program to complete course assignments. Intern students working in the lab have access to health and development information, assessment data, IFSPs or IEPs, and general family demographics necessary to plan lessons for the class, individualize the curriculum for each child, and support parents. Other lab students, as needed to complete a lab assignment, are given general information about a child's development and limited demographics to assist their understanding of a child's individual development and needs. All intern students sign a statement accepting their responsibility to maintain confidentiality of children's information.

Children's files and personnel files are maintained within the administrative offices of the Child Development laboratory. Known food and life-threatening allergies will be posted within each classroom and kitchen area maintain confidentiality. The child's full name, allergy, and location of life-threatening medication if applicable. Request to review files should be made through the administrative office.

Families/parents are asked to retain and keep information, events, and incidents confidential and report or discuss any concerns they have with the teachers or director, which includes, but is not limited to, observations within the classroom or observation booths, interaction with children and staff within the classroom, observation of other children within the program/classroom. Inappropriate sharing of certain information, events, or incidents can lead to immediate discontinuation at the program.

#### **NAEYC 4.A.02, 4.E.06, 4.E.07, 7.B.03, 7.B.04, 7.C.01, 7.C.08, 10.B.08**

##### **Family Education and Rights Privacy Act**

The program will ask for written permission from the parent in order to release any information from a child's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR& 99.31):

- School officials with legitimate educational interest.
- Other schools to which a student is transferring.
- Specified officials for audit or evaluation purposes.
- Organizations conducting certain studies for or on behalf of the school.
- Accrediting organizations.
- To comply with a judicial order or lawfully issued subpoena.
- Appropriate officials in cases of health and safety-emergencies.
- State and local authorities, within a juvenile justice system pursuant to specific state law.

Families/parents have the right to access their children's educational records. Requests to review the records should be made through the administrative office.

Suspected violations of confidentiality should be reported promptly to the director.

##### **Non-custodial parents and grandparents**

The right to information about a child, by non-custodial parent(s) and grandparent(s), is determined by court order and/or by the custodial parent(s). A copy of any custody papers issued by the court is to be kept on file in the office.

NAEYC 1.E.01, 3.B.12, 4.A.03, 4.D.04, 5.B.05, 7.B.04, 7.C.01-7.C.03, 7.C.06, 7.C.07, 10.B.08, 10.B.10

### **Children with Special Needs/Specialist**

The program strives to make all reasonable accommodations to meet the needs of children with disabilities in an environment that is appropriate and supportive of the child. Parents are asked to speak with the director about a child's special needs. An Individual Education Plan (IEP) or an Individual Family Service Plan (IFSP) must be on file for each child with a diagnosed disability.

Collection of information about a child's disabilities, challenging behaviors, or special health care needs is used to determine the most appropriate placement for the child and to establish an Individualized Care Plan. The program assists families with Occupational Therapy, Physical Therapy, Speech and Language Therapy, and Music Therapy as resources. Individuals should contact the director regarding therapeutic interventions that a child may need. The program can provide contact information for services or specialist that may be contacted to implement a prescribed program.

Families/parents will be considered as the primary decision makers about services their children receive. The program will support and encourage families in advocating for services at the program and at other locations, such as their local school system.

Staff encourages families/parents to make primary decisions about services, goals, and objectives their children need and encourage families to advocate in obtaining those services. The second way parents are invited to evaluate the program is through an annual survey requesting feedback on the program's work. Sometimes this survey is in conjunction with accreditation review. Parent evaluation and feedback is important to the continual improvement of the program.

On the child's enrollment forms, families/parents must identify children who live with special health care needs, food allergies, special nutritional needs, challenging behaviors or delays/disabilities. The director will contact the parents, teachers, and specialized specialist in preparing an Individualized Care Plan. The Individualized Care Plan will be used to determine the services, adaptations or modifications, and interactions that allow the child to fully participate in the program's activities.

The program protects children with food allergies from contact with problematic food items. Families' consent is obtained before posting any information about that child's food allergy. The food allergy posting will remain within the classroom and kitchen areas, as a visual reminder, until that child's attendance is completed at the program. All staff members will be notified of all children who live with food allergies.

The teaching staff is specialized in early childhood education methods and theories. If a staff member suspects that a child has persistent challenging behavior, developmental delay, or other special needs the director will be contacted by the staff member and an observation, documentation, and discussion about the child's growth and development will take place with the director and staff member. The teaching staff is not specialized to diagnosis developmental delays or other special needs. Therefore, the director will communicate to families in a sensitive, supportive and confidential manner and provide documentation and explanation for the concern, suggesting the next steps and information about resources to families/parents within and outside of the program.

Individual Care Plans will focus upon a child's differing physical, social, or cognitive abilities. The plan will include modifications that support the child within their least restrictive environment. Identified modifications will be included to address the environment, learning activities, teaching strategies, and appropriate behavior for the child, families, and staff through an accepting and respectful atmosphere.

Staff and specialist will meet, share, and plan educational endeavors, objectives, and goals for children. As a team, staff members, specialist, and families will meet during parent teacher conferences, and at other requested times, to establish set objectives or goals for children. The plan will be implemented within the classroom and services with adjustments/modifications being administered to accomplish IFSP's and IEP's goals.

Documentation will be collected to determine the level of progress. Documentation will consist of, but is not limited to, informal anecdotal notes, checklist, screenings, assessments, child's portfolio-work, and photographs. At any time, any member of the team may request additional information or meeting through phone conversation, email, or other communication devices.

In addition, the program will work with families to be an advocate for their child when seeking other services or transitions between programs. Program staff will attend IFSP or IEP meetings and provide documentation of services rendered and progress reports. The need for additional information or services can be accommodated with a sufficient amount of notice.

#### **NAEYC 1.E.01, 4.A.03, 7.B.04, 7.C.01, 7.C.05, 7.C.06, 7.C.07, 8.A.01-8.A.05, 10.B.10, 10.B.14**

##### **Specialized Consultants**

Staff members will obtain written consent from families/parents before sharing information about a child with other relevant providers, agencies, or other programs.

The program provides therapeutic interventions that a child may need. A determination of action will be made upon the referral(s) given by the classroom teacher or families. After a referral has been documented by the director, specialists are then contacted within the program. Occupational Therapist, Physical Therapist, Speech and Language Therapist, and Music Therapist will be contacted to conduct specialized screenings. Information from specialists, classroom teachers, and families will be gathered and analyzed to determine adequate services. In addition, an Individualized Care Plan will be developed and include the child's interests and needs, developmental progress and learning of child, adaptations/modifications of teaching practices, and documenting communication with families.

The following list offers, but is not limited to, families as a beginning contact/information. Each agency provides information in regards to one or more of the following areas, disabilities, special needs, behavior challenges, or family therapy. The program staff will assist and support families in making contact with other agencies for educational purposes or transitions. SPS provides services for children who live within the SPS district. Payne County Health Department and the following agencies provide a sliding scale fee determined by a family's income.

- **Stillwater Public Schools**-Families in need of their child being screened for general learning challenges that live within SPS district and are three years to 18 years of age may contact the Child Development Laboratory Director. The director will make the necessary contact arrangements and/or screenings with SPS. **Stillwater Public Schools 405-533-6300.**
  - As the parent/guardian/surrogate parent of a child or youth who is receiving or may be eligible for special education services, you have certain rights according to State and Federal laws. If you have questions about these rights and procedural safeguards, please contact your local educational agency (LEA)/public agency, or Special Education Services (SES) of the Oklahoma State Department of Education (OSDE). These rights and procedural safeguards are in accordance with Title 34 of the Code of Federal Regulations for implementation of the Individuals with Disabilities Education Act (IDEA) and the IDEA Amendments of 1997 and 2004.

- **Payne County Health Department**-Families in need of their child being screened for general learning challenges, and live within Payne County can contact Annette O'Connor, M.P.A., Administrative Director, 1321 West 7th Avenue, Stillwater, Oklahoma 74074, 405 372-8200.
  - **Screening, Special Services and Sooner Start:** The mission of the Screening, Special Services and Sooner Start Division is to provide statewide surveillance, screening, and specialized programs to protect the health of Oklahoma children and their families.
    - Genetics Program
    - Newborn Screening Program
    - Newborn Hearing Screening Program
    - Oklahoma childhood lead poisoning prevention program
    - Oklahoma Birth Defects Registry
    - Sooner Start
  - **Child Guidance Service:** Oklahoma State Dept. of Health have been serving Oklahoma families since 1956. The Child Guidance Service provides administration of the Child Guidance Program, Abstinence Education Program, and Developmental Screening Initiative. These programs provide support and training to parents, childcare providers, educators, and the medical community and youth.
- Families in need of their child being screened for learning challenges are referred to the **OSU School of Psychology: 405-744-5474.**
- Families in need of their child being screened for speech challenges are referred to the **OSU Speech and Language Clinic: 405-744-6021.**
- Families in need of their child being screened for behavioral or emotional challenges and/or family counseling are referred to the **OSU Center for Family Services: 405-744-5058.**
- Families in need of cultural and/or linguist services in translating and/or communicating are referred to the **OSU International Students and Scholars Services: 405-744-5453.**

#### **NAEYC 7.B.04, 7.C.05-7.C.07, 8.A.01-8.A.05, 10.B.14**

### **Community Resources**

Staff members will obtain written consent from families/parents before sharing information about a child with other relevant providers, agencies, or other programs.

OKDHS requires the program to maintain a current list of available community resources for children and families, and assists parents in locating and connecting with these services. A directory of community resources to support child and family needs is available at <http://www.stillwatercares.org/>. In addition to sharing the resources, the staff will assist families/parents in locating, contacting, and using community resources that support children's and families' well-being and development.

The program has established linkages with other early education programs and local elementary schools to help families prepare for and manage their children's transitions between programs, including special education programs. Staff members provide information to families that can assist them in communicating with other programs, and help with transitions to other programs or schools with basic general information on enrollment procedures and practices, visiting opportunities and program options. The program holds a dual enrollment agreement with Stillwater Public School for the Pre-K/K classroom and children who qualify for special services who live within the SPS district.

In addition to the previous agency, the following is a limited list of partnerships and professional relationships that have been established with the program from agencies, consultants and organizations in the community that further the program's capacity to meet the needs and interests of the children and families that we serve. Please see the director for more information.

- Stillwater Medical Physicians Clinic, 1815 W. 6<sup>th</sup>, Stillwater, OK, 405-743-7300: A physicians' clinic on the Stillwater Medical Center campus providing family practice and urgent care services.
- United Way of Stillwater, 109 E. 9<sup>th</sup>, Stillwater, OK, 405-377-2161: A forefront service program that matches volunteers with community and agency needs.
- Wings of Hope Family Crisis Service, 115 E. 4<sup>th</sup>, Stillwater, OK, 405-624-3020: A domestic violence service providing help for people dealing with domestic abuse.
- OSU International Students and Scholars, 076 Student Union, Stillwater, OK 74078, 405-744-5449: Language Translation and Cultural Orientation Center for individuals and facilities throughout Stillwater.

## Family/Parent Observation

Families/Parents and their designated guest are welcomed to observe their child(ren) through the observation booths at any point or time of day. Confidentially is enforced by all staff, students, and parents are requested to follow the same procedures. The sharing of information about children with other individuals is prohibited and can lead to discontinuation at the program. Remember that families/parents only have partial information, policies or procedures when discussing information with other parents/individuals in the booths, hallways, or foyers. Information and/or detail about other children within the room must remain confidential. If other parents ask and/or offer information about other children in the class, please ask them to speak to the director about the information and/or concern instead of sharing it.

NAEYC 7.A.11, 7.B.02, 7.C.04, 7.C.07, 8.A.04, 10.B.08

## Operations

### Calendar and Hours of Operation

The program calendar follows the Stillwater Public Schools' ([www.stillwater.k12.ok.us](http://www.stillwater.k12.ok.us)) and OSU's calendar with a few exceptions. The program calendar is posted on the website and can be obtained from the administrative associate. Families also receive a calendar in the enrollment packet.

Families may visit any area of the program at any point in time during the program's regular hours of operation. For security purposes, families may be accompanied by the director or administrative associate and are required to check in and out at the front desk during observations or visits.

A summer program, separate from the academic school year, follows the OSU summer class schedule. The summer program requires a separate enrollment process.

Program hours are 8:00 am to 3:25 pm. Before and after school care is available for an extra fee from 7:00 am to 8:00 am and 3:30 pm to 5:30 pm. Please speak to the administrative associate or director for details. **Pick-up time for children is 3:00-3:25 pm. Any child left after this time will be charged for after school care.**

The children's hours in the program are from 8:00 am until 3:25 pm. Children are requested to arrive no later than 8:25 am to begin each day. Pre-K and Kindergarten children must arrive **NO LATER** than 8:15 am so they will not be counted tardy and/or absent with Stillwater Public Schools. Pre-K and Kindergarten children must attend at least from 8:00 am to 3:00 pm to prevent from being counted as absent, as stated in the collaborative agreement between the program and SPS. Information about before and after school care is available in the administrative office.

Regular attendance is expected for all enrolled children. When parents agree to enroll their child in the program they make a commitment to participate in an important function of OSU and the preparation of future early childhood educators. The program is designed for fulltime regular enrollment and frequent



absences or tardiness may result in a recommendation that another program would be a better fit with a family's schedule. Adjustment for daily attendance applies to a child and families who qualify for an Individual Care Plan. The OSU lab students in the classroom have course assignments in which they are asked to observe an individual child and plan activities for their assigned child. When a child is frequently absent, the students have difficulty completing their assignments and children miss out on individualized instruction.

Children enrolled in the Pre-Kindergarten and Kindergarten classroom (age 4 or 5 before August 1) are dually enrolled in Stillwater Public Schools (SPS), which results in a tuition reduction. Dual enrollment means that the child attends school at the OSU site and attendance is recorded with the Stillwater Public School District. Families/parents are required to complete enrollment forms for both sites. Enrollment forms can be obtained from the administrative associate or director. Further details on dual enrollment are available from the director.

All children receiving an OKDHS subsidy must have a W5 contract and attend a minimum of 17 days per month for at least five hours a day.

The OSU International Students and Scholars Services will work collaboratively with the program to offer written and verbal information/communication to families as needed in their native language. The program compiles and provides information to families in a language they can understand/comprehend. The information includes, but is not limited to, policies and operating procedures, enrollment forms, parent handbook, classroom newsletter, daily communication journals, negotiations of differences or difficulties, and other written communication sources.

### **Application Procedures**

In order to facilitate a smooth operation of the program and to ensure equitable treatment for all families, the following policies and procedures are identified and carefully followed:

Children are selected for enrollment in order of the earliest date of received application, and by factors related to the teaching and research mission of the program. The program is open to all children regardless of race, color, creed, need, or religious affiliation. Children are assigned to groups based on the child's developmental needs, teaching and research requirements of the program, and available space. Siblings of children previously enrolled are given first preference in the program. The director determines the final selection for regular and summer programs.

When considering an appropriate school setting for your child, consider your child's needs. The most appropriate placement can be different for each child. For example, while most children enjoy the enthusiasm and presence of the college students and anticipate their return to the classroom, occasionally a child may find the changes in a lab school environment to be disturbing to their sense of routine. If you sense this is a concern for your child, please speak to the director.

### **NAEYC 1.A.02, 5.A.01, 7.A.02, 7.A.05, 10.D.05,**

#### **Enrollment Policies**

Once a child is accepted into the program, a non-refundable registration fee is required to hold a space for the child. The registration fee for returning children is charged every year at the time of enrollment. A 30-day written notice of enrollment discontinuation/termination from families/parents is required for early withdrawal from the program. Tuition payments are non-refundable.

Enrollment forms and Home Visits are sources used to obtain information from the parents, or legal guardian, and utilized by the staff and teachers to assist in gaining information about families in how

they define their own race, religion, home language, culture, linguistic, socioeconomic status, family structures, and preferred child-rearing practices. Office staff members will obtain written consent from families/parents before sharing information/records about a child with the teaching staff, specialist, or with other relevant providers, agencies, or regulatory authorities upon request.

Enrollment information/records are to be kept in the administrative associate's office, which can be kept locked. Information/records are updated as needed. All information/records are kept confidential. The following is a list of individuals/agencies that may obtain information/records: administrators or teaching staff, the child's legal guardian or parent, and regulatory authorities as needed.

All enrollment forms must be completed before the first day of school. Before the child can attend and enrollment can be finalized, the following forms must be completed with appropriate signatures and delivered to the office:

- Pre-Enrollment Agreement
- Emergency Contact Information
- Family Volunteer Opportunities
- AM and PM Child Care Agreement
- DHS Subsidy Parental Agreement
- Child Health Report with current and complete immunization record signed by a physician (all medical conditions must be listed and addressed with the classroom teachers).
- Additional Health Report
- Physician's Permission for Therapy
- Dietary Substitution/Supplement
- Medication, First Aid and CPR Authorization
- Child and Family Information
- Home Language Survey
- Permission to Release Form
- Security Door Code Agreement
- Parking Permit Agreement
- General Release and Consent
- Fieldtrips and Transportation Permission Form
- Comprehensive Media Release
- Therapy Dog Consent
- Bursar Account
- A copy of the child's birth certificate
- A copy of parent's insurance card/provider that covers the enrolled child

Immunizations must be kept current during a child's enrollment in the program. A new copy of the immunization record should be delivered to the office each time a child receives shots.

All immunization records will be reviewed by the SPS Elementary Health Specialist or Payne County Health Department-Immunization Field Consultant. The information is kept confidential, but available to staff that has consent from a parent or legal guardian for access to record, the child's parent or legal guardian, and regulatory authorities on request. Records found to be in a non-compliance status will be brought to the director and parents' attention. Parents will have five business days to address the non-compliance status. Proof will be produced to demonstrate parents' cooperation in addressing the issue (such as appointment cards, doctor notices, and written notification from a medical agency).

Enrollment policies and records will include, but is not limited to, the following guidelines:

- Maintain current health records for each child; each record must document the dates of service to show that the child is current for routine screenings, exams, and immunizations according to the OKDHS schedule, American Academy of Pediatrics, and the Centers for Disease Control of the United States Public Health Service.
- Current records will provide information about health insurance coverage required for emergency purposes.
- Provide results of health exams, up-to-date immunizations, screenings, and follow-ups for any normal or abnormal testing.
- Current emergency contact information for each child is kept up-to-date with daily changes noted on the classroom sign-in/sign-out sheets.
- Names of individuals authorized to access health information.
- Doctor's written instructions for children who live with special needs: food substitutions, allergies, chronic illness, or any other special issue to be addressed by the center if certain circumstances should arise.
- Specialized services or professionals who provide services for a child.

Any child who has limited or a medical/family beliefs waiver for under-immunized cases will be contacted by phone, email or postings for susceptible illnesses or diseases. The director and families will develop a case by case plan to exclude or evacuate the child from the classroom and/or center. The exclusion or evacuation will be depended upon the illness/disease, severity of exposure, and immediate possible actions by family to remove the child.

### **NAEYC 10.B.08, 10.C.01**

#### **Registration Fee**

A non-refundable registration fee is payable on a yearly basis. Registration fees are due with the enrollment agreement each school year.

#### **Tuition**

The annual tuition is divided into ten equal monthly payments from August through May and billed at the start of each month. Payments are due on the fifteenth of each month through the Bursar's Office. A \$15 late payment fee is billed if payment is not made on time. All payments are subject to the rules and regulations established by the university. If payments are five business days overdue without prior arrangement, a one-week notice of discontinuation of enrollment may be given. Billing will continue through the child's last day of school. An account will be setup through the Bursar's Office for each family.

**There are no tuition adjustments for holidays, semester breaks, or a child missing class for other reasons.**

#### **Supply Fee**

The program charges a supply fee every semester for each child enrolled in the program. This fee is added to the monthly statement and billed in August and January. This money is used to provide supplies and activities for the classrooms.

#### **Late Pick-up Fees**

The program will apply late fees to families/parents who do not pick up their children before the closing time of 3:25 pm (or at 5:30 pm for those enrolled in after school care). A fee of \$10.00 will be assessed beginning at five minutes after closing and for every five minutes or portion thereof until the child is picked up. The clock on an OSU computer will be the official time for assessing these fees. The family/parent will be notified in writing and the assessed fee will appear on the next statement. **Please**



**honor the pick-up time by arriving 15 minutes early to allow for a conversation with the teacher and gathering your child's belongings before our closing time.**

### **Directory Information**

Addresses, phone numbers, enrollment, and attendance information cannot be released without written parental consent. This includes releasing contact information to other parents in the classroom. The Parent-Teacher Organization produces a contact directory for families.

### **Withdrawal from the Program**

Parents may withdraw their child from the program at any time by giving a 30-day written notice to the Director.

### **NAEYC 3.F.03, 7.C.04, 10.B.08, 10.C.01**

### **Grievance Procedures**

It is the program's desire and policies to provide developmentally appropriate requirements and criteria that meet and exceed NAEYC and OKDHS requirements. The program's policy is to collaborate with parents when a difference of opinion, value and/or belief is identified with professional practices and/or strategies. The optimum goal is for the child to participate successfully at the program in all of his/her endeavors. Families/parents are asked to speak with their child's teacher if they have a concern. If the concern cannot or is not met by the teacher, the concern should be taken to the director. The director will set a conference with the parents to discuss their concerns, and will be followed with a conference with the teacher as applicable. The program's goal is to meet the needs of the children and their parents. If the director cannot or does not address the concern to the satisfaction of the parents, then the issue will be referred to the Department Head of Human Development and Family Science.

The OSU International Students and Scholars Services will work collaboratively with the program to offer written and verbal information/communication to families as needed in their native language. The program compiles and provides information to families in a language they can understand/comprehend. The information includes, but is not limited to, policies and operating procedures, enrollment forms, parent handbook, classroom newsletter, daily communication journals, negotiations of differences or difficulties, and other written communication sources.

### **Services Discontinued/Termination**

The program reserves the right to discontinue services immediately to children under the following circumstances:

- The families/parents fail to pay tuition and fees within the designated time periods.
- The families/parents fail to reasonably cooperate with the program in the provision of educational services to their child, such as but not limited to, daily routines, implementation of curriculum, discipline and/or guidance, and maintaining a positive disposition.
- The child is dangerous to self or others due to delays/disabilities, behaviors, medical situations, or any psychological situation.
- After appropriate evaluation by staff, specialists, family/parents, or Department Head, it is decided that another educational setting would be more appropriate to meet the special needs of the child.
- The families/parents do not adhere to the program's policies and procedures; which include but is not limited to the following: completion and updated records, confidentiality, observations, arrival and departure routines, medical situations, special services, conferencing schedules, participation, usage of appropriate communication devices, supporting classroom routines, or maintaining a positive disposition.
- Any engagement by families/parents involving acts of intimidation (bullying), harassment or abusive behavior, assaults, serious threats, or acts of violence. An act of such behavior includes, but not

limited to written or spoken communication creating alarm or concern, fear of immediate bodily harm, retaliation to staff, or when a stress-related situation develops/occurs due to actions of families/parents; whether verbal or written.

### **Family/Parent Review**

Families/parents are entitled to review the following documents upon request given to the office:

- Copy of the OKDHS Licensing requirements and license to operate.
- Record of practiced fire and tornado drills.
- Copy of most recent OKDHS monitoring reports.
- Copies of most recent fire and health inspections.

### **NAEYC 3.F.03, 7.A.02, 7.A.11-7.A.14, 7.B.01-7.B.04, 7.C.01-7.C.04, 10.B.08, 10.F.04**

### **Family/Parent Information, Involvement, and Committees**

Family/parent information and opportunities for involvement will be communicated to families/parents through the Family/Parent Handbook, Parent-Teacher Organization (PTO), email, phone conversations or direct contact with teaching staff, administrative associate, or director.

Staff members use a variety of mechanisms such as family conferences, home visits, surveys, and daily written and verbal communication to promote dialogues with families. The program staff might ask adults to translate or interpret communications as needed or call upon OSU Office of International Students and Scholars (ISS). ISS provides services to OSU colleagues who need assistance with international communications to families in a language the family can understand if the director is contacted by the family. Assistance could include, but is not limited to, written and verbal information such as program policies and operating procedures, parent/teacher summaries/surveys, special health and safety instructions/directions, and awareness of special events/activities.

Families/parents are invited to an Open House before the start of the school year in August. During the Open House, parents meet the director, the teachers, and staff. Children and families have an opportunity to explore the classroom environment together at the Open House, familiarizing both the children and families with the anticipated routine of the day.

Children also meet their teachers in the comfort of their own environment at the home visit, to assist children with the transition into the program. In the comfort of their own home, children can get to know the teachers and show them the things that are important to them in their family life. Another benefit of a home visit is to give teachers and parents an opportunity to learn from each other. Teachers can answer parents' questions about the school day and parents can inform teachers about their child's routines and experiences. Information in regard to families/parents preferred child-rearing, socioeconomic, linguistic, racial, religious, cultural backgrounds, and family structure can be gathered by the teachers directly.

The program values family/parent involvement. Communication between families/parents and the program is an essential element to a child's successful participation and development. Staff encourages families/parents to raise concerns and work collaboratively with them to find mutual satisfying solutions that the staff can incorporate into the classroom practices.

Families have an opportunity to volunteer in the classroom or participate in special activities, to serve on Parent-Teacher Organization (PTO) committees which provide numerous services to the program (i.e., develop special projects and help maintain accreditation standards), and to assist with curriculum development. The PTO conducts monthly meetings in which staff and families can meet to identify program planning, events, and ongoing program operations/improvements. Family members are included as active participants in making decisions to improve the program. Such collaboration and

shared decision making opportunities allow the staff and families to build relationships of trust, support, and enthusiasm for program changes.

In addition, families/parents and teachers share the leadership positions and opportunities for the Parent-Teacher Organization (PTO). Such positions would include, but is not limited to, co-presidents, vice president, secretary, treasurer, homecoming committee, homeroom parent, and fundraising.

Families/parents participate in program evaluation and planning. During parent/teacher conferences, parents are asked to evaluate the effectiveness of the program in meeting their child's and family's needs, and are invited to join the teachers in setting goals and making plans for activities and services to meet them.

Families/parents are welcome any time at the program. Families may visit any area of the facility at any time during the program's regular hours of operation as specified by the procedures of the facility. Families/parents are welcome to observe their child from the observation booths or they may visit in the classroom. Families/parents may spend several minutes doing an activity with their child in the classroom at the beginning of the day before leaving between 8:00 am and 8:15 am. Departure begins at 3:00 pm each day. Families/parents are asked to assist their child in collecting their items and then exiting the classroom and building in a timely manner due to limited spacing in the parking lot and building. In addition, families/parents are invited to attend classroom parties, go on fieldtrips, and/or share books, expertise, or interests with the children.

The program asks all parents to follow the example the teachers set in how to interact with the children in the classroom. These include following the children's lead in play, responding to their interests, focusing on the children, following the rules, and handling conflicts that arise between children. Parents are asked to let teachers help children resolve conflicts. Parents whose behaviors in the classroom are disrupting the class or threatening the children are asked to leave. Such behaviors could include, but is not limited to, allowing children to disregard class routines and rules, interrupting instruction time during group time, center time, or daily routine, and allowing unsafe situations at the Child Development Laboratory.

The program staff uses a variety of techniques to negotiate differences and difficulties that arise in their interactions with family members. Families/parents are asked to contact the classroom teacher and then the director if they have concerns or questions about a situation. If an agreeable solution is not achieved, then the situation will be taken to the Department Head of Human Development and Family Science. Staff members will arrange to use techniques in a language the family can understand and comprehend.

The program provides many opportunities for parents/families to meet with one another on a formal and informal basis, work together on projects to support the program, and learn from and provide support for each other during the year. Staff works with families to plan events that are educational, informative, and social outings as well. Parent Orientation and/or Parent-Teacher Organization monthly meetings are planned by the program staff or officers each Fall and Spring semester. Parent-Teacher Organization holds monthly meetings which include pot luck dinners. Parents are encouraged to bring favorite dishes made at home to share with other families. Food items brought to be shared during the program's daily hours or requested by the program must be store bought or prepared in a licensed commercial kitchen.

Occasional parent education activities or other social events, related to classroom topic studies, are planned and provided for family involvement, and family availability is a consideration as part of this planning.

The program classroom and Outdoor Learning Environment is intentionally designed to welcome and stimulate adult interaction at the child's level. The environment is set up to be a children's world, and

the important adults in their lives are encouraged to come in and participate. The program avoids creating two worlds, one that is at the adult level with conversations occurring over the heads of children or directed down at them, and the second at the lower level reserved for children interacting with each other and directing conversation up to the adults. Once inside the classroom or in the Outdoor Learning Environment, adult-to-adult conversations are pleasant, but brief. The program's focus is on the children. The program staff delights in friendship that forms among families in the classrooms, but encourages lengthy and lively adult conversation takes place in the hallways.

Families/parents are made aware of the program's system for formal and informal assessment of children's progress and research opportunities through the Family/Parent Handbook, Parent-Teacher Conferences, surveys, Home Visits, and general conversation. The information provides the purposes of the assessment, procedures used for assessment, procedures for gathering family input and information, timing of assessments, the way assessment results or information will be shared with families, and the way the program will use the information.

The teachers are specialized in early childhood education methods and theories. If a staff suspects that a child has a developmental delay or other special needs, the director will be contacted by the staff member and an observation, documentation, and discussion about the child's growth and development will take place with the director and staff member. The teachers are not specialized to diagnosis developmental delays or other special needs. Therefore, the director will communicate to families in a sensitive, supportive and confidential manner and provide documentation and explanation for the concern, and suggest next steps and information about program and outside resources to families/parents.

**We ask that you supervise your children in the hallway so they remember our hallway behavior rules and disruption to other departments sharing the hallway is minimal.**

### **Communication**

Communication between the staff and families is very vital in providing and meeting children's needs. Daily communication will assist in providing an environment that accommodates children's desires, abilities, and endeavors. It will offer teachers the opportunity to connect with families while understanding and modifying the daily structure to meet the diverse situations within the classroom and families.

Communication can be defined or observed as, but not limited to the following:

- daily verbal communication.
- daily written communication logs/journals.
- flyers, newsletters, phone, or email that addresses issues or concerns.
- classroom displays, classroom books, or shared photographs.
- addressing family concerns about a child's differing abilities, temperaments, activity levels, cognitive or social development.
- parent-teacher conferences or meetings.

**NAEYC 5.A.06, 10.B.08, 10.D.06**

### **Parking**

An annual parking fee per child is billed through the family's Bursar account in August each year. Family/parent parking is available on the west side of the Human Sciences West building. Access to parking is available from the south entrance between the Outdoor Learning Environment and Parker Hall. Spaces designated with "Child Development Laboratory Permit Required" are for loading and unloading children. In addition to the parking fee charged by the CDL, these spaces require a cling

permit purchased from Parking Services at the Multimodel Building at the corner of Hall of Fame and Monroe. Anyone without a cling permit for these spaces will be ticketed. Vehicles are prohibited from unnecessary idling in the program's parking lot due to environmental safety conditions and health risk to children and staff.

**DUE TO THE LARGE NUMBER OF FAMILIES/PARENTS USING THE PARKING LOT, PERMITS DO NOT ALLOW PARKING IN THIS ZONE FOR CLASSES OR OTHER PERSONAL USE, SUCH AS ALL DAY PARKING. ABUSE OF A PERMIT WILL RESULT IN FINES AND/OR REVOCATION OF THIS PERMIT.**

### **Arrival and Departure**

Families/parents are asked to be considerate of the program's policies for entering and exiting the building. In addition, **families/parents are asked to place their cell phone and/or other communication devices on vibrate and to take all calls outside of the building. This procedure will assist families/parents in directing their attention on their child's safety in regard to entering and exiting the building.**

Due to security policies and procedures, each family unit will have an access code to the magnetic locked door system. Families/parents are asked to keep the door code confidential and sharing of the code with others is unacceptable. Individuals authorized to bring children to the program or to pick up children from the program will need to check in at the front desk area and be cleared to enter the secure door area.

Gaining access to the building when the entrance is secured can be obtained by checking in with the receptionist or making contact with individuals listed/located on the entrance door of the program. OSU Police have emergency and immediate access as needed and when warranted.

### **NAEYC 10.D.06**

#### **Attendance, Arrival and Exchanging Information**

Between 8:00 am and 8:15 am each day, one teacher per classroom is available to greet children and receive instructions for the care of each child. The other teachers are focused on the other children, helping them select activities and get their day started. The teachers rotate the greeting responsibilities.

At 8:15 am the program school day is in full swing, and the teachers need to focus on the children's activities. **All children should arrive by 8:15 am each day unless doctor appointments or other irregularly scheduled activities cause them to be late. Parents are asked to notify the program if a tardiness or absence occurs.** The teachers are engaged with the children at 8:15 am and unavailable to visit with parents, except by appointment. The program's "instruction" may appear to be casual and interruptible from the outside, but classroom teachers and children are involved in complex interactions that require attention and focus.

**Children who habitually arrive after 8:15 am interrupt and compromise the effectiveness of the other children's learning and the overall effectiveness of the program on a regular basis will be dismissed from the program. Regular basis is defined as more than once a week without the consent of a doctor or director.** Teachers gladly assist children's quick transition into the classroom on those days that a late arrival is unavoidable, but parents are asked to respect the integrity of the program and support it by making sure children arrive by 8:15 am each morning.

Additionally, parents who agree to enroll their child in the program make a commitment to join in the preparation of future early childhood educators, which is an important function of OSU. The OSU lab

students in the classroom have course assignments in which they are asked to observe and plan activities for individual children or small groups of children. When a child is frequently absent, then the students have difficulty completing their assignments and children miss out on individualized instruction.

The program is designed for full-time regular enrollment, and frequent absences or tardiness may result in a recommendation that another program would better fit a family's schedule.

Children **MUST** be accompanied by a parent or another designated adult to and from the classroom. Children are prohibited from entering Human Sciences West building alone at all times. For safety's sake, all children, including siblings and guests, must walk in the halls and be supervised at all times. Children are to walk in the hallways instead of running.

Parents/guardians are required to sign in their child every morning.

#### **NAEYC 7.A.05, 10.B.08, 10.D.06**

##### **Departure and Exchanging Information**

Parents/guardians are required to sign out their child every afternoon.

The time between 3:00 pm and 3:25 pm is set aside for the teacher to be available to greet parents, quickly update parents on events in a child's day, and help children transition out of the classroom. The other teacher supervises the remaining children's activities during this time. The teaching staff understands how important it is for parents to learn about their child's day. Families/guardians are asked to arrive and assist the teacher or children in collecting their items and exiting the classroom and building in a timely manner due to staff responsibilities and limited space within the parking lot and building.

Limited time prevents teachers from conferencing with any one parent for more than a minute or two at the end of the day. When necessary, or desired, parents can ask the teacher to set an appointment for a lengthier conversation. If the teacher senses that the conversation needs to be extended at the end of the day, he/she may suggest scheduling another meeting time. Perhaps a scheduled telephone conversation can provide the opportunity to exchange more information about a child than can be accomplished in the brief period for conversations at the door.

Communication between teachers and the parents of children enrolled in morning or after-school care can be addressed by sending an email or sealed note home, or to school, with the child.

During arrival and departure times, teachers do not initiate or encourage extensive discussions with parents about their concerns or observations of behavioral problems. It is inappropriate to have such conversations in a public place and especially in the presence of a child. Families/parents are encouraged to request a similar appointment for discussing or addressing their concerns.

Children are always busy learning about themselves and gaining skills for negotiating social interactions. Many mistakes are made as children increase their skills and these are embraced as a normal sign of their developing social skills, which is part of the curriculum. Minor infractions are not a lasting concern as teachers concentrate on the strengths and accomplishments of each child. Extensive and/or continuous concerns or behavior problems are addressed by teachers contacting parents and setting a separate discussion time without children present. Parents are asked to follow suit and request a separate meeting time for discussing any of their concerns.



Children are released only to parents/guardians or another adult listed on the Permission to Release My Child enrollment form. Teachers are notified by parents and/or receptionists when another individual, other than the regular designated person, is to pick up a child.

Permission to Release forms must be filled out and kept on file in the business office. The staff only releases children to those individuals listed on the Permission to Release form. The adult picking up the child must present a valid photo ID if asked, and must be at least 18 years of age. Changes can be made the Permission to Release form during the year. Please speak to the director or administrative associate for more information.

Only parents or legal guardians can give individuals permission to pick up their child. When parents/guardians notify the program by phone, secure information is requested to verify that the actual parent/guardian is providing the information. Voice mail instructions/directions cannot be followed unless confirmed. When necessary to call during the school day about a change, parents are asked to leave a call-back number so the message can be returned and validated.

It is unacceptable for any individual, listed or unlisted, to present a handwritten note with instructions from a parent to pick up the child. If it is necessary to suddenly change who is picking up a child, then a Child Release Form is the appropriate authorization. This form is valid only for a period of time indicated by the parent. Any unknown or unfamiliar individual picking up a child must present a valid photo ID and be at least 18 years old.

**Families/Guardians are to notify the teaching staff (or staff during after school care) anytime they are leaving the program with a child, as well as signing out the child for the day.**

Children must be picked up by the designated closing time. Classroom staff has responsibilities which prohibit them from providing adequate supervision of children after program hours. A child's sense of security and trust becomes depleted when arrival times vary. Therefore, parents are asked to please be sure their child is picked up on time each day. Late pick-up fees are assessed as stated previously in this handbook, and frequent late pick-up can result in termination from the program.

#### **NAEYC 5.A.04, 5.A.05, 10.B.08, 10.D.01, 10.D.09**

### **Children's Health**

Information about children's health helps teaching staff plan activities to support their growth and development. At enrollment, families/parents are asked to submit a doctor's statement and provide information about special health needs that a child might have. A child's health information is kept confidential. Only the information necessary for a child's care is shared with staff and student teachers who need to know.

When families/parents provide the program with information about allergies, diet restrictions, or special health care needs, that information is shared with those individuals who provide care for the child. By regulation, some of it may be posted in the classroom so all adults who care for the child can be informed.

Children who have chronic health conditions or special developmental needs may need additional assistance. Families are asked to provide the program with written medical instructions from their health care provider for handling such conditions as asthma, orthopedic or sensory problems, seizures, and serious known allergies. Physicians or health care providers' directions/instructions will be adhered to without any exceptions. Conditions that require regular medication or technology support will need to

complete the appropriate forms required by OKDHS. The program works with families to ensure that a child receives the necessary protection and care.

All records are updated as needed and reviewed by SPS Elementary Health Specialist, Payne County Health Department-Immunization Field Consultant, or Oklahoma Department of Human Services. Information is kept confidential, but available to teachers to help plan activities that support the children's growth and development. The program monitors children's health throughout the day for any signs of illness, poison exposure, signs of infestation, or physical injuries.

#### **NAEYC 5.A.04, 5.A.05, 10.B.08, 10.D.01,**

##### **Illness**

The program follows the requirements of the Oklahoma Department of Human Services Division of Child Care Licensing Good Health Handbook when determining and reporting illnesses, poison exposure, signs of infestation, or physical injuries. All staff and children with the following signs or symptoms of an illness are excluded from the program as long as the signs or symptoms exist:

- Fever of 100 degrees or higher (auxiliary), a child's temperature is taken when a staff member has a concern about a child, appropriate digital thermometers will be utilized, such as ear or forehead devices-a rectally temperature is never taken.
- Vomiting (defined as two or more times in a 24-hour period)
- Diarrhea (defined as runny or watery stools with increased frequency of loose stools)
- Undiagnosed body rash
- Sore throat with fever
- Conjunctivitis with discharge from the eye or pink eye
- Yellowish skin or eyes
- Severe coughing where a child gets red or blue in the face or makes a high-pitched whooping sound after coughing
- Asthmatic distress uncontrolled by current medication
- Or if the director or a designated representative judges that the child's symptoms interfere with the child's abilities to fully participate in the program or pose a potential health risk to other people, then that individual is excluded from participation until the signs/symptoms improve.

**Children are not admitted to the program if any of the above symptoms are obvious upon arrival. If these or other symptoms develop during the day and/or they are unable to participate comfortably in activities, children will be kept comfortable, within the director's office or other designated area, until a parent can arrive.**

Parents/Guardians are notified immediately when a child shows any signs or symptoms requiring exclusion from the program. Parents/Guardians, or those designated as persons to be contacted in case parents cannot be reached, must come to get ill children as soon as possible (within one hour) to minimize the spread of disease and to maximize the comfort of the child.

Since the program does not have facilities to care for ill children, parents must make alternative arrangements when a child is ill. If teachers suspect that a child is ill or is becoming ill, they provide a written report of observed behavior that is given to the parent and put in the child's file, at times parents may be notified through text, email, or phone calls.

Families of the program are notified of communicable diseases, infestation exposure, illnesses, other health related illnesses, or injuries while maintain confidentiality of the infected child or individual, through notification of emails, posted notices on doorways, and family communication/child mailboxes.



**NAEYC 5.A.04, 5.A.05****Exclusion Periods**

When a child has been exposed to a communicable disease (for example: strep throat, chickenpox, etc.), parents are required to report that information to the classroom teachers or the director. If a child contracts a communicable disease, parents must keep the child at home for the appropriate exclusion period. A written documentation may be requested from a health provider if signs/symptoms continue to persist for more than 24 hours.

All families with children in that particular classroom are notified when a child in the group has contracted a communicable disease. The teaching staff will verbalize and post information within the classroom to notify parents about all communicable diseases. The posted information will be taken from the OKDHS Good Health Handbook. It states the symptoms of the disease, mode of transmission, period of communicability and control measures to be taken within the classroom and at home. The program is a collaborative partner with SPS and Payne County Health Department; both agencies will provide current and relevant health information when outbreaks of communicable diseases occur.

The exclusion periods for common illnesses are:

- Fever: **24 hours after fever has returned to normal without the use of a fever reducing medication**, normal activity level has returned so the child can participate in **regular** activities.
- Vomiting and diarrhea: 24 hours after vomiting and diarrhea have ceased and normal eating behavior and bowel functions have returned.
- Body rash: with a doctor's statement allowing the child to return to the classroom.
- Strep infections: 24 hours after fever has returned to normal, antibiotic treatment has begun, and normal activity levels have returned.
- Respiratory infections: 24 hours after fever (if any) has returned to normal, 24 hours after antibiotic treatment (if needed) has begun, the symptoms have ceased to interfere with child's activity level so the child can participate in regular activities.
- Severe cough and asthma attacks: discomfort has subsided and the child is no longer in distress and can participate in regular activities.
- Conjunctivitis (pink eye): 24 hours after antibiotic treatment has begun and there is no longer any discharge from the infected eye.
- Chickenpox: six days after onset of first vesicles and crusting has begun.
- Impetigo: 24 hours after antibiotic treatment has begun and the area is covered or dry.
- Lice infestation: Until treated with adequate insecticide shampoo and nits are removed.
- Ringworm: 24 hours after treatment has begun and the area is covered.
- Pinworms: 24 hours after treatment has begun.
- Shigella, Giardia, Salmonella: after obtaining two negative stool cultures, diarrhea symptoms have ceased, and a note from the doctor releasing the child to return to school is received by the office.
- Thrush/Yeast Infections: until treatment has begun.
- Whooping Cough (Pertussis): 21 days after onset of illness.
- Hand, Foot, and Mouth: fever free for 24 hours.

**As a general rule, children who have been ill may not return to school until they are no longer contagious and are ready to participate in the full program, including outdoor play.**

**NAEYC 5.A.02, 5.A.11, 7.A.05, 10.B.08, 10.D.10**

**OKDHS 340:110-3-280(d)(1)(D)**

**OKDHS 340: 110-3-280(d)(3)(F)**

**OKDHS 340: 110-3-281.2(c)(8)(B)**

**OKDHS 340: 110-3-281.4(b)(7-8)(A-B)**

**OKDHS 340: 110-3-294(g)(4)**

**OKDHS 340: 110-3-295(b-i)(1-6)(A-C)****Administering Medications**

Medications and special medical procedures are administered to a child in the program only with the written instructions, date, signed instructions of a licensed physician, and signature of the parent(s) or guardian(s) of the child. Medication Permission forms are available in the office for prescription and Over the Counter (OTC) medications and Prescription medication which must be signed by parent or legal guardian and licensed health provider giving the program permission to administer medications.

The program reserves the right to contact a child's physician or pharmacist for clarification of instructions. Certain medical treatments, such as feeding tubes, may require that staff be trained by a licensed health professional. It is the parents' responsibility to arrange for staff member(s) to be trained by their child's health care provider for any necessary medical treatment.

**Prescription and over the Counter Medications**

Non-prescription medications such as over-the-counter cold and allergy remedies or pain and fever reducing medicine can only be administered by the staff with written permission and instructions from the child's parent or guardian.

**ALL** medications must be supplied by the parent in the original container with a visible expiration date. Parents must sign a written permission form before any and all medications are administered. Medications must be labeled with the child's full name and the date they were brought to the program. Signed Permission to Administer Medication forms must be on file in the office in order for the staff to administer any medications.

The individual administering medication will process through the 5 steps of administering medication, document dose immediately, and include their full name designating the distribution of an item on the permission form. Oral medication will be administered with only accurate measuring devices designed for medication. All medications are kept in a locked container in the office or other designated cool storage area inaccessible to children and clearly labeled medication.

Families will be notified immediately when a life-threatening condition medication that is only administered as needed; such as for seizures or allergic reactions. Emergency procedures will be set in place and followed immediately as well.

Diaper cream considered as medication, whereas lotions, sunscreen, insect repellents and lip balm are not considered as medication but all items must have a written non-prescription permission slip. These items must be kept in a secure area with documentation each time the item is administered/applied. Families must be informed if non-prescription items are administered throughout the day.

A Stillwater Public Schools nurse or Payne County Health Department nurse may be contacted for special instructions/directions/training in administering medications. The program will adhere to Stillwater Public Schools and Payne County Health Department policies in administering any and all medications.

**ALL** medications will be returned to families at the end of each day, permission of period for medication, when medication expires, or when a child withdraws from the program. Families are responsible for disposing of their child's medication. Items with expired dates will be returned to the families to be disposed of as well. Expired medication should never be given/administered to children.

The program will adhere to the following procedures suggested from the Biological Safety Department of OSU. Procedures for storing, using, and disposing of medical waste:

- Scope: The following items are considered to be sharps and must be disposed of as medical waste; syringes, needles, and lancets
- Storage: Prior to use, sharps are stored in their original packaging or other puncture-resistant container in a safe place out of children's reach. After use, sharps are immediately placed into a labeled, puncture-resistant sharps container in a safe place out of children's reach.
- Use: When sharps are in use, the following practices are adopted. Use of sharps is kept to an absolute minimum, needles are not bent, sheared, broken recapped, or otherwise manipulated prior to disposal. After use, sharps are immediately placed into a sharps container that is labeled, puncture-resistant, and conveniently located. The sharps container is kept closed when not in use and sharps are never removed from the container.
- Disposal: When the sharp disposal container is  $\frac{3}{4}$  full, it is closed and sealed with tape. Sealed sharps containers are picked-up by Environmental Health and Safety (EHS) personnel and transported to the College for Veterinary Health Sciences for disposal.

Any program staff member who administers medication must have specific training and written performance evaluation updated annually by a health professional or consultant on the 5 Right Practices of medication administration. Person giving medication signs documentation for items one to five (see below) and is required to demonstrate competencies in the procedures and uses written guidelines in how to perform the procedures, such training includes, but not limited to Pediatric CPR and First Aid or health care provider.

Five Right Practices:

- verify right child
- the right medication
- right dosage/right instrument to give right dosage
- right time
- right method with documentation of each right time the medication is given

#### **NAEYC 5.A.07, 5.A.11**

**OKDHS 340: 110-3-294(g)(4)**

**OKDHS 340: 110-3-295(i)**

#### **Sun Block**

The program encourages the use of sun block with UVB and UVA protection of SPF of 30+ to protect children from the harmful rays of the sun. Parents are asked to apply a sun block in the morning when dressing their child. Teaching staff applies sun block in the afternoon after naptime with written permission. A child friendly SPF30 non-aerosol sun block must be supplied by parents and can only be applied with written parent permission provided on the First Aid and Non-Prescription Authorization enrollment form.

#### **NAEYC 5.A.07, 5.A.11**

**OKDHS 340: 110-3-295(i)**

#### **Insect Repellents**

Child friendly insect repellents are applied only once a day by the teaching staff if parental permission has been given on the First Aid and Non-Prescription Authorization enrollment form. Families are asked to apply insect repellent in the morning when dressing their child if applicable. Teaching staff applies repellent in the afternoon, if the local health authorities recommend the use of insect repellents with a DEET formula to protect against West Nile Virus, then families are notified. The application will only be applied to children older than two months old and only once a day

**NAEYC 5.A.03, 5.C.02, 10.B.08, 10.D.01, 10.D.09****OKDHS 340: 110-3-279(a)(2)(A)****OKDHS 340: 110-3-280(d)(1)(E-G)****OKDHS 340: 110-3-281.1(i)(1)****OKDHS 340:110-3-281.2(c)(4)(A-B)****OKDHS 340:110-3-281.2(c)(A)(A)(i-iii)****OKDHS 340: 110-3-281.4(b)(9)****OKDHS 340: 110-3-284(d)(5)(A-B)(i-iii)****Accidents, Emergencies and First Aid**

The program's information and emergency numbers will be located by all classroom and receptionist phones for easy access when a need arises. Emergency information/contact for each child is copied and placed within each classroom First Aid kit/backpack for evacuation, illness, or fieldtrip events.

If the occasion arises that a parent is away from the phone numbers listed on the emergency card during the day, parents must leave their child's teacher an alternate phone number where they can be reached for the day.

Parent authorization is kept on file and giving permission to the program to access x-ray examination, anesthetic, dental, medical or surgical diagnosis or treatment by any physician, dentist, or hospital licensed by the State of Oklahoma that may be rendered to said minor while attending the program. Every attempt is made so that the child's physician is notified of such emergencies.

Children will be transported by Stillwater Ambulance Service Net Life to Stillwater Medical Center and/or by parent. A child's Emergency Information Card and staff member will accompany the child until he/she receives medical attention. Emergency Information Cards identifies the child's parent and emergency contact, physician, insurance card information, special instructions or individual emergency care plans for injury or illness, allergies, health concerns, child health report, and a copy of parent's insurance card.

Teaching staff members who work directly with children are trained and maintain a current certification in Adult and Pediatric First Aid and CPR. Each staff member will hold a certificate showing satisfactory completion of pediatric first aid training for infants and children, including managing a blocked airway and providing rescue breathing. At least one staff member certified in Pediatric First Aid and CPR will be present in the classroom at all times, which includes on-site, off-site, and in each vehicle during transportation.

In the event a child receives a minor injury at school, the first aid authorization form is on file, the classroom teacher gives first aid to the child. Student teachers are not allowed to administer first aid or CPR. An accident report is completed and given to the parents. This report includes information about the incident such as child's full name, age, injury date, time, type, and location of incident, personnel present at the time of injury, specifics about the injury, and the first aid procedures used.

In the event of a serious accident and/or injury and exposure to poison occurs, parents are notified immediately and necessary measures, such as CPR, contact with the child's physician, or transportation to the Stillwater Medical center, are secured. An accident report is completed and given to the parents. This report includes information about the incident such as child's full name, age, injury date, time, type, and location of incident, personnel present at the time of injury, specifics about the injury, and the first aid procedures used.

If a child is transported for medical services, evaluated by a physician, exposed to poison, or bite by an animal in which the skin is broken, OKDHS will be contacted immediately.

The program provides secondary medical insurance coverage for injuries that occur while the child is under the program's supervision. The program's insurance covers any amount not covered by the families' insurance carrier. Parents work, cell, and home phone numbers, as well as an emergency contact person's phone number are on file in the classrooms, field trip and emergency backpacks, and administrative office.

During an emergency and/or injury, classroom teachers evaluate and address the situation immediately. Uninvolved students are moved from the scene to a calmer location. Teachers may discuss the injury and any appropriate information/detail with students. Parents are encouraged to contact the teachers for further information and/or reassurance if needed because a child brings up the situation at home. If necessary, further discussions within the classroom may take place.

All staff wear vinyl gloves for any injury involving blood or bodily fluids. A container of liquid absorbent pellets is kept in all classrooms and used on spills of bodily fluids such as blood or vomit. An injury report is completed for each accident.

Emergency phone numbers shall be prominently displayed by all telephones in the program.

**OKDHS 340: 110-3-279(d)(1-5)**

**OKDHS 340: 110-3-279(e)(1-2)**

**OKDHS 340: 110-3-294(g)(2)**

#### **First Aid Kits/Emergency Supplies**

Staff members have access to fully equipped first aid kits readily available and maintained for each group of children. First aid kits are stored within the classroom and taken to the outside play areas, fieldtrips, and on outings away from the site. Each teacher receives First Aid and Pediatric CPR training.

Program first aid kits are stocked according to Oklahoma Child Care Licensing requirements, and suggested supplies from OSU Environmental Health and Safety. Each classroom has a first aid kit in the classroom backpack as well as first aid supplies in the cabinet above the sink. Classroom backpacks also contain copies of emergency information for the children and these backpacks travel with the class whenever outside the classroom. The after school program can utilize the office first aid kit as needed. The administrative office has a first aid kit in the emergency backpack, and there is a first aid kit in the evacuation room. The administrative associate is responsible for replenishing first aid supplies as necessary, checking expired items, and maintaining sanitizing and re-usable supplies as needed.

#### **Required Items for Emergency Backpacks And Supplies by OKDHS**

- Copy of Emergency Contact Information for all children enrolled in classroom, which includes full names of children and emergency contact information. Contact information for all staff & program, include name, phone number, and email information for someone in immediate area
- Emergency authorizations for each child
- Non medicated adhesive strips
- Sterile gauze pads
- Rolled flexible or stretch gauze
- Bandage tape
- Disposable non-porous vinyl gloves
- Blunt tipped scissors
- Tweezers
- Non glass & non-mercury thermometer

- Current 1<sup>st</sup> aid guide
- Program emergency numbers and information (location & address)
- Cold pack
- Plastic bags for medical body/fluids
- Notepad and pens/pencils
- Hand sanitizer and cleansing agent/disinfectant
- Wet wipes

### **Suggested Items for Emergency Backpacks And Supplies-in addition to required items**

- Copy of Emergency Contact Information for all children enrolled in classroom. Contact information for all staff, include name, phone number, and email information for someone in immediate area
- Emergency Authorizations for each child
- Flashlight with extra batteries
- Battery-operated radio and extra batteries: weatherband/tv band radio or AM/FM radio
- First Aid Kit
- Hand sanitizer and cleansing agent/disinfectant
- Whistle
- Disposable cups
- Snacks for children (granola bars, goldfish, crackers, etc.)
- Blankets
- Rope with knots
- Diapers for young children
- Any critical or life-threatening medication such as insulin, epi-pens, etc. for children and staff
- Water and/or formula for children and staff

### **NAEYC 5.C.02, 10.B.08, 10.D.01**

### **OKDHS 340: 110-3-279(a)(2)(A)**

### **OKDHS 340: 110-3-281.4(b)(9)**

### **Injury**

If a child becomes injured, the staff are expected to respond quickly and calmly, assessing the situation in order to provide appropriate care. Staff should seek help from other adults so someone can specifically tend to an injured child. Immediately call 911 if a child has stopped breathing or has difficulty breathing.

Staff wears vinyl gloves for any injury involving blood or bodily fluids. A container of liquid absorbent pellets is kept in all classrooms and used on spills of bodily fluids such as blood or vomit. An injury report is completed for each accident.

## **OSU Child Development Laboratory Incident/Accident Report Form**

Child's Name: \_\_\_\_\_

Date of Accident: \_\_\_\_\_ Time of Accident: \_\_\_\_\_

Brief Summary of Incident/Accident: \_\_\_\_\_

Action taken: \_\_\_\_\_

Comments: \_\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**Incident/Accident Reports**

The OKDHS requires that an Incident/Accident Report be filled out when an injury or poison exposure occurs to a child. If there is any kind of mark (red, teeth marks, bruise, scratch, etc.), blood is visible, or the child continues to complain, an "Accident Report" must be filled out, no matter how minor the injury. If a child is exposed to poison families should be contacted immediately and an Accident Report will be filled out. No other child's name should be mentioned on the report.

An "Incident Report" may be filled out when the parent needs to be notified of the behavior of a child such as biting, seriously hurting others, unusual behavior, etc.

If a child was hurt or bitten by another child, do not use that child's name, instead write "another child." A copy is given to the parents and a copy is placed in the child's file. See example of form above.

**Cowboy Alert: Emergency Notification System**

The Cowboy Alert notification system will be used to distribute time-critical, important information to the families of the children enrolled at the Child Development Laboratory program and the employees of the program regarding major emergencies, weather emergencies, life threatening circumstances, or crime risks in which immediate action or threat exists. The director or administrative associate will be responsible for notifying the OSU Police Department and OSU Emergency Operations Center and distributing the text message to the families and employees affiliated with the program.

In case of inclement weather, the Child Development Laboratory program will follow the closure protocol of the OSU-Stillwater campus. The director will be notified and notification will be sent to all persons registered with Cowboy Alert. Families and staff will also be encouraged to listen to the local radio and television stations for OSU closings.

If an emergency situation or condition resulting in the program's inability to meet child-teacher ratio as required by Oklahoma Department of Human Services, the director will send a text out to families registered with Cowboy Alert requesting them to pick up their child(ren). Teaching staff will call families unable to receive emergency notification messages to relay information in regard to a predetermined pick-up time. The program will remain open until all children have been picked-up.

Cowboy Alert will be utilized in providing details for circumstances, such as identifying a current emergency, children's location/relocation, reuniting families or other vital information.

**NAEYC 2.K.04, 10.B.08, 10.D.08****Emergency Evacuation Plans**

All staff are trained on the emergency evacuation procedures. A contact must be made to the Human Development and Family Science office to identify the procedure and location being implemented by the director or administrative associate.

Listed below are the procedures the program follows in the event of an emergency such as fire, severe weather/tornados, chemical spills, and gas leaks, dangerous or suspicious persons on the premises, child abduction, or some other serious event.

**Preparedness**

Fire drills, tornado drills, and intruder/lock-down drills are practiced monthly and at various times during the hours of operation. Each personnel should be in attendance in each type of drill at least one time every three months. Other evacuation procedures are practiced on a yearly event with the collaboration of OSU Fire and Police Departments. Teachers discuss these emergency procedures with

children so they are prepared and less likely to get upset. All children will participate in safety procedures for evacuations and threats.

All personnel are required to follow pre-determined emergency plans, procedures, and policies. Personnel reviews of emergency and lock-down procedures will be reviewed at the end of each school year in May by the teaching staff.

Fire, tornado, intruder/lock-down, and relocation procedure drills will include dates and times of the drill with a signature of the director or personnel in charge during the drill. Review procedures for emergency plans will include date and personnel involved with the review completion.

### **Inclement Weather**

The program follows the decisions of OSU when closing for inclement weather. In the event weather conditions warrant the closing of school, it will be announced on local radio and television stations.

### **Emergency Lighting**

Classrooms and evacuation room have flashlights. Batteries are routinely replaced or recharged.

### **Disaster Evacuation Plan**

The director, administrative assistant, classroom teachers and other staff members are familiar with and prepared for all evacuation scenarios. Disaster Evacuation Plans are located within each classroom at an entrance and exit pathways. First aid kits, emergency supply kits, fire extinguishers, and fire pull boxes will be identified on each evacuation plan. Primary and secondary evacuation routes for each classroom will be identified as well.

### **Obtaining Emergency Assistance**

The director or classroom teachers ensure that all children are evacuated from the building or otherwise are in a safe place. After the children are safe and accounted for, someone is named to contact the OSU Fire Department if the OSU Police Department has not already done so (by activation of the alarm system). The classroom teachers are responsible for bringing their attendance sheets and classroom backpack containing children's emergency information. All staff with cell phones will carry them when evacuating to the designated location, to use for contacting parents, if necessary.

The receptionist, administrative associate and director are responsible for checking each of the classrooms and observations booths for any child or adult that was left or unable to hear/see the alarms.

### **Teacher Supplies for Emergencies**

The classroom backpack contains items necessary for emergencies, including copies of children's emergency and contact information. Teachers carry cell phones with them whenever they leave the classroom. The administrative assistant is responsible for maintaining the emergency backpack and Human Sciences West evacuation room supplies.

### **Parent Contact Information**

Notice of changes in parents' contact information – cell/work/home phone numbers, addresses, places of business, should be given to the administrative office. Families/parents need to make certain that they or their designated emergency person can be reached at all times. On the daily sign-in and sign-out sheet, families/parents are expected to leave a phone number where they can be reached if different than their usual/regular routine.

### **Fire Emergency**



The fire alarms are linked to Stillwater Fire Department and OSU Safety. If the alarms sound, Stillwater Fire Department and OSU Safety are automatically dispatched to the building. Evacuation plans are posted in each classroom. Fire drills are conducted monthly. In the event of a fire related emergency, teachers gather and count the children, take the daily sign-in book and the classroom backpack and evacuate the building to a safe place. Once in a safe designated location, Teachers take attendance and account for all children. Teachers are responsible to verify that all children are accounted for and present. (During fire drills: children practice walking out of the building, taking attendance, and remaining in the safe location/place during the fire drills.)

Generally, in the event of a fire, evacuation of the classrooms is into the Outdoor Learning Environment. The director, administrative associate, and receptionist all have keys to the Outdoor Learning Environment gates. Also, all OSU police vehicles carry bolt cutters so that, if necessary, exiting the Outdoor Learning Environment area can be done quickly.

The director, administrative associate, and receptionist check rooms in the process of leaving the building to ensure no one is left behind. In the event that evacuation through the west entry doors of Human Sciences West is necessary, all staff and children congregate on the grass area on the south side of Human Sciences. If reentry to Human Sciences West is prohibited, everyone would then be moved to the amphitheater of Stout Hall and families/parents called.

### **Shoes in an Emergency**

When children remove their shoes for naptime or dramatic play, teachers should encourage them to always place their shoes in a central basket in the classroom. That way, if an evacuation is necessary, teachers can grab the basket and put shoes back on children after they are out of the building. When evacuation is necessary during cold weather, extra adults in the classroom should gather coats.

### **Tornado**

If the OSU campus civil defense tornado sirens sound, the children are immediately evacuated to north basement in Human Sciences. The hallways are underground and have no windows. The teachers are responsible for bringing attendance sheets, emergency cards, and first aid kits to the evacuation room. The administrative assistant is responsible for bringing the office first aid kit with back-up emergency cards to the evacuation room. The director is responsible for checking all rooms to make sure no child or staff is left behind. Teachers check attendance sheets once the children are in the evacuation room. Tornado drills are practiced monthly.

Children are kept in the basement during a tornado warning for north-central Payne County, or if the City of Stillwater tornado sirens sound. Parents are discouraged from leaving the center with their children during dangerous weather conditions.

### **Chemical Spill or Toxic Fumes**

The likely scenario of something like this would be due to a traffic accident near Human Sciences West. The program would receive notification by the police to provide protection from outside air or to evacuate the area. Teachers and all adults are to turn off fans, especially at the thermostats for central heat and air; bring children inside the building; if necessary, seal doors and follow other directions ordered by the police or fire departments. The director or administrative associate notifies the families/parents to come and pick up their children immediately. In the case of a leak in a gas line or a chemical spill (large quantities of bleach, for example) the children are evacuated in the same manner used for a fire drill.

**Bomb Threats**

The program is evacuated if notified by the OSU police to evacuate. If Human Sciences and Human Sciences West are considered to be in the safe zone, the program evacuates to the north basement of Human Sciences. In the event Human Sciences and Human Sciences West are not in a safe zone, the program evacuates to the basement of Scott/Parker/Wentz.

In such circumstances, the program relies on instruction from the OSU police. In the event that children and staff would need to evacuate off campus, OSU transit buses would be directed to the program to pick up and transport everyone to a predetermined location by OSU. Families/parents would be expected to pick up their children from this location immediately upon notification.

**Lockdown procedures**

Lockdown occurs when a threatening situation is posed and escape from the building is not advisable until instruction has been received from appropriate authorities. In the event of a lock down situation, before contacting anyone else, teachers or other adults are to immediately contact the police by calling 911.

If children are on the Outdoor Learning Environment and teachers become aware of a dangerous situation (strange behavior of an individual outside the fence, entry onto the Outdoor Learning Environment of a strange individual who will not leave or appears dangerous, the sound of gunfire in the area) or are notified of a dangerous situation and told to go into lockdown, the children are moved to the brick storage closets on the porch areas. Teachers should close and lock the door and immediately call 911.

If children are inside their classroom and the teachers become aware of a dangerous situation either by their own observation or by notification from appropriate authorities, they should immediately lock their hallway, outside doors, move the children into their office, and have them lie down on the floor, lock the door, turn off the light and call 911.

**Child Abduction**

If an unauthorized person (including a non-custodial parent) abducts a child (takes the child from the premises without authorization), teachers and staff are required to take note of the person's physical description, as well as a description of his/her vehicle and license plate number if possible, then call the OSU Police immediately. The staff will then follow the directions of the OSU Police and contact of the parent will be immediate after contacting OSU authorities first.

**Dangerous or Suspicious Persons**

Any unknown person who enters the building or loiters on the property outside of the building should be identified. A person with no legitimate business in the building should be asked to leave. The police are called if such a person refuses to leave.

In the event of a hostile or volatile adult entering the building or classroom, teachers should attempt to move the children to another room and contact the front office for assistance. Call the police if the danger is severe. Avoid behaviors that would increase the likelihood of a violent response from the individual. Keep the children calm until help arrives.

**NAEYC 1.B.09, 10.B.08, 10.D.03****Child Abuse**

Child abuse in any form is not tolerated. No one, including parents or teachers, is allowed to abuse a child physically or mentally while at the program. Staff members are to never use physical punishment

such as shaking or hitting, or to engage in psychological abuse or coercion. Program staff is never to use threats, derogatory remarks or withhold food as a form of discipline. All forms of abuse must be reported immediately to the Director.

The program is required by Oklahoma and federal law to report any suspected evidence of physical, mental, or sexual abuse or child neglect to the Oklahoma Department of Human Services Child Welfare. OKDHS will determine if a situation warrants investigation.

Teachers and staff are required to report any suspicion or reason to suspect child abuse to the director. Verification is not required. Oklahoma and federal law requires that suspicions be reported in good faith. Protecting a child from an abusive adult, even if it is another staff member who gets stressed and reacts harshly to the children, is the responsibility of all staff. Physical punishment of children in a child care or early education setting is considered child abuse by Child Care Licensing and must be reported.

In accordance with Section 1-2-101 of Title 10A of the Oklahoma Statutes, any person who has reason to believe a child has been abused or neglected is required to report the matter promptly to OKDHS. It is a misdemeanor for any person to fail to report. A person making a report in good faith is immune from civil or criminal liability. The name of the reporter is kept confidential. A report should be made when there is reasonable cause to believe that a child has been abused, neglected, or is in danger of being abused. A report of suspected abuse is a request for an investigation. Investigation of child abuse reports is the responsibility of Child Welfare workers and, when a crime may have been committed, law enforcement officials.

### **NAEYC 3.D.01**

## **Daily Schedule and Routines**

### **Daily Schedules and Lesson Plans**

The daily schedule is posted in each classroom. It is designed to allow children adequate time to explore and have a balance of active and quiet activities, indoors and out. The routine allows children to know and prepare for what is coming next and provides a sense of security. Some flexibility is anticipated in response to individual and group needs, special needs, special times such as fieldtrips, visitors, and weather conditions.

Children are provided the opportunity to have time for free choice and accessibility to activity learning centers throughout the daily schedule. Teachers provide children the opportunity to acquire certain skills through indirect and direct teaching strategies. The Oklahoma Common Core and Oklahoma Early Learning Guidelines are incorporated and used in the daily schedules and curriculum.

Such teaching strategies provide children the opportunity to expand, explore, and reserve their creations, projects, and learning within the classroom and on the Outdoor Learning Environment. Teachers purposefully plan and prepare the environment so children are allowed to have child-initiated and interest-topics to be discussed, explored, and researched. Each child is supported and provided through planned lessons, special interest centers, and collaborative inquiry to play individually, in pairs, small groups, and whole group.

Teaching strategies will also include opportunities for children to be exposed to curriculum content, routines, learning opportunities, task and skills in a holistic approach, and segmented sections as applicable, that are meaningful and suitable for children. Teachers will also provide children the opportunity to engage and be immersed in emerging skills and activities that support and enhance repetitive learning opportunities.

The teaching staff assists children's learning by interacting and playing with the children within centers or activities. Teachers use this opportunity to gather documentation of children's learning, reflecting-assessing upon children's interaction, learning, and modifying plans or teaching strategies to increase children's learning opportunities.

Teaching staff's interactions will be demonstrated or portrayed by:

- interact with children without using any form of physical or psychological abuse.
- recognize and protect children from health and safety hazards.
- interact, encourage and provide children with a variety of learning opportunities and social experiences.
- adapt and respond to conditions that require changes and demanding responses that support the quality of the program.
- two-way communication with families, children (if applicable) along with other staff members.

In addition to other planned activities, teachers encourage and help children to become independent and competent in toileting, hand-washing, personal hygiene, dressing, and eating. Children are encouraged, guided, and provided the opportunity to clean up equipment and materials within the classroom and in the Outdoor Learning Environment area.

#### **NAEYC 1.B.09, 1.B.10, 1.E.02, 3.B.08, 3.B.12, 10.B.08,**

#### **Guidance and Discipline**

The philosophy of the program is that discipline is based on the developmental level of the child. All expectations for children's behavior are developmentally appropriate, related to the circumstances, be constructive, and provides a learning opportunity for the child and staff. Staff members will observe children to determine patterns in a child's behavior to provide planned, reflective, and consistent individualized responses. Children's home and classroom life is utilized by staff when forming their knowledge and responses to children's challenging, unpredictable or unusual behavior.

An important goal in the curriculum is helping children learn to regulate their emotions, and interact in appropriate ways with other children. Because these are learning goals, guidance and discipline is focused on teaching children instead of punishing them for their mistakes. Young children have to learn how to wait for their turn, cope with disappointment and frustration, join others in play, solve social problems within a group, respect differences among their classmates, take care of their classroom, organize their time, and much more. Teachers use routines and clear expectations of behaviors to provide consistency and predictability.

Families/parents are asked to follow the rules of the classroom when they visit so children learn to appreciate the partnership between the program and families. Individuals are asked to speak with classroom teachers or the director when they have concern about behaviors seen in the classroom. The program wants to work and develop a partnership with all parents.

The program staff uses a number of positive guidance techniques, both direct and indirect, to ensure safety and order in the classrooms. These techniques are implemented for children to learn and understand the limits while developing positive self-esteem and a greater sense of self-control. For example, to assist children in understanding and developing a greater sense of self-control, children will be redirected with other options or materials, given a choice between options, and be allowed to gain self-control while thinking about one's behavior in certain locations within the classroom or outside areas.

Teacher will utilize a number of resources to determine a child's inability to display a positive self-esteem and/or self-control. Teachers and staff will document a child's persistent, serious and/or challenging behavior through daily anecdotal notes, accident/incident reports, running records, and/or daily communication logs, both oral and written, as a method to collect and analyze data about a child's reoccurring behavior. The documentation will assist in determining factors that contribute to the child's challenging behavior with events, activities, and/or interactions with others. This information will be collected and kept in the child's portfolio within the teacher's offices.

Teachers will notify the director of children who need additional assistance in developing positive self-esteem and self-control. The director will then contact the parents and a meeting will be set to discuss alternative strategies, which supports the child. A team will be developed that consists of the parents, teachers, the director, and other resource specialists (as needed) to focus upon developmentally appropriate practices/strategy plan that can be developed and implemented for the child on an individualized basis that supports the child's inclusion and success within the program. In addition, therapy specialist can be contacted to assist with the team decision in regard to screenings and/or assessments to determine the level of support for individual children.

Staff uses a quiet, understanding, yet firm voice with the children. Staff is prohibited from slapping, spanking, shaking, screaming at, ridiculing or subjecting a child to physical or psychological punishment in an attempt to maintain order in the classroom. Staff is forbidden to use food as a discipline tool or remove a child's right to play outdoors for a behavior that occurred indoors. Families/parents are prohibited from using, or threatening to use, physical or psychological punishment or profanity toward children or staff while on the premises.

### **NAEYC 5.A.09, 10.B.08, 10.D.01**

#### **Hand Washing**

Hand washing is the most important means of limiting the spread of diseases. All individuals participating in the program wash their hands before preparing and serving food, after helping a child with the bathroom or changing a diaper, after cleaning a child's face, before and after tending to a child's injuries, after handling pets, and after outside play. Children are encouraged to wash their hands at the same times using soap and rubbing their hands together under running water for several seconds.

Staff and children follow proper hand washing procedures in order to eliminate as many germs in the environment as possible. Staff and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and periodically monitored. Hand washing is required for all staff, volunteers and children when washing would reduce the risk of transmission of infectious diseases to themselves and to others. Children may wash either independently or with staff assistance, staff should always assist children with hand washing as needed to successfully complete the task.

Everyone is required to wash their hands at these times:

- When arriving for the day.
- Before and After:
  - meals and snacks, preparing or serving food, handling, or preparing raw food that requires cooking such as meat, eggs, poultry
  - feeding a child
  - administering medicine
  - playing in water activities that are used by two or more children
  - moving from one group to another that involves contact with infants and toddlers/twos
- After:
  - diapering

- using the toilet or helping a child use the toilet
  - handling bodily fluids (mucus, blood, vomit) from noses, mouths, eyes, or open sores
  - handling any raw food that requires cooking (eggs, meat, poultry)
  - after playing in water that is shared by two or more people
  - handling pets and other animals or any material such as sand, dirt or surfaces that might be contaminated by an animal
  - playing outdoors
  - handling garbage or cleaning up items or areas
  - wash hands thoroughly after removing gloves when handling blood or body fluids that might contain blood
- Hand washing how-to procedures are posted as required by OKDHS in the kitchen sink area, classroom sink areas for children and staff, and diapering areas:
    - use warm running water
    - wet hands and wrists
    - use a thumb-nail size dab of liquid soap
    - rubbing and working soap vigorously into a lather and washing hands between fingers, back and inside of hands up to wrists, and under fingernails for at least 20 seconds or two verses of "Row, Row, Row, Your Boat," making sure that all jewelry area is cleaned under and around the item.
    - rinsing all areas well
    - dry hands thoroughly using a clean paper towel
    - avoid touching faucet by using paper towel to turn off faucet
    - if in the bathroom, open bathroom door with paper towel and throw paper towel in trash receptacle
  - Hand Washing Procedures are posted in close proximity to all sinks within the program.
  - **ALCOHOL-BASED HAND RUBS ARE NOT USED IN LIEU OF HANDWASHING PRACTICES AND/OR PROCEDURES.**

#### **NAEYC 5.A.08, 9.C.06, 10.B.08, 10.D.01**

##### **Toileting and Diapering**

Preschool II through PreK-K classrooms have a toileting area that is closely supervised. Preschool I Classroom (toddler's room) contains a changing table area-no toilets. Toddlers who are in the process of toilet training will be escorted to the Preschool II or PreK-K Classrooms.

Each classroom has a toileting area that is closely supervised. In the younger classroom, toileting facilities are open to allow for close monitoring by teachers. Natural curiosity and questions about gender differences are responded to, openly teaching children respect for their own bodies and those of others. Child-sized stall heights in older children's classroom allow for adult supervision while respecting children's privacy. Families/parents are asked to dress their children in clothing the child can manage independently.

Children are reminded to follow proper hygiene rules such as flushing the toilets and washing their hands with soap. Smaller sized sinks and lower toilets help the children to feel competent and to master toileting. The program has automatic shut-off valves on the faucets at the sinks, installed to reduce the spread of infection. Therefore, a child may fail to turn off the water at manual faucets until he or she learns the difference.

Teachers are aware of which children are being toilet trained and which children need reminders to use the bathroom, or need help in the bathroom. Learning about the toilet is an important developmental step

for young children. Teachers are attentive and calm when helping children in the bathroom. Teachers assure children that accidents are a normal part of learning and assist them in cleaning and changing clothes when necessary. Older children may be able to do most of this for themselves. Both the teacher's and child's hands should be washed thoroughly after an accident. OKDHS regulations restrict the program from cleaning any soiled articles of clothing belonging to the child, and so any soiled articles are placed in a sealed plastic bag in the child's bin and sent home.

Diapers are checked hourly and changed as needed. Disposable diapers are required for children who are not toilet trained. Cloth diapers are prohibited at the program due to health and safety issues. Families/parents that change their child's diapers at the program are asked to follow the required sanitation procedures posted in the diaper changing area.

Before beginning to toilet train a child, teachers ask families/parents to meet and plan together for a successful new step in a child's development. Teaching staff must work with families/parents and help make this a successful new step in their child's development. Expect a child to engage in toilet play before he or she is ready to toilet train. Children like to imitate other things and toileting is another area they will explore. Toilet training comes when a child is ready to take responsibility for eliminating in the toilet and handling his or her own clothing. This is generally around two-and-a-half to three years of age, but differs among children.

Check diapers and the clothing of children who are toilet training at least every hour. Change a child's diaper/clothing any time you notice it is soiled. Safety and proper sanitation are critical for the health of children.

### **Children are never left unattended on a changing table.**

The following are requirements when implementing toileting practices:

- Commercial disposal diapers or pull-ups are used unless the child has a documented medical reason signed by a health provider.
- Required cloth diapers must have an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces and urine. Both the diaper and outer covering are changed as a unit-not individually.
- Diapers and clothing items that are soiled by urine or feces are immediately placed in a plastic bag without rinsing or avoidable handling and sent home that day for laundering.
- Children are checked every hour when awake and when they awaken from rest/nap times and/or when wet or soiled.
- Diapers and clothing are changed when wet or soiled.
- Staff changes children's diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
- Each changing area is separated by a partial wall or is located at least three feet from other areas that children use and is used exclusively for one designated group of children.
- At all times, caregivers have a hand on the child when the child is being changed on an elevated surface.
- Changing procedures must be posted and followed as outlined in the TORCH Cleaning and Sanitation Frequency Table.

Toileting accidents are handled in a calm, supportive manner. Unfortunately, in order to prevent the spread of diseases, the program is restricted by state licensing standards from cleaning soiled clothing items. Children are helped to change into dry clean clothing and soiled items are sealed in a plastic bag and sent home.



Toilet training comes when a child is ready to take responsibility for eliminating in the toilet and handling his or her own clothing. This is generally around two-and-a-half to three years of age, but differs among children.

### **NAEYC 5.A.07**

#### **Children's Clothing**

Families/parents must maintain a complete change of clean clothing (including underwear, socks, pants, and shirt) and an extra pair of shoes (flip-flops are prohibited) in their child's locker at all times. Please check appropriate seasonal clothing for a complete set clothing.

It is important for children to have a complete change of clean clothes in the event of an accident (toileting, food-related, or curriculum-related). Children may be upset about soiled clothing and, in such cases; it is more comfortable for children to change into their own clothing. All clothing must be marked with the child's name or initials. Clothing should be exchanged to accommodate children's growth and seasonal weather changes.

During the course of each day, children are involved in active exploration and play. Many kinds of materials and equipment are available. Children are expected to wear clothing appropriate for active play. Although teaching staff do their best to protect a child's clothing, the program does not guarantee the condition of a child's clothing and accessories after a day of play.

The following guidelines help determine suitable clothing for children.

- Wear clothing the child can get messy or dirty.
- Clothing easy for the child to put on and take off when using the toilet.
- Clothing loose enough to allow free movement without being so loose that it becomes entangled in equipment.
- Clothing is suited to the weather – layers are most suitable.
- Tennis shoes are either worn or kept at school.
- On sunny days, dress children in appropriate clothing and apply a non-aerosol sunscreen or sunblock of SPF 30 or higher before arriving to class.

At school, smocks are provided for painting, water play, and similar activities; however, smocks do not always prevent accidental stains on clothing.

Hats, gloves or mittens, and coats need to be available to children during the fall and winter seasons. On cold days, children need to have long pants or other covering for their legs. Children are encouraged to wear clothing that is dry and layered for warmth in cold weather.

On especially wet days, it is helpful to have waterproof shoes/boots for outdoor play, along with an extra change of clothing if needed.

### **NAEYC 3.D.07, 3.D.12, 10.D.01, 5.A.02, 5.B.15, 10.B.08**

#### **Meals and Snacks**

The program employs a food service employee who prepare a nutritional meal and snacks. All snacks and meals follow the OKDHS required Food and Nutrition and Food Service and Sanitation guidelines. The food service is checked on regular bases by OKDHS and the State Department of Health. Both agencies use the U.S. Department of Agriculture Guideline for the program's evaluation.

In addition, Human Sciences Nutritional Science Department works with the program by analyzing the nutritional value of items on the menu by calculating fats, sugar, carbohydrates, vitamins, minerals, as



well as proteins, fruits, vegetables, grains, and dairy food groups. Then a meeting is held to review the analysis and suggested changes to meet the national dietary requirements.

Human Sciences Nutritional Science Department completes the analyzes bi-annually reporting on nutritional value of menus. The menu is planned to include a variety of foods and to meet one-third of a child's daily nutritional requirements. The report includes the nutritional content, portion sizes, and taken into consideration of the national recommended limits on juice, sugar, sodium, and saturated fats.

Children attending the program are provided with a morning snack, lunchtime meal, and a mid-afternoon snack. All substitutions are posted on each menu within the classrooms and kitchen area. The menu is posted every two weeks on the family/parent bulletin board in each classroom, on the website, and emailed to all families/parents. The menu is planned to include a variety of foods and to meet one-third of a child's daily nutritional requirements. Children are encouraged to try each food and develop a liking for a variety of foods.

When children require a specific diet, either for medical, religious, or cultural reasons, parents should discuss the dietary needs/restrictions with the director and the classroom teachers. A plan to ensure that a child's nutritional needs are being met can be discussed. A doctor or cleric signature is required for food substitutions. Food substitution forms can be obtained from the director at enrollment or during the year. If the program is unable to provide an adequate substitution for prescribed diets, families/parents are asked to provide additional foods their child can eat. All substitutions are posted on each menu within the classrooms and kitchen area.

Meals are served in a family style atmosphere. Several children and at least one adult share meals and snacks together at a table and engage in conversation. During the day, toddlers/twos, and older children, do not carry bottles, sippy cups, or regular cups with them while crawling or walking. Teachers and families/parents decide together when it's developmentally appropriate to offer a child fluid from a cup.

As they are ready, children serve themselves and pour their own drinks. Developmentally appropriate table manners are taught and encouraged. Families/parents are invited to eat lunch with their child for a fee of \$3.00 per adult (added to the monthly invoice). Families/parents need to give one-day notice to the teachers if they wish to join their child for lunch.

### **NAEYC 5.B.02**

#### **Food, Drinks, and Candy from Home**

The program requests that food, drinks, and candy are not brought to school. Children should complete snacks or meals before entering the classroom. The program provides nutritious snacks in the morning and afternoon, and a nutritional lunch. This menu provides the children with energy they need to get through the school day.

### **NAEYC 5.B.02**

#### **Celebrations**

Children's cultural heritage and celebrations are important parts of their personal-social development. Fostering respect for cultural diversity is an important goal at the program. Emphasis is always placed on respecting individual differences and beliefs. Families/parents are encouraged to share their cultural heritage with others in the program. Activities related to traditional U.S. holidays such as Halloween, Thanksgiving, Christmas, Valentine's Day, and July 4th are low-key, age appropriate, and avoid specific religious beliefs. Plans are discussed with families/parents to ensure celebrations are sensitive to cultural diversity. Any family/parent wishing to share their cultural celebrations is asked to contact their child's

teacher or the administrative office. Equally, families/parents may ask that their child not participate in these activities.

**Any foods brought in for parties must be purchased from a facility with a commercial kitchen. Home-made snacks are prohibited by OKDHS regulations. If a family wishes to share a cultural cooking activity with the classroom children, they must arrange with the teacher to prepare the items at the program following regulated guidelines.**

### **NAEYC 5.B.02**

#### **Birthdays**

Families/parents who wish to celebrate their child's birthday at school are welcome, but not required, to provide a special snack for the children in their classroom, remembering that **all snacks brought into the program must be purchased from a facility with a commercial kitchen, and home-made snacks are prohibited by OKDHS regulations.** Families/parents are asked to notify the classroom teacher at least one week in advance if they plan to provide a birthday snack. Birthdays are important to children and every effort is made to make the day special but not overwhelming to children. Teachers assist in simple observances such as singing "Happy Birthday" and passing out snacks to friends. Muffins or other lower sugar items are recommended. **Balloons are not permitted, as they may be dangerous.** If a child's family does not observe birthdays, please let the teacher know so an alternate activity can be planned for that child.

Party invitations may not be distributed at school unless all children in the child's classroom are invited. Selected invitations should be delivered outside of school hours.

### **NAEYC 3.C.02, 3.C.03, 5.A.14, 10.B.08, 10.D.01**

#### **Naptime**

All children enrolled in the program are expected to rest for a minimum of 30 minutes on their assigned cot. Children may bring a small pillow, blanket, and soft sleep toy such as a doll or stuffed animal to sleep/rest with them on their cot (cot sheets are provided by the program).

Young children requiring a crib, instead of a cot, will be placed in cribs with non-adjustable sides. All children will not be allowed to have bottles while in a crib or on a cot. Children needs bottles will be held when fed during snack or lunch times.

Children who do not sleep are able to play at centers designated by the classroom teachers after a required 30-minute rest period. Children are taught to play quietly and to not disturb their sleeping classmates.

Teaching staff will assist the children with naptime transitions with music, rubbing backs, and reading stories. The teaching staff will not require, force, or punish children for not sleeping during naptime. All children are supervised by sight and sound at all times during naptime. Teaching staff must be position so they can hear and see any sleeping children, as well as those actively engaged in activities or awake.

Families/parents are requested to retrieve all sleeping items brought from home on Fridays (or other designated day due to holidays or breaks) to wash/sanitize and brought back on the returning day.

### **NAEYC 5.A.06**

#### **Outdoor Play**

Outside play is scheduled twice a day year round in the Outdoor Learning Environment for each child regardless of age. Only on extreme weather days do the children stay inside. Outside play allows teachers

to extend the learning experiences from inside the classroom to outside. The Outdoor Learning Environment is an extension of the classroom.

The main purpose of the outdoor curriculum is to accommodate the following, but not limited to:

- Develop and enhance gross motor skills/experiences such as running, climbing, balancing, riding, jumping, crawling, scooting, and swinging.
- Provide outdoor experiences with dramatic play, block building, manipulation of materials and to support art activities.
- Explore the natural environment, including a variety of natural and manufactured surfaces, and to explore natural materials such as nonpoisonous plants, shrubs, trees, insects, and the surrounding environments.

Children are expected to participate in outdoor play with their class each day. Outdoor play takes place each morning and afternoon unless the weather is determined to be detrimental to health and safety (i.e., quality air alerts, electrical storms, temperature above 100 degrees F, or wind chill below 0 degrees F). Children should come to school dressed appropriately for changing weather conditions.

Special attention to clothing and footwear protects children from injuries in the Outdoor Learning Environment. Rubber soled shoes and shoes that fit securely on a child's foot help to prevent falls on slippery surfaces when children run and climb. Necklaces, scarves, and strings on hoods of jackets should be avoided as these items could be a choking hazard if a child falls and the item is entangled in Outdoor Learning Environment equipment. Teaching staff constantly survey the Outdoor Learning Environment and other equipment to discover and correct potential hazards, but parents' attention to these matters adds to each child's safety. Flip-flops are a potential hazard and prohibited as footwear.

**Children need to have layered clothing items during the colder temperatures so drastic weather changes can be tolerated by the children during outdoor play.**

#### **NAEYC 5.A.10, 5.A.15, 10.B.08, 10.D.01**

##### **Water Play**

The Outdoor Learning Environment has a water-play system that allows children to run through sprays and fountains of water. If a child is unable to participate in this activity or must wear ear plugs, parents should note this information on the health form, speak with the teacher and make necessary arrangements.

Additionally, the classrooms plan water play experiences at specially designed tables that are closely supervised and precautions are taken to prevent infectious disease. Children are prohibited from drinking and/or immersing their bodies in the water and/or other substances. Children with sores on their hands are not permitted to participate in communal water play.

Water table materials are changed on a daily basis or as needed to prevent the spread of communal disease/germs. Fresh potable water is used and is changed before a new group of children participates in the water play and the water is drained with each group of children when they complete their play. When cleaning the water play table fresh potable water flows freely through the water table and out through a drain in the table.

Children are encouraged and reminded to wash their hands before and after playing at the water-play activities.

Special attention with supervision is implemented with toddlers/twos during water play activities. Only designated water play equipment will be utilized for water activities. Toddlers/twos will not have access to large buckets that contain liquids of any type.

**NAEYC 9.C.10, 9.C.14, 9.C.15, 10.B.08, 10.B.12, 10.D.07**

**Fieldtrips/Transportation**

The classroom staff plans fieldtrips to supplement and extend the curriculum. The program implements and follows OKDHS Transportation/Fieldtrip Requirements, Oklahoma Statute 47 O.S. Section 11-1112. Most fieldtrips occur on foot, staying on or near the OSU campus. The campus is rich with learning opportunities for children to explore. Teaching staff-child ratio will be maintained at all times during fieldtrips and transportation of children from one location to another.

Occasionally, the children may use the OSU Bus and Transportation vehicles (vans) for off campus or far campus trips. Announcement of major fieldtrips are made 48 hours in advance and posted by the classroom sign-in sheets, giving parents trip details (date, time, destination, and purpose). Parents are invited to accompany the group.

Fieldtrip consent forms are signed by parents at enrollment and placed in the child's file. Further written consent for a fieldtrip is not required. Should a parent not want his or her child to participate in a particular fieldtrip, the teacher or director should be notified, and an attempt will be made for other arrangements while the class is on the trip. A first aid kit and each child's emergency information and consent forms are taken on all fieldtrips. Teachers carry cell phones and post a map of their traveling route in their classrooms, including a plan for handling emergencies while on the trip.

Sometimes unexpected opportunities for the children to experience new things occur in the Child Development Laboratory campus neighborhood. When these opportunities come up during the day and involve a short walk of a few blocks, teaching staff may take advantage of them. For example, a new piece of construction equipment might be in the area and the children notice it from the Outdoor Learning Environment. After discussing it with the driver and assessing a safe way for the children to observe the activity, teaching staff may arrange to take the children closer to the construction site and let them watch how the piece of equipment works. In these cases, parents do not receive advanced notice, but will receive a report about the children's experience at the end of the day.

Another kind of field trip experience may be set up as a regularly scheduled event, such as a walk to Theta Pond every other Thursday so the children can observe and record the changes that occur throughout the year. The teachers inform the parents if they design such a schedule. Should a parent not want their child to participate in these impromptu learning opportunities, they should speak to the director and have instructions documented in their child's file. In this case, the teaching staff would provide alternative arrangements for the child while the class is on the trip.

OSU Bus and Transportation vehicles (vans) are held to local and state regulations as a public source of transportation. OKDHS has approved the use of OSU Bus and Transportation vehicles for the fieldtrips. Each bus or vehicle is marked with the OSU logo and designed route. Maintenance is performed according to recommended manufactures, state, and OSU regulations. Documentation of maintenance can be obtained from the OSU Transportation Department showing date of regular and quarterly inspections and preventative maintenance, such as daily logs, air pressure inspections, and routine checks. Since the program uses the OSU Bus and vehicles as its major form of transportation, the staff will implement and use safety-restraint devices that are approved and/or in accordance with the bus manufactures guidelines and those for the transportation vehicle (vans). Limited usage of private vehicles for transportation must implement OKDHS regulations.

**One staff member with current documentation of training in OKDHS approved child passenger safety course training, such as Oklahoma SAFE KIDS, will be present during the transportation for children younger than six years of age. Proper staff-child ratios are maintained without counting the driver when children younger than four years of age are transported.**

**Children are transported to therapy sessions by their parents or designated OSU vehicles. Written parental consent will be on file before any child is transported for any reason. Transportation attendance form is used each time a child enters & exits the vehicle and maintained for at least 12 months. The form will document that at least two methods of inspecting was utilized to ensure that no child(ren) were left in the vehicle**

**Child Passenger Safety Requirement Exemptions:**

- School buses or any public transportation vehicles not required by law to be equipped with seat belts.
- Children weighing more than 40 pounds being transported in a back seat using only lap belts. A lap belt only is acceptable when the back seat of the vehicle is not equipped with lap/shoulder belts OR when the lap/shoulder belts are being used by other children more than 40 pounds.
- Medical issues prohibiting use of belt or restraint system.

**Child Passenger Safety Requirements:**

- A schedule showing accurate route and itinerary is planned and kept at the center to show approximately where the vehicle is at all times. When the vehicle is equipped with a mobile communication system, route information is not required.
- Safe conduct to and from all vehicles and safe off-street loading space is provided to protect children from backing vehicles, being between vehicles, and all traffic hazards.
- All children are to sit in seats behind the front seats.
- Children are not permitted to ride more than 60 minutes one way on regular outings, exceptions for a special field trip may be allowed, with exceptions being infrequent, and allowance is made for rest and stretch stops during the trip.
- Children remain seated while the vehicle is in motion, and no part of a child's body extends from windows.
- Vehicles containing children are never left unattended at any time.
- Booster seats for children more than 40 pounds must be positioned and properly secured with a lap belt on the child's lap and hip bones rather than the abdomen. High-back boosters are recommended for positions in vehicles that do not have head rest and backless boosters are sufficient for positions that do have head rest. Both seats achieve the same goal to boost the child high enough so the seat belt fits properly.
- Booster seat, car seat, or infant seat is used according to the manufacturer's instructions and federally approved.
- Ensure the passenger restraint system is used properly with the type of seat belt that is installed in the vehicle and properly maintained.
- Verify that the car seat is appropriate for the specific height, weight, and physical condition of the child being transported.
- Each seat belt is properly anchored to the vehicle and fits snugly across the child's hips or securely anchors the car seat.
- All adult passengers, except those in/on a bus, and the driver are properly secured by individual seat belts unless the driver or passenger has written verification from a doctor licensed in Oklahoma and that person is unable to use a seat belt for medical reasons.
- Vehicle's maximum seating capacity is not exceeded. Maximum seating capacity is based on the manufacturer's designated seating capacity.

- When transporting children, vehicles, with the exception of public transportation, are visibly marked with the name and number of the facility or sponsoring organization.
- Each vehicle operated for transportation of children has door locks.
- The transporting vehicle is covered by medical and liability insurance required by Oklahoma laws.
- A first aid kit is available in the vehicle at all times.
- Written documentation is kept of regular maintenance of all vehicles to include quarterly inspections of tire wear and pressure, brakes, lights, and functioning seat belts.

Each classroom has a fully equipped bag of first-aid kits/supplies (tissues, wet wipes, first aid) to carry to on field trips or during the events that require transportation. Classroom teachers are responsible to make certain these supplies are always well stocked.

The classroom staff is responsible for ensuring that all forms of transportation meet state requirements. In addition, tobacco use is prohibited at all times when on a fieldtrip or transporting children.

### **Toys from Home**

The program requests that no toys from home be brought to school. Bringing toys from home can be an overwhelming problem for both children and teachers in the classroom. Toys from home are usually not as durable as the program toys and may be easily broken. The program is not responsible for toys brought from home.

Security items are very important to a child and teaching staff support their use, especially during transition times. Security items often include blankets, stuffed animals, or dolls. These transitional items or self-comforting items are respected by teachers. Families/parents should clearly label their child's items. As children adjust to the program and their need for a security item lessens, teachers put these items in a child's cubby where it is accessible as needed. Teachers do not force a child to separate from a security item, but help a child find new ways to be comforted and feel safe.

The best items to bring from home are found "treasures." The teachers are always eager for a child to share these with the class. Shells or stones, wildflowers, snails, bugs, seeds, bird nests, magazine pictures, interesting bottles or containers, old jewelry, small broken appliances to dismantle, and many more things are valued by the children and the teachers. Children often like to share things from their house. The interest to bring a toy from home can be redirected from toys to treasures.

### **NAEYC 5.C.05, 10.B.08**

#### **Animals**

Animals offer exciting additions to the curriculum. The classrooms may have small caged animals which are kept clean and healthy according to OKDHS regulations. Animals should only be brought to the center after permission has been granted from the classroom teachers and the director. Families will be notified of animal visitation or a change in the presence of any animals.

There are certain regulations that must be followed when animals are brought to the program. Documentation is required from a veterinarian or an animal shelter to show full immunization of the animal, animals must appear to be in good health, and animals must be free of fleas, ticks, and worms before entering the classroom. Cats and dogs 4 months of age and older must provide certification displaying that a current rabies vaccination has been administered from a licensed veterinarian. A negative Psittacosis test result from a licensed veterinarian for each bird of the parrot family must be available/presented as well, such as cockatoos, cockatiels, parakeets, and lovebirds.

Animals showing signs of disease or infestation, unusual behavior or showing symptoms of distress are isolated until examined and approved to return to the facility by a licensed veterinarian. Animals are restricted from the kitchen and food storage areas, food surfaces, and children's resting surfaces. Animal waste is inaccessible to all children and is disposed of on a daily event and before children play outside. Sinks used for food preparation, obtaining drinking water, or hand washing are not used for disposing of fish tank water or cleaning animal feeding and watering containers and habitats.

Inaccessible animals on-site include the following: ferrets, spiders, tarantulas, fish, amphibians such as frogs, tadpoles, newts, and salamanders, reptiles, non-venomous lizards and snakes, turtles, terrapins, and tortoises, hermit crabs, and baby poultry, such as chicks, ducklings, and goslings. (Inaccessible means that children are unable to make direct contact with the animal. Teaching staff ensure that children avoid all contact with animal's habitats, feeding, and watering containers and supplies.)

Staff members and teachers will closely supervise all interactions between children and animal visitation and instruct children on safe behavior when in close proximity to animals. Teaching staff will supervise the contact close enough to remove the animal or children immediately if necessary when signs of distress is recognized or children show signs of unacceptable treatment towards the animal. All children are discouraged from sharing any hand-to-mouth activities, such as eating, drinking, and using a pacifier with animals. Teaching staff and children will follow hand washing requirements after all animal contact.

Staff members and teachers will closely supervise all interactions between children and animal visitation and instruct children on safe behavior when in close proximity to animals.

Staff members will also make sure that children within the classroom have no allergic reaction/symptoms to animals. Special visitation of prohibited and inaccessible animals must have visiting animal handlers are present at all times, are restricted from classrooms where children eat and drink, the animal remain in their habitat for observation surveillance only, and any injury is reported immediately.

Families will be notified immediately if a child is bitten by an animal of any type. If the skin is broken appropriate first aid procedures need to be followed. OKDHS must be contacted by the next business day any time an animal bite occurs, whether the skin is broken or not.

Insects may be brought into the classroom if they are contained in an insect cage, plastic insect keeper, or plastic jar with a lid. If plastic jars are used there should be small air holes in the jar's lid.

**Insects or other small creatures in glass containers are prohibited.**

**Reptiles of any type are not allowed as classroom pets because of the risk for salmonella infection.**

### **Child Development Laboratory Facility Codes**

The Child Development Laboratory's facilities, physical infrastructure, is maintained by the OSU Facilities Management and kept in compliance with all local, state and federal guidelines related to fire safety, air and water quality, electrical, plumbing, and meet ADA (Americans with Disabilities Act) accessibility requirements. Accessibility includes access to building, sinks, drinking fountains, outdoor play space and all classroom and therapy areas. The program is asbestos free. A certified Document of Occupancy is on file in the Director's office.



**NAEYC 9.D.06, 10.D.01****Tobacco Free Campus**

The OSU Stillwater campus is tobacco free (which includes the Human Sciences West Building). No tobacco or tobacco simulated products are allowed in or around these facilities and smoking is entirely prohibited. No smoking, e-cigarettes, or vaping, is permitted in the presence of children at any time. Posting of Tobacco Free environment will be posted at the entrance of Human Sciences West.

Oklahoma State University Policy and Procedures 1-0530.

**Weapons on Campus**

No person is allowed to possess, display, or use firearms, weapons, ammunition, or fireworks on campus at any time. Oklahoma State University Policy and Procedures 1-1301



## Operations, Policies, and Procedures Statement of Agreement

Statement of Agreement for all Families

I, \_\_\_\_\_, have read, understand, and agree to adhere to the operations, policies and procedures as stated in this handbook. My signature on this agreement holds me responsible for following the methods, strategies, professional and ethical codes of conduct. I agree to comply with the designated roles/responsibilities as a parent and/or care giver while my child participates in the program.

I also understand that I am expected to maintain open communication with the staff, teachers, and faculty. Confidential information that I obtain will only be used as appropriate to complete academic education for my child. I agree to share confidential information only with the director and/or classroom teachers. I will refrain from sharing confidential information about children with other individuals.

The operations, policies and procedures information was presented to me and discussed with me upon my introduction/orientation of the program by the following method:

Please check that you have read and agree to adhere to the:

\_\_\_\_\_ Operations, Policies and Procedures Handbook for Parents

\_\_\_\_\_  
Parent Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director's Signature

\_\_\_\_\_  
Date

## NAEYC Program Criteria

Page Listing: Black number presented in Operations Handbook and Orange numbers present Family-Parent Handbook

Criterion	Page		Criterion	Page		Criterion	Page
1.A.02	20, 54, 70, 203, 215		3.C.02	62, 77, 98, 242		5.A.01	71, 93, 119, 215
1.A.04	48, 130		3.C.03	98, 242		5.A.02	71, 93, 119, 122, 240
1.B.09	64, 129, 234, 236		3.C.04	62, 77		5.A.04	119, 120, 121, 225, 226
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1.E.01	64, 66, 68, 211, 212		3.D.01	83, 87, 235		5.A.06	82, 117, 222, 242
1.E.02	64, 236		3.D.07	93, 240		5.A.07	83, 90, 123, 124, 228, 239
			3.D.12	93, 240		5.A.08	90, 238
2.A.01	18, 51, 80 199, 202		3.F.03	39, 51, 73, 130, 218, 219		5.A.09	88, 237
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2.A.03	51, 80, 202		4.A.01	54, 56, 203		5.A.11	122, 228
2.A.04	51, 80, 202		4.A.02	54, 55, 59, 60, 205, 209, 210		5.A.12	No Infants
2.A.05	51, 80, 202		4.A.03	67, 68, 203, 205, 209, 211, 212		5.A.13	No Infants
2.A.06	51, 80, 202		4.B.01	54, 55, 203, 205		5.A.14	92, 98, 242
2.D.01	48, 51		4.B.02	54, 55, 56, 203, 205		5.A.15	87, 243
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2.L.09	78		4.D.04	55, 66, 203, 204, 211		5.B.05	93, 211
			4.E.02	54, 55, 59, 203, 204, 208		5.B.07	93
3.B.07	64		4.E.04	55, 59, 203, 204		5.B.08	No Infants
3.B.08	64, 236		4.E.05	130, 203		5.B.09	93
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3.B.13	64		4.E.07	54, 55, 59, 60, 61, 67, 68, 203, 208, 209, 210		5.B.11	No Infants

5.B.13	93		7.A.05	20, 71, 108, 109, 122, 130, 199, 215, 223		
5.B.14	93, 117		7.A.06	20, 130, 132, 199		
5.B.15	93, 240		7.A.07	20, 130, 132, 199	8.B.01	20, 51, 130, 132, 135, 202
5.B.16	93		7.A.08	20, 130, 199	8.B.02	20, 51, 135, 202
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5.C.03	115		7.C.01	51, 54-56, 59-60, 67- 68, 130, 132, 135, 203-205, 218- 212, 219	8.C.03	48
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6.A.03	35		7.C.06		9.A.13	48
6.A.04	183		7.C.07		9.A.16	13, 111, 115
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6.A.08	24, 28		7.C.04	50, 59, 70, 73, 130, 132, 211, 218-219	9.C.01	76
6.A.09	24, 28		7.C.05	59, 60, 67, 68, 130, 135, 212, 213	9.C.03	13, 111
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6.A.12	24, 28		7.C.08	56, 59-61, 67-68, 130, 134, 208-210, 212, 213	9.C.09	111
6.B.01	42				9.C.10	83, 100, 228, 229, 243
6.B.02	48		8.A.01	68, 135, 212, 213	9.C.11	13
			8.A.02	68, 135, 212, 213	9.C.12	87,111
7.A.01	24, 35		8.A.03	68, 135, 212, 213	9.C.13	13, 111
7.A.02	20, 70, 130, 199, 201, 203, 215, 219		8.A.04	68, 70, 135, 212, 213, 214	9.C.14	100, 243
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9.D.03	13					
9.D.04	13		8.B.04	20, 51, 135, 202		
9.D.05	13		8.B.03	20, 51, 135, 202		
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7.A.12	132, 219				10.A.06	26
7.A.13	132, 219				10.A.07	26
7.A.14	132, 219				10.B.01	24, 26, 28, 31-34, 37, 48, 51, 55-54, 59, 67-68, 132, 135
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10.B.08	18, 60, 61, 64, 67, 70, 88, 90, 93, 98, 100-111, 115, 124, 126-127, 129-130, 199, 201-202, 208-211, 219, 222-225, 227-228, 230-231, 234, 236-238, 240-243, 246		10.E.04	39, 45		
10.B.09	24, 27-47		10.E.05	37, 42		
10.B.10	66-68, 211-212		10.E.06	38-39, 43, 44		
10.B.11	48, 62, 77		10.E.07	43		
10.B.12	62, 76-77, 83, 84, 85, 100, 243		10.E.08	37		
10.B.13	62, 76-77		10.E.09	42		
10.B.14	20, 62, 67, 70, 134, 199, 212-213		10.E.10	24		
10.B.15	62		10.E.11	24, 35		

10.C.01	10, 72, 217, 218		10.E.12	24		
10.C.02	9, 26		10.F.01	19		
10.C.03	9, 10		10.F.02	19, 199		
10.D.01	13, 15, 28, 35, 45, 88, 90, 93, 98, 111, 115, 119-121, 124, 126, 225, 228, 230, 237-238, 241-243, 247		10.F.03	19, 199		
10.D.02	13, 111		10.F.04	219		
10.D.03	129, 234		10.F.05	19		
10.D.04	?					
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10.D.07	99, 243					
10.D.08	127, 231					
10.D.09	119, 228					
10.D.10	122, 227					

## **Bylaws**

The CDL Handbook incorporates the criteria set forth by DHS and NAEYC. This document should support all required documentation for the private school application. Excerpts of this document have been saved under the appropriate categories (i.e., Operations, Personnel)

State of Oklahoma  
Department of Human Services

# LICENSE

OSU CDL-Rise Program  
OSU 110 HESW  
STILLWATER, OK 74078-0000

is hereby issued a license to operate a

Child Care Center

under provisions of the Oklahoma Child Care Facilities Licensing Act, as amended,  
Title 10 Oklahoma Statutes Annotated Sections 401, et seq.  
Records are available for public viewing through the Department of Human Services office.

License No. K830004620

Maximum Number of Children 72

Issued 8/19/2010



*Kristi Simpson*

Kristi Simpson  
Statewide Licensing Coordinator  
Oklahoma Child Care Services



## **External Organizations:**

### **National Association of Education of Young Children**

The following website will give you more information about the accreditation process for NAEYC and the 10 standards that are measured for the program to become accredited.

<https://www.naeyc.org/accreditation/early-learning/interested>

### **Oklahoma Department of Human Services:**

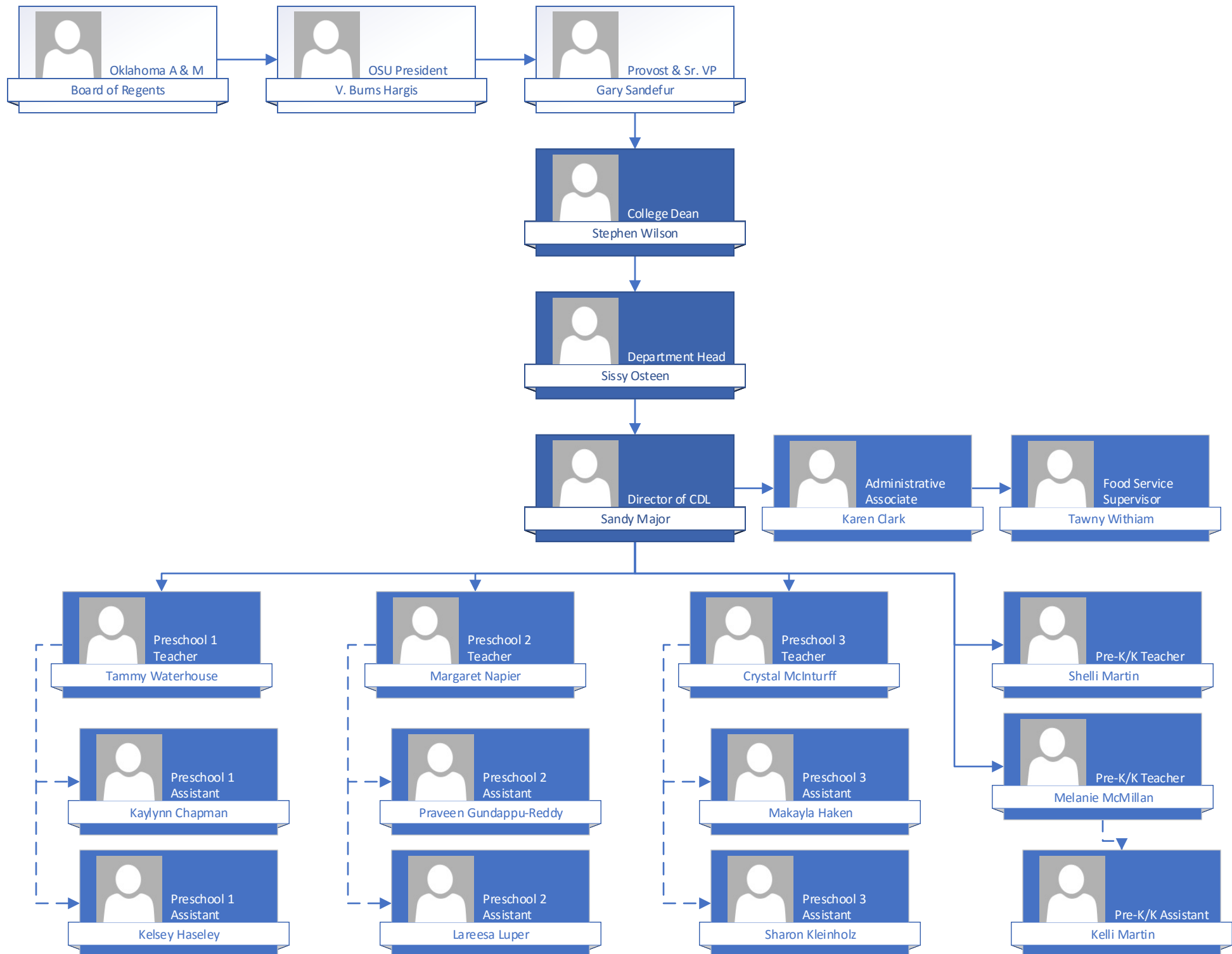
The Child Development Lab is governed by the rules and regulations of DHS and more information can be gained by the following website. We are currently licensed for 72 children and will be applying to increase our number of children to 90 by Fall 2020.

<http://www.okdhs.org>

We apply for a child care license through DHS and have been rated a 3-star facility. All classrooms are staffed with a certified teacher and 2 teaching assistants.

We also apply for a license through the City of Stillwater to run a child care facility within the city limits.





## **Mission, Vision and Goals**

### **VISION**

The Child Development Laboratory at Oklahoma State University is a leader in developing an innovative inclusive early childhood education program that inspires a passion for what we do and those we serve, while preparing dedicated quality professionals for the future.

### **MISSION**

The Child Development Laboratory strives to further the Oklahoma State University mission of instruction, research, and service. In this respect the Child Development Laboratory offers a site for:

- Instruction:
  - Quality educational programming for young children;
  - Training of student teachers in early childhood education;
  - Observation and interpretation of human growth and development.
    - Theories are applied in a developmentally appropriate environment.
    - Offering instructional opportunities through collaboration with various academic programs.
- Research:
  - Research designed and implemented by OSU faculty and students to further the knowledge-base in such areas as early childhood curriculum, social interaction, language development, cognitive development, and delays in growth and development.
    - Faculty, staff, and students engage in research that positively influence teaching practices and learning environments in the field of an inclusive early childhood education at the local, state and national levels; where community leaders and professionals can replicate quality educational practices and environments.
    - Information dissemination and training and technical assistance are provided to early childhood professionals and community-based agencies.
- Service:
  - Community service in the form of quality child care, parenting programs, and in-service teacher education.
    - The Child Development Laboratory serves as a premier model for an inclusive early childhood education program for children who are typically developing and children who live with developmental disabilities/delays for the immediate and surrounding communities.
    - Providing exemplary services based on recommended practices to children with diverse abilities and their families.
    - Interfacing with the community through outreach and public awareness activities.
    - Affecting policy and system change at the local, state and national levels.

## **GOALS**

The Child Development Laboratory goals are to

- i. provide a premier model for early childhood education program for in-service teachers;
- ii. provide family-centered services designed to meet the individualized needs of all children and families;
- iii. provide a blend of educational and therapy services within the context of a developmentally appropriate curriculum; and
- iv. prepare and educate students, stakeholders and children for their next educational environment. The program adheres to the philosophy and recommended practices of both general early childhood education and early childhood special education.

Cleo L. Craig Child Development Laboratory

For

Oklahoma State Department of Accreditation

Districtwide Checklist

2019-2020

- #6 Mandated reports are submitted to the SDE in a timely manner

*We have not provided these forms due to our relationship with Stillwater Public Schools. We had a contract with them in the past but due to conflict with tuition we are searching for ways to continue to have a Pre-Kindergarten and Kindergarten on site at the Child Development Lab.*

- #9 Felony record searches have been conducted on all new employees

*We currently fingerprint and run all employees through an OSBI background check for DHS. We check Oklahoma State Courts network website and On Demand Court Records. The final step before employees can work with children is the Restricted Registry.*

- #10 A plan stating procedures is in place to protect students, faculty, administration & visitors from natural and man-made disasters and has been filed with the local emergency management organization.

*Our plan is included in the file that we have shared with you and is on file at OSU.*

- #11 A plan is in place stating specific procedures to be followed in regard to accidents, administration of medicines and the reporting of child abuse and neglect, including recognition of child sexual abuse.

*We have included the procedures in our handbook link.*

- #19 A program is offered annually to all teachers & administrators that includes a component of training on recognition and reporting of child abuse and neglect and child sexual abuse.

*Full time employees are trained in the Aug. orientation. However, we could bring in a speaker to address the subject better for all staff members and student workers. Each orientation in fall and spring the student staff are trained using a video.*

- #20 Professional development that includes digital teaching and learning standards is offered to all certified teaching staff.

*All trainings are tracked by CECPD Center for Early Childhood professional Development. Teachers must complete 20 hours of training per year.*

## Elementary School Checklist

2019-2020

- #2 Handbooks are provided to students, parents and teachers as required by SDE regulations.  
*We have attached the handbook to the file for accreditation.*
- #3 This site has a Safe School Committee.  
*We would need to form a committee with parents, teachers, and administration in the coming school year.*
- #4 This site has a Healthy & Fit Committee.  
*We would need to form a committee with parents, teachers, and administration in the coming school year.*
- #6 A minimum of one fire drill conducted each semester, in which all students and teachers participate. Drills must be conducted within first 15 days of each semester & posted on [www.ok.gov/schoolsecurity/](http://www.ok.gov/schoolsecurity/)  
*The document has been dropped into the accreditation folder for review.*
- #7 A minimum of one tornado drills conducted in both September and March of the school year in which all students & teachers participate. Information posted on [www.ok.gov/schoolsecurity/](http://www.ok.gov/schoolsecurity/)  
*The document has been dropped into the accreditation folder for review.*
- #8 A minimum of four security drills conducted per school year, two of which are due within the first 15 days of each semester. Information must then be posted on [www.ok.gov/schoolsecurity/](http://www.ok.gov/schoolsecurity/)  
*The document has been dropped into the accreditation folder for review.*
- #9 Two additional drills conducted that are consistent with the risks assessed for the site & posted on [www.ok.gov/schoolsecurity/](http://www.ok.gov/schoolsecurity/)  
*The document has been dropped into the accreditation folder for review.*
- #10 The school has a diabetes medical management plan developed for each student with diabetes and supervisor overseeing plans has completed training.  
  
NA
- #11 All students of all grade levels have the required immunizations or are in the process of receiving them **prior** to their admission to school.  
  
*All immunization records are checked by Payne County Health Department or by DHS*
- #12 All full day Kindergarten thru 5<sup>th</sup> grade students receive no less than 120 minutes per week of physical activity, of which 60 minutes must be in P.E. class setting.  
  
*At this time our center does not offer a set Physical Education/activities time in a PE class setting. We use our outdoor space or the indoor gym area for 40 minutes each morning and 2 additional play times are set in the afternoon. We would need to make some changes to provide this class through our resources on Campus.*

## READING SUFFICIENCY ACT (KG-5<sup>th</sup> Grade)

*Documentation: printout from SSO Reading Sufficiency link showing current year RSA plan status as complete included copy plan.*

- #17 The district offers a program of reading instruction to students identified as reading below grade level in grades K-5 that also includes plans of continuing instruction until the student is reading at grade level. 70 O.S. 1210.508C (B) and (H)

*Documentation: District Reading Program of Instruction. Use the Literacy First Material and one on one teaching strategies are in place for the pre-Kindergarten and Kindergarten students*

- #18 This site provides intensive reading instruction/alternate school day to students promoted under RSA sections (H) and (K). (Good Cause Exemptions & Probationary Promotions) 70 O.S. § 1210.508C

NA

- #19 The district has a policy for the promotion of retained third grade students. 70 O.S. § 1210.508C

NA

- #20 The district ensures the Student Reading Proficiency Team requirements for promotion/development of Academic Progress Plans have been met. 70 O.S. § 1210.508C (H)

*Documentation: Statement of compliance and description and qualifications of team members*

- #21 The district has documentation of written parental notification that meet legal requirements and details student's reading skills/level. 70 O.S. § 1210.508C(B) and (H)

*Documentation: Beginning/Middle/End of Year parental notifications that show student is not reading at grade level. Parental notification of students exempted from retention requirements for demonstrating grade level proficiency on a screening instrument. Parental notifications to parents of 3<sup>rd</sup> graders that were promoted and did not meet RSA criteria as demonstrated by OSTP. Parental notifications of third grade students determined to receive probationary promotion after SRPT meets. Parental notifications to parents of third grade students determined to be retained*

*We meet with parents and give them a check list on skills and how the child is performing. NA on some of the requirements due to age of children enrolled*

- #22 Each site has a minimum of one certified teacher & one noncertified staff member trained in CPR & Heimlich manoeuvre. 70 O.S. § 1210.199

*Documentation: Upload copy of current (not expired before spring accreditation) CPR Certification cards for designated staff-please label Cert. & NC*

Certified Teacher trained in CPR & Heimlich. All teachers and staff members and student employees must have a current CPR and Heimlich training on file.

- #23 All probationary and career teachers are evaluated according to state law and regulations. 70 O.S. § 6-101.10

*Documentation: Evidence showing evaluations are occurring and/or completed.*

*Teacher and Teaching assistant evaluations have been placed in the file for review.*



Department of Development Services  
723 S. Lewis Street/P.O. Box 1449  
Stillwater, OK 74076-1449

Office: 405.742.8220  
Web: stillwater.org

## **Day Care License Registration**

**This is to certify that**

**Oklahoma State University - CDL  
110 Human Sciences West  
Stillwater, OK 74078**

**Is registered as**

**Day Care Center (13 or more children)**

**under provisions of  
the Oklahoma Child Care Facilities Licensing Act  
and the Stillwater City Code, Ordinance No. 2821.**

**License No. K830004620**

**Maximum Number of Children: 72**

**Issued June 24, 2019  
Expires July 31, 2020**

State of Oklahoma  
Department of Human Services

# LICENSE

OSU CDL-Rise Program  
OSU 110 HESW  
STILLWATER, OK 74078-0000

is hereby issued a license to operate a

Child Care Center

under provisions of the Oklahoma Child Care Facilities Licensing Act, as amended,  
Title 10 Oklahoma Statutes Annotated Sections 401, et seq.  
Records are available for public viewing through the Department of Human Services office.

License No. K830004620

Maximum Number of Children 72

Issued 8/19/2010



*Kristi Simpson*

Kristi Simpson  
Statewide Licensing Coordinator  
Oklahoma Child Care Services



OKLAHOMA DEPARTMENT OF HUMAN SERVICES



## Bylaws for the Child Development Lab (CDL) Parent-Teacher Organization

### Article 1: Purpose of the CDL PTO

Section 1: The purpose of the Parent-Teacher Organization at the CDL Lab is to help parents cultivate a close relationship with the teachers, administrators, and students of the Child Development Lab, to help parents to take a more active role in their children's education, and to help subsidize the acquisition of supplies and activities that are not in the school's budget.

### Article 2: Membership and Dues

#### Section 1: Membership

Sub-section A: Membership in the CDL PTO is open to all parents of students enrolled in the Child Development Lab as well as any teachers affiliated with the Child Development Lab at Oklahoma State University.

#### Section 2: Dues

Sub-section A: Members are asked to pay their yearly dues by the October meeting.

Sub-section B: Yearly dues are five dollars per family.

Sub-section C: The amount for yearly dues is subject to change; however, the amount must be approved by a majority of the members.

### Article 3: Meetings

#### Section 1: Meetings

Sub-section A: The dates and times of the meetings will be voted on by the PTO officers prior to the August general membership meeting. The officers will notify the membership of all of the year's upcoming meeting dates and times at the August general meeting.

#### Sub-section B: Rules of Order

1. The meetings of the PTO will be conducted using a modified version of Robert's Rules of Order.

### Article 4: PTO Officers

#### Section 1: President

##### Sub-section A: Duties

1. Create an agenda for meetings
2. Lead general and officer meetings
3. Meet with the CDL director at least twice a month
4. Keep in contact with all of the committees
5. Maintain the PTO monthly Newsletter

#### Section 2: Vice President

##### Sub-section A: Duties

1. Lead meetings in the absence of the President
2. Maintain the PTO Bulletin Board

#### Section 3: Treasurer

##### Sub-section A: Duties

1. Present a projected budget at the September meeting
2. Head the Fundraising committee

3. Maintain the PTO financial account

#### Section 4: Secretary

##### Sub-section A: Duties

1. Keep meeting minutes
2. Email minutes to the President for distribution
3. Keep PTO membership forms

#### Section 5: General Officer Responsibilities

##### Sub-Section A: Duties

1. Attend both officer and general meetings
2. Volunteer for at least one committee
3. Help disseminate information to the membership about the activities of the PTO

### Article 5: Selection of Officers

#### Section 1: Election of Officers

##### Sub-section A: Qualifications

1. The nominee must have a child enrolled in the CDL-Rise Lab and be a current member of the PTO.

##### Sub-section B: Elections

1. Officer elections will be held at the April meeting and will be conducted by secret ballot.

#### Section 2: Removal of Officers

Sub-section A: Removal of an officer requires a discussion of the reasons for removal followed by a vote from the general membership. Removal requires a two-thirds majority for the motion to pass.

Sub-section B: An election must be held during the next meeting to determine a replacement officer.

### Article 6: Committees

#### Section 1: Purpose of PTO Committees

Sub-section A: The purpose of forming committees is to centralize the management and responsibilities required for PTO activities.

#### Section 2: Committee Formulation

Sub-section A: The formation of new PTO committees will be at the discretion of the PTO officers; however, the formalization of a new committee must be voted on by the general membership.

Sub-section B: Committees will consist of a committee head, which may or may not be a PTO officer, and at least four current PTO members.

Sub-section C: The number of committee members is at the discretion of the PTO officers.

#### Section 3: Previous Examples of PTO Committees

Sub-section A: Examples of previous PTO committees include committees for Homecoming, the Spring Carnival, fundraising, and social events.

#### Section 4: Current/Active Committees

Sub-section A: Current or active committees for the upcoming school year are listed on a separate tab, following the bylaws. This tab will be managed every year to conform with the yearly activities of the PTO.

Article 7: Fundraising

Section 1: Purpose of PTO Fundraising

Sub-section A: The purpose of PTO fundraising is to subsidize the cost of PTO financial goals and activities including but are not limited to items not covered in the CDL-Rise budget, field trips, workshops, and guest speakers.

Section 2: Fundraising Committee

Sub-section A: The committee will develop and organize a minimum of two large fundraisers throughout the year as well as supervise the distribution of the funds.

Article 8: Amendments

Section 1: These bylaws of the CDL-Rise PTO shall be amended by a vote of two-thirds majority of the membership at any regular or special meeting.



# CDL PTO MINUTES

## September 10, 2018 – 12:00pm

**Attendance:** Sandy Major, Toni Ivey, Precious Elmore-Sanders, Erica Still, Megan Williams, Chelsea Burns, Janlyn Hannah, Kim Loeffert, Angela Spencer, Ann Morgan, Neil Hoffman, Jaya Nagaboyina, Elisa Davis

### 1. Website

- Toni Ivey created a CDL PTO webpage & it is now active:
  - <https://sites.google.com/view/cdlpto/home>

### 2. OSU Homecoming Parade

- Interest in a float for the Homecoming Parade?
- Info to register:
  - Need to register by **September 28<sup>th</sup>**
  - Link to register:
    - <https://securelb.imodules.com/s/860/Hybrid/index.aspx?sid=860&gid=1&pgid=4370&cid=9511>
  - \$40 entry fee can be paid by PTO account.
  - One person must attend safety meeting.
  - Truck, trailer & hay bales needed
  - Megan Williams & Chelsea Burns offered to take this on.
  - Others that signed up to help on open house night:

Stephanie Surratt	<a href="mailto:ssurratt@kicker.com">ssurratt@kicker.com</a>
Cheng Chen	<a href="mailto:cchen11@okstate.edu">cchen11@okstate.edu</a>
Maura Smith	<a href="mailto:mauras@okstate.edu">mauras@okstate.edu</a>

- T-shirt should be in before parade (order was placed Sept. 6<sup>th</sup>). There will be extra shirts for purchase.
- Decorations & Candy are needed. Suggested to put a box in the lobby for donations of these items?

### 3. Fall Fundraisers

- Un-Fundraiser update
  - Since beginning of semester, have collected around \$732
- Notecards?
  - Have done these in years past, but it did not work out with printing last year (price). Decided not to do again this year.
- Square One Art (instead of notecards)
  - <https://www.square1art.com/>
  - Toni will move forward with this, if no objections.
- Fundraising funds
  - Every year they pay for transportation (van) and entry fees for Pre-K/K class to do off-campus field trips (Pumpkin Patch in Fall & Field Trip in May). Funds are also used for things needed around CDL, etc.

#### 4. Box Tops

- Any ideas for publicity to get the info out?
- We get 10 cents for each box top.
- Deadline for box tops to be turned in is October 19<sup>th</sup>
- If you are interested in helping organize box tops to send off, let Toni Ivey or Kristi Seuhs know you would like to join them.
- Others that signed up at open house night:

Stephanie Surratt	<a href="mailto:ssurratt@kicker.com">ssurratt@kicker.com</a>
Maura Smith	<a href="mailto:mauras@okstate.edu">mauras@okstate.edu</a>
Janlyn Hannah	<a href="mailto:janlyn.hannah@ok.usda.gov">janlyn.hannah@ok.usda.gov</a>
Kristi Seuhs	<a href="mailto:kristi.seuhs@okstate.edu">kristi.seuhs@okstate.edu</a>

#### 5. Super Bowl Party Fundraising

- The money from the fundraiser went to CDL through Foundation and the money raised was used to fund therapies at CDL.
- This was put on by SNB.
- Need for therapy funds currently – music therapy is on hold at CDL (no funding)
- Suggested to still look into some kind of silent auction type of event like this to raise \$\$, also suggested that it not be on Super Bowl weekend this time (might get more interest and attendance)
  - Ann Morgan is going talk to Simmons Bank and possible opportunities

#### 6. Teacher Appreciation Week

- **May 6-10, 2019** – confirmed with group this will be date
- This is the national teacher appreciation week.
- Karen Clark has a copy of the “My Favorite Things” in her office. We can add this to the new webpage.
- Need help organizing this – weeklong celebration of teachers
- Those that signed up at open house night with interest:

Stephanie Surratt	<a href="mailto:ssurratt@kicker.com">ssurratt@kicker.com</a>
Cheng Chen	<a href="mailto:cchen11@okstate.edu">cchen11@okstate.edu</a>
Maura Smith	<a href="mailto:mauras@okstate.edu">mauras@okstate.edu</a>
Diana Rodriguez	<a href="mailto:dmrodri@okstate.edu">dmrodri@okstate.edu</a>
Stephanie Hathcock	<a href="mailto:stephanie.hathcock@okstate.edu">stephanie.hathcock@okstate.edu</a>
Janlyn Hannah	<a href="mailto:janlyn.hannah@ok.usda.gov">janlyn.hannah@ok.usda.gov</a>
Jixin Chai	<a href="mailto:jixin.chai@okstate.edu">jixin.chai@okstate.edu</a>
Angela Spencer	<a href="mailto:angela.spencer@okstate.edu">angela.spencer@okstate.edu</a>
Jessica Cottom	<a href="mailto:jessica.cottom@yahoo.com">jessica.cottom@yahoo.com</a>
Kristi Seuhs	<a href="mailto:kristi.seuhs@okstate.edu">kristi.seuhs@okstate.edu</a>

## 7. Thanksgiving Dinner

- Tuesday, November 13<sup>th</sup> from 5:30-7:00pm
- Taylor's Dining Room (located in the Human Sciences North Wing)

## 8. Spring Carnival

- TBD date
- Help and ideas needed
- People that signed up at open house night:

Stephanie Surratt	<a href="mailto:ssurratt@kicker.com">ssurratt@kicker.com</a>
Diana Rodriguez	<a href="mailto:dmrodri@okstate.edu">dmrodri@okstate.edu</a>
Janlyn Hannah	<a href="mailto:janlyn.hannah@ok.usda.gov">janlyn.hannah@ok.usda.gov</a>
Angela Spencer	<a href="mailto:angela.spencer@okstate.edu">angela.spencer@okstate.edu</a>

## 9. End of Year Fun

- TBD date
- Snow cones for students?
- Other ideas?
- Signed up at open house night:

Janlyn Hannah	<a href="mailto:janlyn.hannah@ok.usda.gov">janlyn.hannah@ok.usda.gov</a>
Maura Smith	<a href="mailto:mauras@okstate.edu">mauras@okstate.edu</a>

## 10. Amazon Smile account

- Do we qualify for this?
  - 501c3 account?
- How do we get tax exempt status? Sandy will ask Karen to look into this.

## 11. PTO officer election

- Current President: Toni Ivey
- Current Vice-President: none
- Current Secretary: Erica Still
- Current Treasurer: Michal Shaw
- Newly elected officers for 2018-2019 school year:
  - President: Toni Ivey (last term)
  - Vice-President: Precious Elmore-Sanders
  - Secretary: Chelsea Burns
  - Treasurer: Janlyn Hannah

## 12. Future Planning

- Could use Google Drive?
  - Chelsea Burns will look into other options for group to use
- By-laws on require one PTO meeting per semester
- Will have a meeting in the Spring

### **13. CDL Needs**

- There are some needs for equipment and toys
- Two things for teachers to do:
  - Create an Amazon Wish List for classroom items that are needed/wanted – we can forward to families
  - Teachers should email links of exact item wanted/needed to Toni Ivey & she will forward to group
- PTO decided to purchase cash register toy for use in a center in classrooms (to replace broken, well-used one) and a Little Tikes basketball goal (need links to exact items and PTO will purchase!)



**NAEYC 6.A.06-6.A.12, 7.A.01, 8.C.02, 10.B.01, 10.B.09, 10.E.01, 10.E.10, 10.E.11, 10.E.12**

**OKDHS 340: 110-3-278(e)(1-2)(A-B)**

**OKDHS 340: 110-3-281(c)**

**OKDHS 340: 110-3-284(d)(2)(A-B)**

**OKDHS 340: 110-3-284(d)(7)(A-E)(i-iii)**

### **Staff Professional Development Requirements**

In conjunction with annual performance appraisals and evaluations, each teaching staff member will develop an annual professional staff development plan and submit the plan to the director for approval, if different than offered training. The professional staff development plan should build upon the teacher's previous training/education/skills/knowledge of the needs of the assigned age group, diversity of families, culture, language, and the goals of the program.

Professional development trainings, conferences or events may be obtained from numerous agencies. Such agencies would include, but are not limited to, Center for Early Childhood Teaching and Learning, Payne County Smart Start, Center for Early Childhood Professional Development, Delaware County Professional Resources, Oklahoma Early Childhood Teacher Association, and National Association of Education for Young Children, Southern Association of Education for Children, and Oklahoma Early Childhood Association.

The individual professional development plans should include these requirements:

- At least six clock hours of annual training must be in one or more of the following topics:
  - Child growth and development-atypical development
  - Health, safety and nutrition
  - Child Observation and assessment
  - Family and community partnerships
  - Learning environments and curriculum
  - Interactions with children, such as teaching practices
  - Program planning, development and evaluation
  - Professionalism and leadership, such as mentoring and coaching
- The remaining clock hours of annual training must be in one or more of the following topics:
  - Ethics and professionalism
  - Working with families/parents-identifying family centered practices
  - Community resources and supports
  - Collaborating & partnering with families, communities, and colleagues
  - Care of children with special needs-IDEA and other applicable laws, children's and families under IDEA laws, roles and responsibilities related to IEP and IFSP, and strategies for supporting inclusion
  - Adult and child health
  - Safety
  - Risk management
  - Identification and care of ill children
  - Supporting diversity
  - Positive relationships (children, families, community & colleagues)

- Professional development (effective communication, time and stress management, conflict resolution)
- Preventing the spread of communicable diseases
- Topics relevant to a particular age group
- Planning developmentally appropriate learning activities
- Policy, legislation, and regulatory changes as they apply to early care and education.
- In addition to the above, the Director is required to obtain the following:
  - Three clock hours in management techniques, leadership, or staff supervision
  - Training hours may not be earned for presenting training to others

Annual training for each teaching staff must be obtained within the first twelve months from their date of hire, and during each subsequent 12-month period. Hours must be obtained for each 12-month period and deferring hours from period to period is prohibited. Training must meet requirements which reflect developmentally appropriate practices as the fundamental principle of teaching and caring for young children.

Teaching staff will maintain a current and verified OKDHS approved training with CECPD. Training will be relevant to job responsibilities and includes center administration or management, age-appropriate childhood education, and infection control.

An individualized educational plan will be developed within the first month of employment, with annual updates, and maintained with Performance Reviews.

Professional Development documentation of required certification, training, and personnel forms will be maintained for at least 12 months after the last date of employment.

- Training opportunities and available/training sources may include the following.
  - Training during the staff meetings
  - Workshops held at the university
  - Workshops held at other centers, Stillwater Public Schools, Smart Start, Licensing Health Department and other organizations
  - Conferences
  - Self-instructional materials (limitations apply)
  - Reading and television programs do not count toward required clock-hours

Teaching staff are notified of training opportunities available in the community by email or at staff meetings. Teaching staff coordinate with the director to attend trainings. The registration fee is paid by the program until the teaching staff reaches the 24-hour requirement. Hours are counted toward professional development.

**Teaching Staff is responsible for ensuring they have earned the required hours in the time allowed and must provide the Director with an original copy of the training certificate. All training certificates must be kept current.**

**Director's Professional Development**

In conjunction with annual performance appraisals, the director is required to obtain 30 clock hours per employment year of CECPD (OKDHS) or higher training, such as professional conferences or from an accredited college, university, or vocational program, in accordance with:

- Maintain current and verified OKDHS approved trainings with CECPD to obtain an Oklahoma Director's Credential Certificate through the Oklahoma Professional Development Ladder.
- Training is relevant to job responsibilities and includes center administration or management, age-appropriate childhood education, and infection control.
- An individualized educational plan will be developed within the first month of employment, with annual updates, and maintained with Performance Reviews.

## **Student Information System**

The CDL uses brightwheel for our classroom management, daily reports, billing and messaging.

<https://mybrightwheel.com/>



# OSU CHILD DEVELOPMENT LABORATORY

## 2019-2020 SCHOOL YEAR CALENDAR

**Notice: CDL will follow the OSU inclement weather policy and closings.**

August						
S	M	T	W	T	F	S
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May						
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31						14

Student Class Days
Open House (4:30-6:30 PM)
First/Last Day of School
CDL Closed-No School

Professional Development - No School
Home Visitation - No School
OSU Holidays - Campus Closed
Parent Conference - No School

## Daily Schedule PreK/K

7:30-8:00	Teacher Preparation
8:00-8:30	Morning Tubs/Breakfast Snack
8:30-9:00	Morning Meeting
9:00-10:15	ELA Center Rotations
10:15-11:00	Outdoor Play
11:00-11:30	Whole Group Reading
	Writer's Workshop
11:30-12:00	Lunch
12:00-12:30	Outdoor Play
12:30-1:00	Restrooms/Quiet Storytime
1:00-1:30	Rest Time (Nap)
1:30-2:45	Math Center Rotations
2:45-3:00	Afternoon Snack
3:00-3:30	Outdoor Play/Dismissal

### **Special Education/ Therapy**

The Child Development Lab currently offers some special services for the children enrolled at the CDL as we have funding available for the services.

**Music Therapy:** Every child attending the CDL will receive one session of music therapy on Friday morning. Kerri Blackburn, LPMT, MT-BC comes to the center to do small group sessions with children in Preschool 1, Preschool 2, Preschool 3 and PreK and Kindergarten.

**Physical Therapy:** Some individuals need to have physical therapy. We currently have Chris McInturff working with students during the day at the CDL. This allows him to see the clients without the children missing time from the learning environment. Chris McInturff, P.T. works at ABI Physical Therapy Services in Stillwater and bills the families for his services.

**Speech and Language services** are provided by the Department of Communication Sciences and Disorders/ Speech Language Hearing Clinic. They provide a supervisor and clinicians to work with our students who qualify for services. The students receive 2 sessions per week. They could also do the hearing and vision screening for all students at the CDL.



NAEYC 1. B.08, 1.E.01, 2.D.05, 3.B.12, 4.A.03, 4.D.04, 4.E.07, 5.B.04, 7.B.04, 7.C.01-7.C.03, 7.C.05, 7.C.06, 7.C.08, 10.B.01, 10.B.08, 10.B.10, 10.B.14

OKDHS 340: 110-3-281.1(i)(7)

OKDHS 340: 110-3-281.4(b)(4)

OKDHS 340: 110-3-286(a)(1-3)(A-E)(i-ii)(I-II)

OKDHS 340: 110-3-294(g)(1)

### **Children Who Live with Delays/Disabilities/Special Needs**

The program strives to make all reasonable accommodations to meet the needs of children with disabilities or challenging behaviors in an environment appropriate and supportive of the child. Families/parents are asked to speak with the director about a child's special needs. An Individual Education Plan (IEP) or an Individual Family Service Plan (IFSP) must be on file for each child with a diagnosed disability.

Collection of information about a child's disabilities, challenging behaviors, or special health care needs is used to determine the most appropriate placement for the child and to establish an Individualized Care Plan. Families are required to complete the specialized service professional permission and release forms for their child. A physicians' signatures are required for a child's participation in specialized services.

The program provides Speech and Language Therapy and Recreational Therapy as resources to provide therapeutic interventions that a child may need. Other services or specialist may be contacted to implement a prescribed program. Families will be considered as the primary decision makers about services that their children receive.

Specialized therapies are offered to the children and families at no cost. Additional therapies or services will be considered as the financial status becomes more secure. Therapist submits a monthly invoice to the Director for payment, which is then submitted to the HDFS accounting department. Then payment is rendered directly to therapist.

Families must identify children who live with special health care needs, food allergies, special nutritional needs or delay/disability on the child's enrollment forms. The director will contact the parents, teachers, and specialist in preparing an Individualized Care Plan. The Individualized Care Plan will be used to determine the services, adaptations or modifications, and interactions that allow the child to fully participate in the program's activities.

The teaching staff is specialized in early childhood education methods and theories. If a staff member suspects that a child has persistent challenging behavior, developmental delay, or other special needs the director will be contacted by the staff member and an observation, documentation, and discussion about the child's growth and development will take place with the director and staff member.

The teaching staff is not specialized to diagnosis developmental delays or other special needs. Therefore, the director will communicate to families in a sensitive, supportive, and confidential

manner and provide documentation and explanation for the concern, suggested next steps and information about resources to families/parents within and outside of the program.

Individual Care Plans will focus upon a child's differing physical, social, or cognitive abilities. The plan will include modifications that support the child within their least restrictive environment. Identified modifications will be included to address the environment, learning activities, teaching strategies, and appropriate behavior for the child, families, and staff through an accepting and respectful atmosphere.

Staff and specialist will meet, share, and plan educational endeavors, objectives, and goals for children. As a team, staff members, specialist, and families will meet during parent teacher conferences, and at other requested times, to establish set objectives or goals for children. The plan will be implemented within the classroom and services with adjustments/modifications beginning administered to accomplish IFSP's and IEP's goals. Documentation will be collected to determine the level of progress. Documentation will consist of, but is not limited to, informal anecdotal notes, checklist, screenings, assessments, child's portfolio-work, and photographs. At any time, any member of the team may request additional information or meeting through phone conversation, email, or other communication devices.

In addition, the program will work with families be an advocate for their child when seeking other services or transitions between programs. Program staff will attend IFSP or IEP meetings, provide documentation of services rendered, and progress reports. The need for additional information or services can be accommodated with a sufficient amount of notice.

The program will support and encourage families in advocating for services at other locations, such as their local school system, health departments/agencies, or medical specialist. Support, encouragement, or advocacy for children will include, but not limited to, observations of children at the program, visits to other programs, staff attendance to IEP or IFSP meetings, providing non-verbal children with alternative communication strategies, assisting with enrollment procedures/policies for the next school year, and providing documentation of the children.

The program protects children with food allergies from contact with problematic food items. Enrollment forms require a health care or cultural representative to identify and provide documentation for children with food allergies or cultural preference. The program protects children from coming into contact with food allergies or preferences. Kitchen staff, lunch monitors, and teaching staff work collaboratively to identify, label, and separate problematic foods. Families' consent is obtained before posting any information about that child's food allergy. The food allergy posting will remain within the classroom and kitchen areas, as a visual reminder, until that child's attendance is completed at the program. All staff members will be notified of all children who live with food allergies.

Daily Communication Journals are implemented within Preschool I and Preschool II Classrooms (ages of children are 12 months to 35 months) and children with delays/disabilities. Daily Journals and Sign-in and Sign-out sheets provide the program staff and families the opportunity to have daily two-way communication about the children's events, toileting and diapering, feeding situations, center activities, developmental milestones, well-being or child's dispositions

throughout the day. When in-person communication is unlikely, then email or phone conversations can be used as substitutes as well as the daily journal.

**NAEYC 1.E.01, 4.A.03, 4.E.07, 7.B.04, 7.C.01, 7.C.03, 7.C.05, 7.C.06, 8.A.01-8.A.05, 10.B.01, 10.B.10**

### **Specialized Consultants**

Staff members will obtain written consent from families/parents before sharing information about a child with other relevant providers, agencies, or other programs.

The program provides therapeutic interventions that a child may need. A determination of action will be made upon the referral(s) given by the classroom teacher or families. After a referral has been documented by the director, specialists are then contacted within the program. Occupational Therapist, Physical Therapist, Speech and Language Therapist, and Music Therapist will be contacted to conduct specialized screenings.

Information from specialist, classroom teachers, and families will be gathered and analyzed to determine adequate services. In addition, an Individualized Care Plan will be developed and will include the child's interests and needs, developmental progress and learning of child, adaptations/modifications of teaching practices, and documentation of communication with families.

The following list is offered to families as a beginning contact/information, and is not limited to those discussed. Each agency provides information in regards to one or more of the following areas, disabilities, special needs, behavior challenges, or family therapy. The program staff will assist and support families in making contact with other agencies for educational purposes or transitions, align mutual desired outcomes, and provide communication with other agencies. SPS provides services for children who live within the SPS district. Payne County Health Department and the following agencies provide a sliding scale fee determined by a family's income.

- **Stillwater Public Schools**-Families in need of their child being screened for general learning challenges that live within SPS district and are three years to 18 years of age may contact the director. The director will make the necessary contact arrangements and/or screenings with Stillwater Public Schools.
  - As the parent/guardian/surrogate parent of a child or youth who is receiving or may be eligible for special education services, you have certain rights according to State and Federal laws. If you have questions about these rights and procedural safeguards, please contact your local educational agency (LEA)/public agency, or Special Education Services (SES) of the Oklahoma State Department of Education (OSDE). These rights and procedural safeguards are in accordance with Title 34 of the Code of Federal Regulations for implementation of the Individuals with Disabilities Education Act (IDEA) and the IDEA Amendments of 1997 and 2004.
- **Payne County Health Department**-Families in need of their child being screened for general learning challenges that live within Payne County can contact Annette O'Connor, M.P.A., Administrative Director, 1321 West 7th Avenue, Stillwater, Oklahoma 74074, 405- 372-8200.
  - **Screening, Special Services and Sooner Start:** The mission of the Screening, Special Services and Sooner Start Division is to provide statewide surveillance, screening and specialized programs to protect the health of Oklahoma children and their families.

Genetics Program  
Newborn Screening Program  
Newborn Hearing Screening Program  
Oklahoma childhood lead poisoning prevention program  
Oklahoma Birth Defects Registry  
Sooner Start

- **Child Guidance Service:** Oklahoma State Department of Health have served Oklahoma Families since 1956. The Child Guidance Service provides administration of the Child Guidance Program, Abstinence Education Program and Developmental Screening Initiative. These programs provide support and training to parents, childcare providers, educators, the medical community, and youth.
  - Families in need of their child being screened for learning challenges, they are referred to the **OSU School of Psychology: 405-744-5474.**
  - Families in need of their child being screened for speech challenges, they are referred to the **OSU Speech and Language Clinic: 405-744-6021.**
  - Families in need of their child being screened for behavioral or emotional challenges and/or family counseling, they are referred to the **OSU Center for Family Services: 405-744-5058.**
- Families in need of cultural and/or linguistic services in translating and/or communicating, they are referred to the **OSU International Students and Scholars Services: 405-744-5453**

## **Transportation/Field Trips**

NAEYC 9.C.10, 9.C.14, 9.C.15, 10.B.08, 10.B.12, 10.D.06, 10.D.07

OKDHS 340: 110-3-280(d)(4)

OKDHS 340: 110-3-281.2(c)(5)(C)

OKDHS 340: 110-3-281.2(d)(1-6)

OKDHS 340: 110-3-281.2(c)(10)(A-C)(i-iv)

OKDHS 340:110-3-281.3(b & c)(1-3 & 10-11)

OKDHS 340: 110-3-281.4(b)(11-13)(A-E)

OKDHS 340: 110-3-284(d)(8)

OKDHS 340: 110-3-284.3(d)1-3)(A-D)

OKDHS 340: 110-3-287(g-h)(1-4)(A-B)

OKDHS340: 110-3-305(a-h)(1-5)(A-E)(i-iv)

### **Fieldtrips/Transportation**

The classroom staff plans field trips to supplement and extend the curriculum. The program implements and follows OKDHS Transportation/Fieldtrip Requirements, Oklahoma Statute 47 O.S. Section 11-1112. The classroom staff is responsible for ensuring that all forms of transportation meet state requirements. In addition, tobacco use is prohibited at all times when on a fieldtrip or transporting children.

Most field trips occur on foot, staying on or near the OSU campus. The campus is rich with learning opportunities for children to explore. Teaching staff-child ratio will be maintained at all times during field trips and transportation of children from one location to another.

During walks or fieldtrips, a map or route is left at the office with the following information as well: a plan of supervision is maintained at all times, at least one adult teaching personnel is within each group, boundaries are identified to the children when applicable, and all children are identifiable with wrist bands, badges, nametags, or other items.

A Fieldtrip and/or Transportation itinerary will be provided to the office and families before departure of event. The itinerary will indicate approximate vehicle location at all times during the fieldtrip/transportation. Supervision of children will begin at the pre-arranged pick-up time and end at the pre-arranged drop-off time. Only guardians or other pre-determined designated individuals will be allowed to sign children out from a trip.

Children arriving after departure of the event will either remain at the program with other staff members or arrangements made for the child to join the class at a designed location. Snacks and lunch will be prepared by the kitchen following required nutritional standards and sent with the class.

Occasionally, the children may use the OSU Bus for off campus or far campus trips. Announcement of major field trips are made 48 hours in advance and posted by the classroom sign-in sheets, giving parents trip details (date, time, destination, and purpose). Parents are invited to accompany the group.

Each vehicle will include written information about the program: name, address, phone number, emergency contacts and child information, vehicle insurance, transportation itinerary, and child passenger check when applicable. Children are never left unattended in vehicles.

Field trip consent forms are signed by parents at enrollment and placed in the child's file and will be maintained for 12 months. Further written consent for a field trip is not required. Should a parent not want his or her child to participate in a particular field trip, the teacher or director should be notified, and an attempt will be made for other arrangements while the class is on the trip.

A first-aid kit and each child's emergency information and consent forms are taken on all field trips. Teachers carry cell phones and post a map of their traveling route in their classrooms, including a plan for handling emergencies while on the trip.

Sometimes unexpected opportunities for the children to experience new things occur in the Child Development Laboratory campus neighborhood. When these opportunities come up during the day and involve a short walk of a few blocks, teaching staff may take advantage of them.

For example, a new piece of construction equipment might be in the area and the children notice it from the Outdoor Learning Environment. After discussing it with the driver and assessing a safe way for the children to observe the activity, teaching staff may arrange to take the children closer to the construction site and let them watch how the piece of equipment works. In these cases, parents do not receive advanced notice, but will receive a report about the children's experience at the end of the day.

Another kind of field trip experience may be set up as a regularly scheduled event, such as a walk to Theta Pond every other Thursday so children can observe and record the changes that occur throughout the year. The teachers inform the parents if they design such a schedule. Should a parent not want their child to participate in these impromptu learning opportunities, they should speak to the director and have instructions documented in their child's file. In this case, the teaching staff would provide alternative arrangements for the child while the class is on the trip.

High Risk Fieldtrip/Activities will require additional permission. The consent forms will be maintained for at least 12 months after the activity. Consent forms will include curriculum related activity, individual leading the activity, child-teacher ratios, conditions for the child's participation, age and skill level of the children participating, special equipment if necessary, and safety procedures is applicable.

Written parental consent will be on file before any child is transported for any reason and maintained for at least 12 months.

OSU Bus and Transportation vehicles (vans) are held to local and state regulations as a public source of transportation. OKDHS has approved the use of OSU Bus and Transportation vehicles for the field trips. Each bus or vehicle is marked with the OSU logo and designed route. Maintenance is performed according to recommended manufacturers, state, and OSU regulations and quarterly on a regular basis.

Documentation of maintenance can be obtained from the OSU Transportation Department showing date of regular and quarterly inspections and preventative maintenance, such as daily logs, air pressure inspections, and routine checks.

Since the program uses the OSU Bus/Van as a form of transportation, the staff will implement and use safety-restraint devices approved and/or in accordance with the bus manufacturers guidelines and those for the transportation vehicle (vans). Private vehicles used for occasional transportation must follow the same OKDHS requirements as OSU.

Staff will identify and follow the regular medical policies and procedures for illnesses, injuries, and poison exposures when off-site. The director will be contacted/notified immediately along other medical emergency procedures/steps being implemented and/or observed.

One staff member with current documentation of training in OKDHS approved child passenger safety course training, such as Oklahoma SAFE KIDS, will be present during the transportation for children younger than six years of age. Proper staff-child ratios are maintained without counting the driver when children younger than four years of age are transported.

Children are transported to therapy sessions by their parents or designated OSU vehicles. Transportation attendance form is used each time a child enters & exits the vehicle and maintained for at least 12 months. The form will document that at least two methods of inspecting was utilized to ensure that no child(ren) were left in the vehicle.

Vehicles must adhere to the following guidelines when transporting children:

- Vehicle's maximum seating capacity is not exceeded. Maximum seating capacity of the vehicle is based on the manufacturer's designated seating capacity for children or on a minimum of 13 inches of seating space per child.
- All passengers are able to sit comfortably in a stationary padded seat with a back that is properly anchored to the vehicle.
- Children's entire bodies remain in the vehicle at all times when being transported.
- Children are transported only in areas designed for transporting people, truck beds, campers, and trailers are prohibited.
- Vehicles have operating heaters to maintain an interior temperature of at least 65 degrees and air-conditioning or operable windows as a ventilation system.
- Vehicles used to transport children are maintained in a clean, safe operating condition, free of hazardous objects or other nonessential items that could injure children.
- Children are not transported in vehicles or parts of vehicles which were not designed for the purpose of transporting people, for example, the rear of vehicles.
- When transporting children, vehicles, with the exception of public transportation, are visibly marked with the name and telephone number of the facility or sponsoring organization.
- Each vehicle operated by a center for transportation of children has door locks. The driver is responsible for keeping the doors locked when the vehicle is moving.
- The transporting vehicle is covered by medical and liability insurance as required by Oklahoma laws and proof of insurance is maintained in vehicle at all times.

- Effective June 2007, programs providing transportation for children younger than six years of age must have one staff person with current documentation of training in OKDHS approved child passenger safety course.
- Documentation of maintenance is available on-site for each vehicle, showing date of regular and at least quarterly inspections and preventative maintenance. Staff carries out daily pre-trip inspections of vehicles and corrects any unsafe conditions, including unsatisfactory air pressure in tires. Vehicle maintenance will include the following items
  - Full name of entities who conducted inspection
  - Date of inspection
  - Tire wear
  - Tire pressure
  - Brakes
  - Lights
  - Working Seatbelts

#### Driver's qualifications:

- Be at least 21 years old.
- Have a driver or commercial driver's license of the type that is valid in the driver's state of residence.
- Have no conviction within the last three years of driving under the influence of alcohol or drugs or other impaired driving offense.
- A copy of each driver's license and CPR and First Aid certification will be maintained for the duration of the individual's employment and 12 months after last date of employment.
- Criminal History Reviews/Fingerprints must have been obtained for drivers transporting children.
- Drivers do not use any form of communication devices while driving.
- If driving vehicle designed to transport one or more passengers, complete training specific to the safe operation of that type of vehicle within three months of providing transportation to children.
- Staff members must attend the OSU Driving Training Seminar before operating an OSU vehicle.
- Parents are allowed to transport their child only. Other children must be transported with an OSU trained staff member.
- Drivers must attend and obtain child passenger safety training from OKDHS, such as Oklahoma SAFE Kids.

#### Child Passenger Safety Requirement Exemptions:

- When transporting children younger than four years of age, proper staff-child ratios are maintained without counting the driver. However, centers with only one staff person, or who transport one or two children, may provide transportation locally without a second staff person.
- For children four years old and older, the driver may be counted toward meeting the staff-child ratio.
- School buses or any public transportation vehicles are exempted to passenger restraints, unless designed for or equipped with seat belts of Lower Anchors and Tethers for Children (LATCH). Children are required to remain seated on the bus or public transportation vehicle at all times.



- Children weighing more than 40 pounds being transported in a back seat using only lap belts. A lap belt only is acceptable when the back seat of the vehicle is not equipped with lap/shoulder belts OR when the lap/shoulder belts are being used by other children more than 40 pounds.
- Written documentation from a licensed physician is maintained when a seat belt exemption is necessary.
- Medical issues prohibiting use of belt or restraint system.

#### Child Passenger Safety Requirements:

- All children are to sit in seats behind the front seats.
- A schedule showing accurate route and itinerary is planned and kept at the center to show approximately where the vehicle is at all times. When the vehicle is equipped with a mobile communication system route information is not required.
- Safe conduct to and from all vehicles and safe off-street loading space is provided to protect children from backing vehicles, being between vehicles, and all traffic hazards.
- Children are not permitted to ride more than 60 minutes one way on regular outings, exceptions for a special field trip may be allowed, with exceptions being infrequent, and allowance is made for rest and stretch stops during the trip.
- Children remain seated while the vehicle is in motion, and no part of a child's body extends from windows.
- Vehicles containing children are never left unattended at any time.
- Booster seats for children more than 40 pounds must be positioned and properly secured with a lap belt on the child's lap and hip bones rather than the abdomen. High-back boosters are recommended for positions in vehicles that do not have head rest and backless boosters are sufficient for positions that do have head rest. Both seats achieve the same goal to boost the child high enough so the seat belt fits properly.
- Booster seat, car seat, or infant seat is used and/or installed according to the manufacturer's instructions and federally approved.
- Ensure the passenger restraint system is used properly with the type of seat belt that is installed in the vehicle, and properly maintained.
- Verify that the car seat is appropriate for the specific height, weight, and physical condition of the child being transported.
- Each seat belt is properly anchored to the vehicle and fits snugly across the child's hips or securely anchors the car seat and fits appropriately according to the Child Passenger Safety training, such as Oklahoma SAFE KIDS.
- All adult passengers, except those in/on a bus, and the driver are properly secured by individual seat belts unless the driver or passenger has written verification from a doctor licensed in Oklahoma and that person is unable to use a seat belt for medical reasons.
- Vehicle's maximum seating capacity is not exceeded. Maximum seating capacity is based on the manufacturer's designated seating capacity.
- When transporting children, vehicles, with the exception of public transportation, are visibly marked with the name and number of the facility or sponsoring organization.
- Each vehicle operated for transportation of children has door locks.
- The transporting vehicle is covered by medical and liability insurance required by Oklahoma laws.
- A first aid kit is available in the vehicle at all times.

- Written documentation is kept of regular maintenance of all vehicles to include quarterly inspections of tire wear and pressure, brakes, lights, and functioning seat belts.

Each classroom has a fully equipped bag of first-aid kits/supplies (tissues, wet wipes, first aid) to carry to on field trips or during the events that require transportation. Classroom teachers are responsible to make certain that these supplies are always well stocked.

If an Abduction, Shelter-In-Place, or Lockdown occurs while on a fieldtrip, the person in charge should implement the programs procedures as close as possible. Such as:

- remain calm.
- account for all children and keep the children together.
- identify area for Shelter-In-Place or Lockdown, if Abducted child-notify the individual in charge of the premises and request that all doors be locked and local authorities be called immediately.
- follow all directions/instructions from emergency and law authorities.
- contact the director or administrative assistant with information/details about the situation.
- director or administrative assistant will contact families through Cowboy Alert System with details and plan of action.
- when all clear has been given by authorities, the person in charge will contact the director for further plans/details.

## FALL 2019 CHILD DEVELOPMENT NUTRITION LABORATORY REPORT

### INTRODUCTION

The child and adult care food program is a federally program that emphasizes on providing nutritious meals to children, contributing to wellness and healthy growth of the community as a whole. Children who enroll in afterschool programs are eligible to reap the benefits offered through this program in the form of meal reimbursements that can help in increasing intake of nutritious food at reduced price or at free of cost. Not only for children in afterschool programs, the program benefits reach children in day care centers/homes, children, youth and adults over 60 years or living with disability residing in shelters also can receive reimbursements for meals. The CACFP also extends its services to various institutions and facilities to aid in providing well-balanced nutritious meals to children and adult participants. Institutes and facilities may be approved to provide up to 2 meals and 1 snack for each eligible child/adult. However, in day care/shelters/homes meals served are often at free of cost meant to deliver nutritious foods to children from low-income areas.

According to FY2017, the average participation in this CACFP was 4,439 reflecting a 20.59% increase in participation since FY2013 when the average participation was 3,681. The total number of meals served (in millions) in FY2017 was 2,046 reflecting a 4.5% increase since the year 2013 in which 1,957 million meals were served.

Oklahoma State University receives funding from the CACFP for its Child Development Laboratory to involve students by furthering growth and development of children and youth. Providing nutritious meals is one of the main objectives, therefore students/children in the CDL receive 2 snacks and one lunch meal. However, there are 5 main standards that needs to be met to serve meals to children/students. These are furnished below:

- One serving of milk (1/2 cup to 1 cup)
- One serving of fruits, whole fruit or 100% fruit juice (1/8<sup>th</sup> cup to ½ cup)
- One serving of vegetables, whole or juice (1/8<sup>th</sup> cup to ¼ cup)
- One serving of protein that includes: lean meat, poultry, fish, cheese and/or meat alternative (1-2oz); eggs (1); beans or peas (1/4 to 1/5 cup); nut butter or seed butter (2-4 Tbsp); regular yogurt (4-8oz); nuts/seeds, combines with ½ serving of other protein sources (1/2 to 1 oz protein)
- One serving of whole grains (1/2 to 1 oz)

This pattern of meal has been designed to be similar to the meal pattern of the Dietary Guidelines for Americans. Along with the above mentioned specifications, at least one serving of grains per day must be whole grain must be provided, cooking methods like frying is completely avoided for on-site food preparation, and added sugar is only added in limited amounts to foods.

The CDL in Oklahoma State University shared 4 week menu items served in the month of October-November. For this report purposes, nutrient analysis of menu items from 1 week has been selected to check for nutritional adequacy. Given below in Table 1. Is the sample menu served for one week in October, 2019.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>AM Snack</b>	Sunshine Muffin Milk	Granola Bar Milk	Breakfast Burrito Milk	Fruit Smoothies	Turkey Sausage w/ Homemade Biscuit Apple Juice
<b>Lunch</b>	Southwest Quinoa Enchilada Salad Peaches Milk	Spaghetti w/Meatballs Roasted Broccoli Fruit Cocktail Milk	Chicken Fried Rice w/Peas & Carrots Pears Milk	Mighty Meatloaf Mashed Potatoes Green Beans Applesauce Milk	Tuna Melt Sweet Potato Fries Pineapple Milk
<b>PM Snack</b>	Chocolate Chip Cookie	Fruit Salad	Vanilla Pudding	Carrot Sticks w/Hummus	Apple Crisp

#### A. AM SNACK EVALUATION

AM Snack Nutrient Analysis					
AM SNACK	Sunshine Muffin Milk	Granola Bar Milk	Breakfast Burrito Milk	Fruit Smoothies	Turkey Sausage w/ Homemade Biscuit Apple Juice
Calories (kcal)	340	304	304	161	488
Total Fat (g)	10.62	11.8	7.36	1.7	21.41
Saturated Fat (g)	2.98	5.68	3.49	0.9	8.57
Cholesterol (mg)	66.2	26.2	41.2	5	41
Sodium (mg)	346	158	566	59	775.5
Carbohydrate (g)	51.08	41.1	30.2	34	65.86
Dietary Fiber (g)	1.71	1.39	2.33	2.8	1.55
Sugars (g)	30.6	24.9	13.5	24	43
Protein (g)	12.53	10.34	29.09	5.5	10.18
Vitamin A (IU)	1771	635.8	512.2	322	200.9
Vitamin C (mg)	0.9	0.1	8.9	32	39.4
Calcium (mg)	382.04	304.87	380.84	12.32	145.38
Iron (mg)	1.4	0.79	1.14	0.48	13.1

AM snack provided a wide variety of nutrients. Children were offered milk 3 days in a week, fruits in the form of smoothies and juices for 2 days. The calorically dense AM snack provided was turkey sausage with homemade biscuit and apple juice. The idea of providing milk on 3 days a week adds adequate calcium for a breakfast menu in the diet. However, adding additional serving of lean protein choices like boiled egg or eggs over easy or sunny side up with granola bars or sunshine muffin would have helped in boosting protein intake and made it more balanced in terms of nutritional composition. Vegetables group is completely lacking in the breakfast menu options which is also can be considered to provide a variety of nutrients.

## B. LUNCH EVALUATION

LUNCH	Lunch Nutrient Analysis				
	Southwest Quinoa Enchilada Salad Peaches Milk	Spaghetti w/ meatballs Roasted broccoli Fruit cocktail Milk	Chicken fried rice w/ peas and carrots Pears Milk	Mighty Meatoaf Mashed potatoes Green beans Applesauce Milk	Tuna Melt Sweet potato fries Pineapple Milk
Calories (kcal)	585	527	391	501	272
Total Fat (g)	15.18	22.64	8.27	18.02	7.22
Saturated Fat (g)	7.73	9.25	1.73	7.13	2.7
Cholesterol (mg)	31.2	76.2	72.2	81.2	27.2
Sodium (mg)	1012	420	167	651	490
Carbohydrate (g)	19.49	47.31	50.47	56.72	33.15
Dietary Fiber (g)	8.09	2.67	3.27	5.25	2.97
Sugars (g)	13.8	20.9	14.6	20.1	13.8
Protein (g)	35	31.59	31.21	31.13	19.93
Vitamin A (IU)	919	665.9	875.4	682.4	671.4
Vitamin C (mg)	9.8	6.2	6.2	3.8	7.6
Calcium (mg)	482.61	351.19	324.15	400.21	340.52
Iron (mg)	4.6	3.6	1.73	3.99	0.98

According to the CACFP, it is recommended that the minimum meal requirements for children ages 1-6 should consist of ½ -1 cup 1% milk, 1/8<sup>th</sup> cup fruits, 1/8<sup>th</sup> cup vegetables especially non starchy vegetables, ½ serving of whole grains, 1-2 oz of lean protein choices or meat alternatives.

According to the lunch menu nutrient analysis, meat alternatives are not being provided at all. It is a healthy practice to encourage consumption of plant based protein options to provide increased nutrients, vitamins and minerals. These plant based options could also serve good fats, and serves as lean protein choices. To provide variety or some change, instead of milk other milk products can also be offered like yogurt/Greek yogurt/cottage cheese as a source of probiotics to maintain optimal gut health. However, in terms of other recommendations according to minimum meal requirements, the lunch menu provided in CDL offers great variety of nutrients and is well balanced with foods from all food groups.

### C. PM SNACK EVALUATION

PM SNACK	PM Snack Nutrient Analysis				
	Chocolate chip cookie	Fruit Salad	Vanilla Pudding	Carrot sticks w/ hummus	Apple Crisp
<i>Calories (kcal)</i>	200	84	148	38	84
<i>Total Fat (g)</i>	7.47	0.24	2.15	0.42	0.24
<i>Saturated Fat (g)</i>	2.17	0.03	0.8	0.06	0.03
<i>Cholesterol (mg)</i>	20	0	31	0	0
<i>Sodium (mg)</i>	88	2	145	43	2
<i>Carbohydrate (g)</i>	32.8	22.02	29.62	3.55	22.02
<i>Dietary Fiber (g)</i>	2.33	1.9	3.13	1.24	1.9
<i>Sugars (g)</i>	17.1	18.2	13.1	2	18.2
<i>Protein (g)</i>	3.93	0.83	5.08	2.2	0.83
<i>Vitamin A (IU)</i>	77.3	58.9	342.8	5965	58.9
<i>Vitamin C (mg)</i>	0.5	51.1	0	1.7	51.1
<i>Calcium (mg)</i>	67.08	17.42	51.62	13.69	17.42
<i>Iron (mg)</i>	1.63	0.48	0.28	0.38	0.48

Considering protein with every meal and snack is crucial for increased protein needs for children to support growth and maintenance. Therefore adding foods like eggs, peanut butter, cheese cubes, nuts can be good protein choices along with above mentioned PM snack options to provide good nutritious snacks. Instead of plain vanilla pudding, providing a yogurt parfait with fresh fruits and granola bar can be more well balanced and will also provide variety of nutrients to improve good health. Instead of plain fruit salad, adding few almond slivers/ feta cheese can add lean protein choices to foods.

### D. CONTINUING PRACTICES

- Providing safe foods for consumption
- Introducing smaller portion sizes of new foods to children to gradually promote consumption.
- Teaching children to pay attention to hunger signals to manage their appetite, and also helping them to select nutritious foods at times of hunger.
- Teaching them lower calories snack options to promote healthy snacking habits during the day.

### E. RECOMMENDATIONS/AREAS FOR IMPROVEMENT/SUGGESTION

- Adding protein to every meal/snack to meet increased protein needs for growing children
- Adding fresh fruits and vegetables to increase intake of vitamins, minerals, and antioxidants in the diet with adequate fiber
- Promoting whole grain options in an eye pleasing presentation
- Introducing variety of new recipes from multi cuisine to provide diverse foods
- Continuously requesting feedbacks from children about newly introduced foods for improvement according to majority taste preferences yet not compromising on nutrient content.

This report was compiled by OSU Dietetic Intern, Aishwarya Srinivasan. I have reviewed and approved her work.

*Catherine Palmer, MS, RDN, LD*

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Catherine Palmer, MS RDN/LD

OK LICENSE ID# 1091

## *Child Development Lab*

### MENU

#### Fall Semester Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>AM Snack</b>	Oatmeal Pumpkin Bars Milk	Scrambled Eggs Milk	Chex Cereal Milk	Pigs in a Blanket Milk	Cinnamon Toast Orange Juice
<b>Lunch</b>	Pepperoni Pizza Salad Peaches Milk	Chicken Bacon Ranch Quesadilla Corn Mandarin Oranges Milk	Cheese & Spinach Lasagna Garlic Parmesan Cauliflower Applesauce Milk	Tater Tot Casserole Carrot Coins Pears Milk	Lemon Baked Tilapia Grilled Zucchini & Squash Fruit Cocktail Milk
<b>PM Snack</b>	Patriotic Fruit Medley	Cheerio Bars	Rainbow Yogurt	Apple Slices	Cheese Stick
<b>After Care</b>	Animal Crackers	Goldfish	Vanilla Wafers	Graham Crackers	Rice Cakes

#### Fall Semester Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>AM Snack</b>	Peach Muffins Milk	Biscuits & Gravy Milk	Breakfast Burrito Milk	Fruit Smoothies	Bagels w/Cream Cheese Apple Juice
<b>Lunch</b>	Grilled Cheese Kale Salad Pears Milk	Sweet & Sour Chicken w/Rice Peas & Carrots Pineapple Milk	Green Chili Pork Tacos Corn Applesauce Milk	Salmon Patties Grilled Brussel Sprouts Fruit Cocktail Milk	Cheeseburgers Sweet Potato Fries Peaches Milk
<b>PM Snack</b>	Cuties	Rice Krispie Treats	Fruit Cup	Jello Jigglers	Carrot Sticks w/Hummus
<b>After Care</b>	Animal Crackers	Goldfish	Vanilla Wafers	Graham Crackers	Cheese Stick



# *Child Development Lab*

## MENU

### Fall Semester Week 3

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>AM Snack</b>	Ham, Egg & Cheese Muffin Milk	Pistol Pete Pancakes Milk	Cheerios Milk	Breakfast Pizza Orange Juice	Apple Cinnamon Muffin Milk
<b>Lunch</b>	BBQ Sausage Green Beans Fruit Cocktail Milk	Taco Bake Corn Mandarin Oranges Milk	Mac & Cheese Salad Peaches Milk	Baked Chicken Peas Pears Milk	Fish Sticks Coleslaw Pineapple Milk
<b>PM Snack</b>	Apple Slices	Ooey-Gooey Brownies	Blueberry Parfait	Oatmeal & Cranberry Cookie	Pumpkin Spice Chex Mix
<b>After Care</b>	Animal Crackers	Goldfish	Vanilla Wafers	Graham Crackers	Rice Cakes

### Fall Semester Week 4

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>AM Snack</b>	Sunshine Muffin Milk	Granola Bar Milk	Breakfast Burrito Milk	Fruit Smoothies	Turkey Sausage w/ Homemade Biscuit Apple Juice
<b>Lunch</b>	Southwest Quinoa Enchilada Salad Peaches Milk	Spaghetti w/Meatballs Roasted Broccoli Fruit Cocktail Milk	Chicken Fried Rice w/Peas & Carrots Pears Milk	Mighty Meatloaf Mashed Potatoes Green Beans Applesauce Milk	Tuna Melt Sweet Potato Fries Pineapple Milk
<b>PM Snack</b>	Chocolate Chip Cookie	Fruit Salad	Vanilla Pudding	Carrot Sticks w/Hummus	Apple Crisp
<b>After Care</b>	Animal Crackers	Goldfish	Vanilla Wafers	Graham Crackers	Cheese Stick

## *Child Development Lab*

### **MENU**

#### **Spring Semester Week 1**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>AM Snack</b>	Scrambled Eggs Apple Juice	Blueberry Muffins Milk	Chex Cereal Milk	Pigs in a Blanket Milk	Cinnamon Toast Orange Juice
<b>Lunch</b>	Pepperoni Pizza Salad Peaches Milk	Chicken & Noodles Corn Muffins Green Beans Mandarin Oranges Milk	Cheese Enchiladas Peas Applesauce Milk	Tater Tot Casserole Carrot Coins Pears Milk	Lemon Baked Tilapia Grilled Zucchini & Squash Fruit Cocktail Milk
<b>PM Snack</b>	Bananas	Cheerio Bars	Rainbow Yogurt	Apple Slices	Cheese Stick
<b>After Care</b>	Animal Crackers	Goldfish	Vanilla Wafers	Graham Crackers	Rice Cakes

#### **Spring Semester Week 2**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>AM Snack</b>	Lemon Muffins Milk	Biscuits & Jelly with Sausage Link Orange Juice	Fruit Smoothie	Breakfast Burrito Milk	Bagels w/Cream Cheese Apple Juice
<b>Lunch</b>	Spinach & Cheese Quesadilla Salad Pears Milk	Chicken Foo Foo Carrots Pineapple Milk	Spaghetti & Meatballs Peas Applesauce Milk	Salmon Patties Green Beans Fruit Cocktail Milk	Cheeseburgers Sweet Potato Fries Cottage Cheese Peaches Milk
<b>PM Snack</b>	Cuties	Rice Krispie Treats	Grapes	Jello Jigglers	Carrot Sticks w/Hummus
<b>After Care</b>	Animal Crackers	Goldfish	Vanilla Wafers	Graham Crackers	Cheese Stick

## *Child Development Lab*

### MENU

#### Spring Semester Week 3

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>AM Snack</b>	Bacon & Cheese Muffin Milk	Cheerios Milk	Pancakes Milk	Breakfast Trail Mix Orange Juice	Ham, Egg, Cheese Slider Milk
<b>Lunch</b>	BBQ Sausage Green Beans Fruit Cocktail Milk	Tacos Salad Mandarin Oranges Milk	Mac & Cheese Peas Pickled Beets Peaches Milk	Baked Chicken Carrots Pears Milk	Fish Sticks Coleslaw Pineapple Milk
<b>PM Snack</b>	Apple Slices	Ooey-Gooey Brownies	Blueberry Parfait	Oatmeal & Cranberry Cookie	Fruit Pizzas
<b>After Care</b>	Animal Crackers	Goldfish	Vanilla Wafers	Graham Crackers	Rice Cakes

#### Spring Semester Week 4

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>AM Snack</b>	Banana Muffin Milk	Oatmeal Milk	Sausage Balls Orange Juice	French Toast Milk	Turkey Sausage Biscuit Apple Juice
<b>Lunch</b>	Grilled Cheese Tomato Soup Peaches Milk	Pork Sliders Salad Fruit Cocktail Milk	Sour Cream Chicken Enchiladas Broccoli Apple Slices Milk	Mighty Meatloaf Mashed Potatoes Green Beans Mandarin Oranges Milk	Tuna Linguine Carrots Pineapple Milk
<b>PM Snack</b>	Chocolate Chip Cookie	Fruit Salad	Chocolate Pudding	GoGurt	Peach Crisp
<b>After Care</b>	Animal Crackers	Goldfish	Vanilla Wafers	Graham Crackers	Cheese Stick

Cleo L. Craig  
Child Development Laboratory  
Oklahoma State University



# Department Emergency Action Plan

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Human Sciences West  
1125 W. Drummond Lane  
Stillwater, Oklahoma 74078  
405.744.5730

OSU Police Department  
405.744.6523



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### ***Contacts for Additional Emergency Related Information***

If you call 911 from a cell phone, you will need to report the street address:

#### **1125 W. Drummond Lane**

OSU Police Department	744-6523
Emergency Operations Center	744-0470
Environmental Health and Safety	744-7241



## INTRODUCTION

The Department Emergency Action Plan (DEAP) has been developed to provide the personnel of the Cleo L. Craig Child Development Laboratory (CDL) the necessary information required to safely respond to an emergency in the work place.

All personnel covered by this DEAP must be provided with a copy of the plan and instructed as to their responsibilities and actions during an emergency. A record of training, including names, will be maintained in the CDL office located in room 110 Human Sciences West.

The DEAP has been developed to comply with Occupational Safety and Health Administration (OSHA) regulation 29 CFR 1910.38. The CDL DEAP is located in room 110 Human Sciences West and is accessible on the HES\_Shared I:/drive.

The DEAP will be tested a minimum of one time per spring and fall semester.

Contact(s)	Implementation Date	Comments
Sandy Major	April 2019	CDL Adaptation
Sandy Major	April 2019	Added second floor indoor play area evacuation route.
Sandy Major	June 2019	Updated tornado procedures
Sandy Major	October 2019	Typographical errors updated



## EMERGENCY ACTION RESPONSIBILITIES

During an emergency, the Director or personnel in charge will implement the DEAP and coordinate emergency actions to ensure the safety of the people in this department.

The administrative duties include:

- Keep plan up-to-date
- Initial personnel training
- Monthly testing of the fire and tornado procedures. Quarterly testing of the intruder procedures. Annual testing of the remaining procedures; which will entail conducting an emergency exercise for one chosen section of the plan. This testing will be considered refresher training for all personnel.

The emergency duties include:

- Notify the required emergency agencies.
- Assist with department evacuation.
- Report to the assembly areas.
- Account for evacuated CDL personnel and students.
- Collect essential information for emergency personnel (i.e., location of the incident, persons still in building, special hazards in the building, and any unique conditions).
- Develop specific procedures to assist persons with physical disabilities that are assigned to the CDL.
- Assist physically disabled employees, students or visitors.
- Implement the post emergency procedures.

## CONTACT INFORMATION

### Staff

Department personnel telephone numbers are located in the DEAP Binder.

### Children

Each child's Emergency Contact Information form will be copied and placed in the appropriate classroom emergency backpack. A complete set will be placed in the administrative office emergency backpack.

## PERSONS WITH DISABILITIES

If you are a person with a disability—even a short-term disability—that could hamper your ability to evacuate the building during an emergency or prevent you from taking needed action to protect your safety, you are encouraged to self-identify to the Administrative Associate. This person will work with you to incorporate your needs into the planning process. If you believe you will be in need of emergency assistance, you must inform the department immediately (do not wait for an emergency to occur). The notice e-mailed to all persons in the CDL is provided in Appendix D. If you have not received this e-mail or your situation has changed, please contact the Director or personnel in charge and inform them of your needs.

## FIRST AID KITS

The CDL maintains five first aid kits. They are located in:

- Room 110
- Room 110C
- Room 110D
- Room 110F
- Room 110G
- Room 201 (foyer)

## SUPPLIES FOR EMERGENCIES

The classroom backpack contains items necessary for emergencies, including copies of children's emergency and contact information. Teachers carry cell phones with them whenever they leave the classroom. The Administrative Associate is responsible for maintaining the emergency backpack and evacuation supplies.

## EMERGENCY ACTION PLAN - FIRE

This section of DEAP will be activated in the event of:

- Fire alarm activation
- Fire discovered by building occupant

Any personnel that become aware of a fire shall immediately activate the fire alarm system; which consists of an audible alarm and a visual flashing light. Personnel will regard any activation of a fire alarm as a true fire emergency and evacuate immediately unless there has been previous notification of the fire alarm system being tested.

The person activating the fire alarm shall dial 911 from a campus phone, use Orange Shield App, or 744-6523 from a cellular phone and advise the OSU Police Dispatcher of the fire situation in the building.

All personnel and children will evacuate the building utilizing the posted evacuation routes. A pre-designated person from each classroom should take the classroom I-Pad and emergency backpack with them. Personnel should close all doors upon leaving. Any personnel who encounter a student or visitor should direct them to evacuate the building. Any personnel who encounter a physically disabled individual should assist that individual from the building or to the nearest stairwell landing and seek assistance from an emergency responder outside the building.

DO NOT USE ELEVATORS.

Once out of the building, all CDL personnel should gather at the Assigned Assembly Area (AAA) to be accounted. The Director or personnel in charge shall make every effort to determine if everyone has vacated the building. **No employee or child should leave the AAA, either to re-enter the building or leave the campus, until advised to do so by the Director or personnel in charge.**

The Director or personnel in charge will provide information to the OSU Police Dispatcher, OSU Fire Marshal, Stillwater Fire Department or any other emergency response agencies on the scene. This

information may include, but is not limited to:

- Location of the fire.
- Name and location of disabled individuals requiring evacuation assistance.
- Status of the evacuation, personnel missing that may still be in the building.

CDL personnel should make no attempts to extinguish the fire unless the individual has been properly trained on fire extinguishers.

## EMERGENCY ACTION PLAN – TORNADO WARNING

This section of the DEAP will be activated in the event of a tornado warning.

The Director or personnel in charge will monitor any changing weather, watches or warnings through radio, television or internet. Additionally, anyone who is employed or is a student at OSU is scheduled to receive notices from the **Cowboy Alert System**. This is a text messaging system which is automatically set to broadcast alerts from the National Weather Service. You should receive a message like the one below:

**OSU-STW-Cowboy  
Alert – The NWS has  
Issued a Tornado  
Warning for OSU-  
Stillwater: Take cover  
Now!!!**

The **Cowboy Alert System** notices should be heeded. As stated, **Cowboy Alert System** notices are triggered from the National Weather Service when a certain set of parameters are met and only then are they broadcasted. The tornado sirens on campus are operated by the city of Stillwater and follow different parameters for sounding than does the **Cowboy Alert System**.

Once personnel have been notified of a TORNADO WARNING, they should gather the children and take cover in the basement of the middle wing of Human Sciences. A pre-designated person from each classroom should take the classroom I-Pad and emergency backpack with them. Any personnel who encounter a student or visitor should direct them to take appropriate actions. Any personnel who encounter a physically disabled individual should assist that individual to basement of the middle wing of Human Sciences.

If a tornado is imminent, debris is in the sky, or not enough time to safely evacuate children to the basement, seek shelter in the public restrooms on the east side of Human Sciences West.

The Director or personnel in charge shall make every effort to determine that all personnel are in the shelter area. If any personnel are missing, an attempt will be made to locate and direct them to take necessary precautions.

If injuries or building damage occurs, notify the OSU Police Department at 911 from a Campus phone, use Orange Shield App or 744-6523 from a cellular phone. Inform the Director or personnel in charge of any notifications made to the OSU Police Department.

Once it has been determined that the severe weather has passed, the Director or personnel in charge will notify personnel that it is safe to return to their classrooms or go home.

## EMERGENCY ACTION PLAN - EARTHQUAKE

This section of the DEAP will be activated when a sustained earthquake occurs.

Earthquakes occur without warning. Some earthquakes are instantaneous tremors and others are significant sustained events followed by aftershocks.

When a significant earthquake occurs, personnel and children should immediately take cover.

- Move away from windows and unsecured tall furniture.
- Drop, cover and hold on under a desk, table or along an interior wall.
- Protect your head, neck and face.
- Stay under cover until the shaking stops and debris settles.

Once the shaking has stopped, check yourself and others for injuries. Do not move injured people unless they are in danger. Use your training to provide first aid and use fire extinguishers, if necessary.

Expect aftershocks and be ready to act without electricity or lights. All CDL personnel should know how to move around your work area and how to exit in the dark. Be aware of objects that have shifted during the quake.

If you must leave the building, use extreme caution. Continually assess your surroundings and be on the lookout for falling debris and other hazards. A pre-designated person from each classroom should take the classroom I-Pad and emergency backpack with them.

Any personnel who encounter a student or visitor should direct them to take appropriate actions.

Any personnel who encounter a physically disabled individual should assist that individual in evacuating the building.

**DO NOT USE ELEVATORS.**

All personnel should gather at the AAA to be accounted. In the event the AAA is unsafe, all personnel will be directed to an alternate safe area.

If personnel or a child cannot be accounted for, the Director or personnel in charge may direct personnel to search for the missing person(s) but instruct personnel **NOT TO RE-ENTER THE BUILDING.**

Do not re-enter a damaged building until an all-clear is given.

Personnel from Facilities Management, the OSU Fire Marshal, and OSU Police Department will consult and make a decision on whether personnel can return to their classrooms or be dismissed for the day. The Director or personnel in charge will give direction to personnel based on that decision.

If injuries or building damage occurs, notify the OSU Police Department at 911 from a Campus phone or 744-6523 from a cellular phone. Inform the Director or personnel in charge of any notifications made to the OSU Police Department.

## EMERGENCY ACTION PLAN - HAZARDOUS MATERIALS

This section of the DEAP will be activated in the event of a hazardous material incident that could have an impact on the CDL.

Hazardous material accidents can occur inside this building, on campus, or in the adjacent areas that could impact this department (i.e. gas leak). Once personnel become aware of a hazardous material incident that may impact this department, they should notify the Director or personnel in charge. The Director or personnel in charge will immediately notify personnel in person.

There are two strategies for protection during hazardous material emergencies, the Director or personnel in charge will notify the personnel of which strategy has been implemented.

### ***Shelter in Place***

The first strategy is to *Shelter in Place*. During a *Shelter in Place* event, the personnel and children would remain within the locked doors of the CDL until the all clear is given. Personnel will take the following actions:

- Close all doors
- Any personnel who encounter a student or visitor should direct them to take appropriate actions.
- Any personnel who encounter a physically disabled individual should assist that individual.

The Director or personnel in charge will take the following actions:

- Ensure that *Shelter in Place* precautions have been completed.
- Contact OSU Facilities Management to request heating/cooling systems (HVAC) be turned off.
- Make every effort to determine that all personnel are accounted for.
- Monitor the news media or emergency radio traffic for further updates and will advise personnel on any changes in the situation.
- Notify OSU Police Department at 911 from a campus phone, Orange Shield App or 744-6523 from a cellular phone if any personnel are affected by the release.
- Inform personnel of the all clear, once it has been given by the proper authority.
- The OSU Facilities Management will reactivate the heating/cooling system (HVAC).

### ***Evacuation***

The second strategy is *Evacuation*. Personnel will take the following actions in the event of an evacuation.

- Walk the children away from the area using travel directions determined by emergency responders.
- A pre-designated person from each classroom should take the classroom I-Pad and emergency backpack with them.
- Any personnel who encounter a student or visitor should direct them to take appropriate actions.
- Any personnel who encounter a visitor or student that is physically disabled should assist those individuals.

The Director or personnel in charge will take the following actions:

- Ensure that the evacuation process is completed as directed by emergency responders. The Director or personnel in charge shall make every effort to determine if everyone has vacated the building or are accounted for.
- Notify OSU Police Department at 911 from a campus phone, Orange Shield App or 744-6523 from a cellular phone if any personnel are affected by the release.
- Will notify personnel of the decision made by Facilities Management, OSU Fire Marshal, Emergency Management Director and Environmental Health and Safety (EHS) Director on whether personnel can return to their classrooms or be dismissed for the day.

## EMERGENCY ACTION PLAN - WORKPLACE VIOLENCE, THREATENING INDIVIDUALS, or TERRORISM

This section of the DEAP should be activated in the event any type of workplace violence or act of terrorism.

When personnel become aware of a violent act by the sounds of an explosion, gunfire, scuffling, or by observation of events that could only be intentional acts of violence, they should immediately seek shelter and call the OSU Police Department at 911 from a campus phone, use Orange Shield App or 744-6523 from a cellular phone.

The Director or personnel in charge will attempt to alert everyone in the department of the situation. Notification may be by telephone and/or word of mouth.

Different types of workplace violence require different actions:

- Explosion - If an explosion occurs, personnel and children should evacuate the building using the same evacuation plan and procedures as they would for a fire.
- Gunfire - If you become aware of gunfire occurring in the building, take refuge in a room that can be locked. The room should also provide limited visibility to anyone that is outside of it. Secure the door and hide under a desk, in a closet or in the corner. DO NOT UNLOCK THE DOOR FOR ANYONE. Once the situation has been resolved, an OSU Police Officer or other University official will unlock the door and provide you with instructions.
- Physical Threat - If someone's actions pose a physical threat to you, evacuate the area. Contact the OSU Police Department at 911 using the Orange Shield App or call from a campus phone or 744-6523 from a cellular phone.
- Toxic or Irritant Gas - Personnel and children should immediately evacuate the building using the same evacuation plan and procedures as they would for a fire. Notify the Director or personnel in charge.
- Hostage Situation - Immediately vacate the area or seek safe, secure shelter. Take no chances to endanger the life of the hostage. Contact the OSU Police Department at 911 from a campus phone, use Orange Shield App or 744-6523 from a cellular phone. In the event someone is hurt and/or a fire is caused by these events, advise the OSU Police Department of this situation.

Any personnel who encounter a student or visitor should direct them to take appropriate actions.

Any personnel who encounter a visitor or student that is physically disabled should assist those individuals.

OSU Police Department will notify the personnel when it is safe to return to the classrooms.

## EMERGENCY ACTION PLAN - BOMB THREAT/SUSPICIOUS PACKAGE

This section of the DEAP should be activated in the event of a bomb threat or discovery of a suspicious package.

### ***Bomb Threat***

Personnel could be made aware of a bomb threat by a telephone call, e-mail, text, social media or a letter. Immediately contact the OSU Police Department at 911 from a campus phone, use Orange Shield App or 744-6523 from a cellular phone. If the threat is made by telephone, ascertain as much information as possible about the bomb and its location, such as:

- Who is speaking?
- Exact location of the bomb?
- When is the bomb going to explode?
- What kind of bomb is it?
- Record any phone number that may be displayed on the caller ID.

Personnel should then notify the Director or personnel in charge as quickly as possible.

A decision will be made by the OSU Police Department if an evacuation is warranted. If an evacuation is warranted, a pre-designated person from each classroom should take the classroom I-Pad and emergency backpack with them.

### ***Suspicious Package***

Personnel should not touch any suspicious or unfamiliar objects. Contact the OSU Police Department at 911 from a campus phone, use Orange Shield App or 744-6523 from a cellular phone.

A decision will be made by the OSU Police Department if an evacuation is warranted. If an evacuation is warranted, a pre-designated person from each classroom should take the classroom I-Pad with them.

The OSU Police Department will determine when it is safe for personnel to return to classrooms.

## EMERGENCY ACTION PLAN - MEDICAL EMERGENCY

This section of the DEAP will be implemented for medical emergencies that require more than basic first aid.

Upon discovering a medical emergency, immediately contact the OSU Police Department at 911, use Orange Shield App or dial 744-6523 and report the emergency.

When reporting the emergency, provide the following information:

- Type of emergency
- Location of the victim
- Condition of the victim

- Any dangerous conditions
- If you call 911 from a cell phone, you will need to report the street address: 1125 W. Drummond Lane.

Have someone standby outside the building to “flag down” EMS when they reach the vicinity of the building.

Personnel should utilize first aid training until emergency responders arrive.

If the medical emergency involves an OSU employee, an Employee Injury Report must be completed.

## EMERGENCY ACTION PLAN – ABDUCTION

This section of the DEAP will be implemented when a person has been abducted from the Child Development Lab.

If an individual has taken a child out of the supervision of the CDL, contact the OSU Police Department at 911, use Orange Shield App or dial 744-6523 and report the abduction. When reporting the abduction, provide the following information:

- Name
- Age
- Description including hair color, skin color, clothing and prominent features.
- Abductor description including hair color, skin color, clothing and prominent features.
- Location of abduction
- Vehicle description and direction of departure

## EMERGENCY ACTION PLAN – EVACUATION

This section of the DEAP will be implemented when evacuation away from the Child Development Lab is required.

### Walking Evacuation

The staff will walk the children to the area between Willard Hall and Theta Pond. During inclement weather, shelter in Willard Hall. Call Casey Powell @ 4-8037 or Pam Porter @4-8034 in Willard for assistance.

### Vehicle Evacuation

OSU Emergency Operations Center will contact and coordinate all transportation with OSU Transportation Services. If transportation is needed by the program, the director or personnel in charge will contact OSU Emergency Operations Center.

The CDL will be evacuated to the Stillwater Public Library. Parents will be contacted to pick up their children.

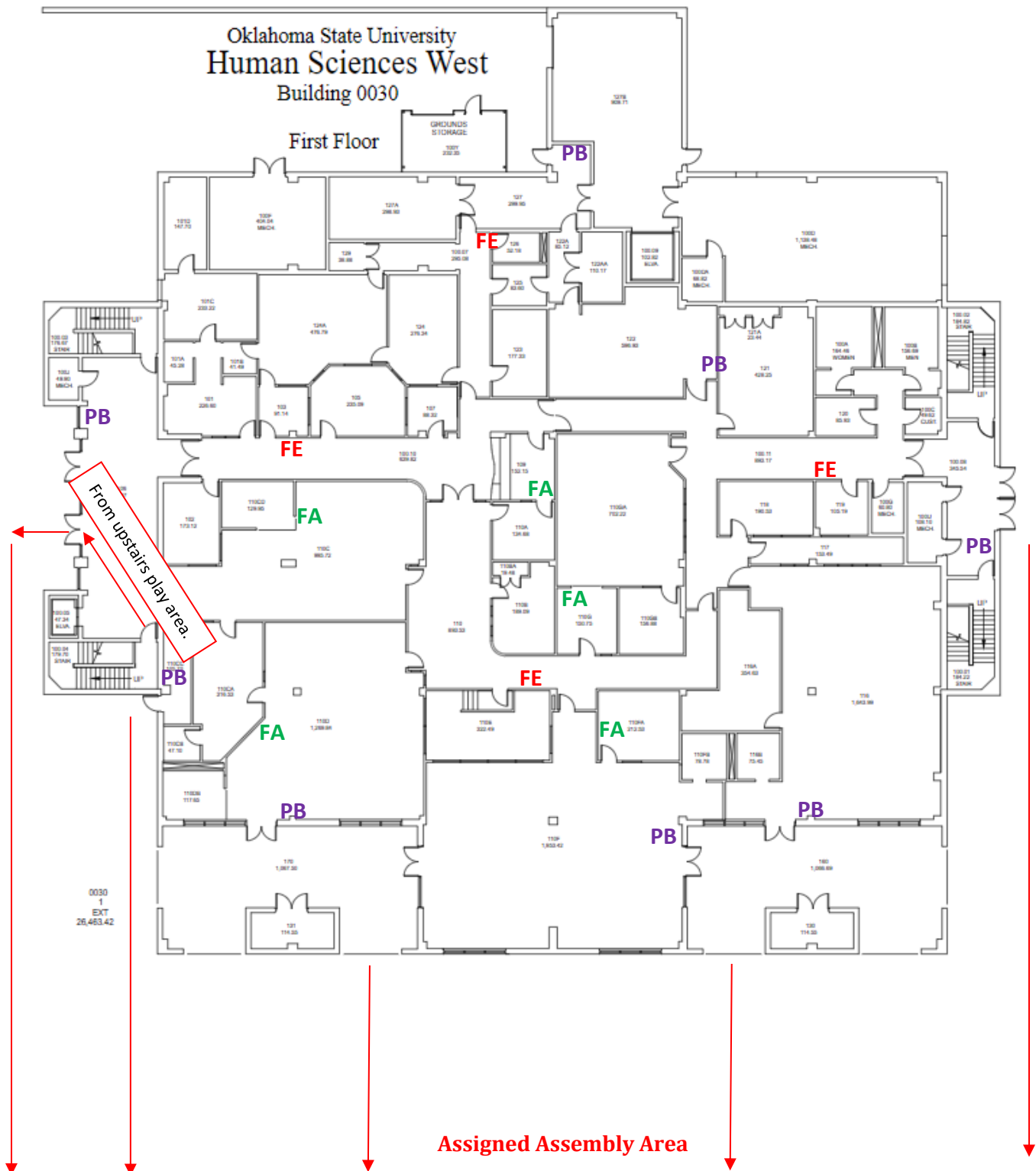


## Appendix A: Evacuation Routes

**FE** = Fire Extinguisher

**FA** = First Aid Kit

**PB** = Fire Alarm Pull Box

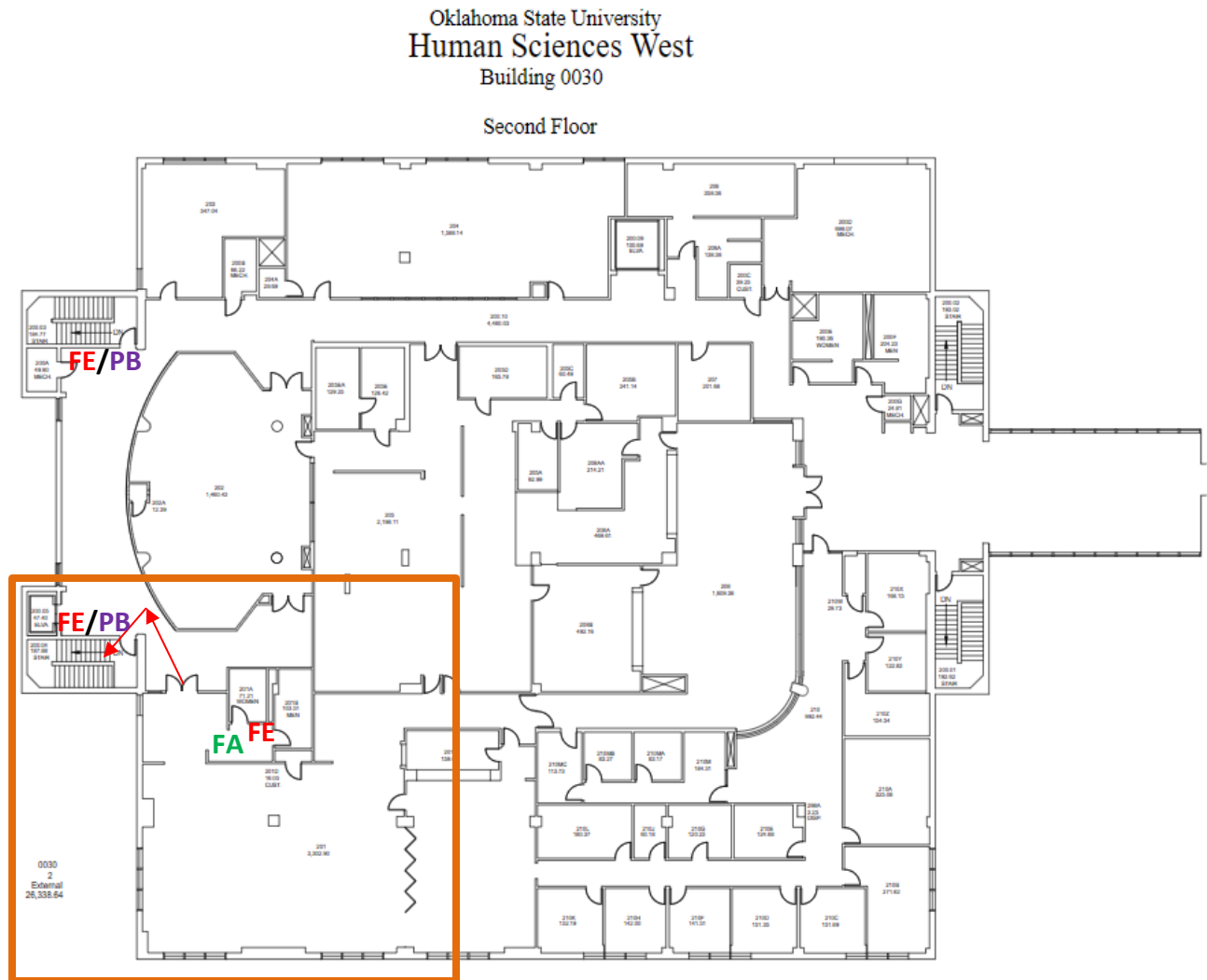


## Appendix A: Evacuation Routes continued

**FE** = Fire Extinguisher

**FA** = First Aid Kit

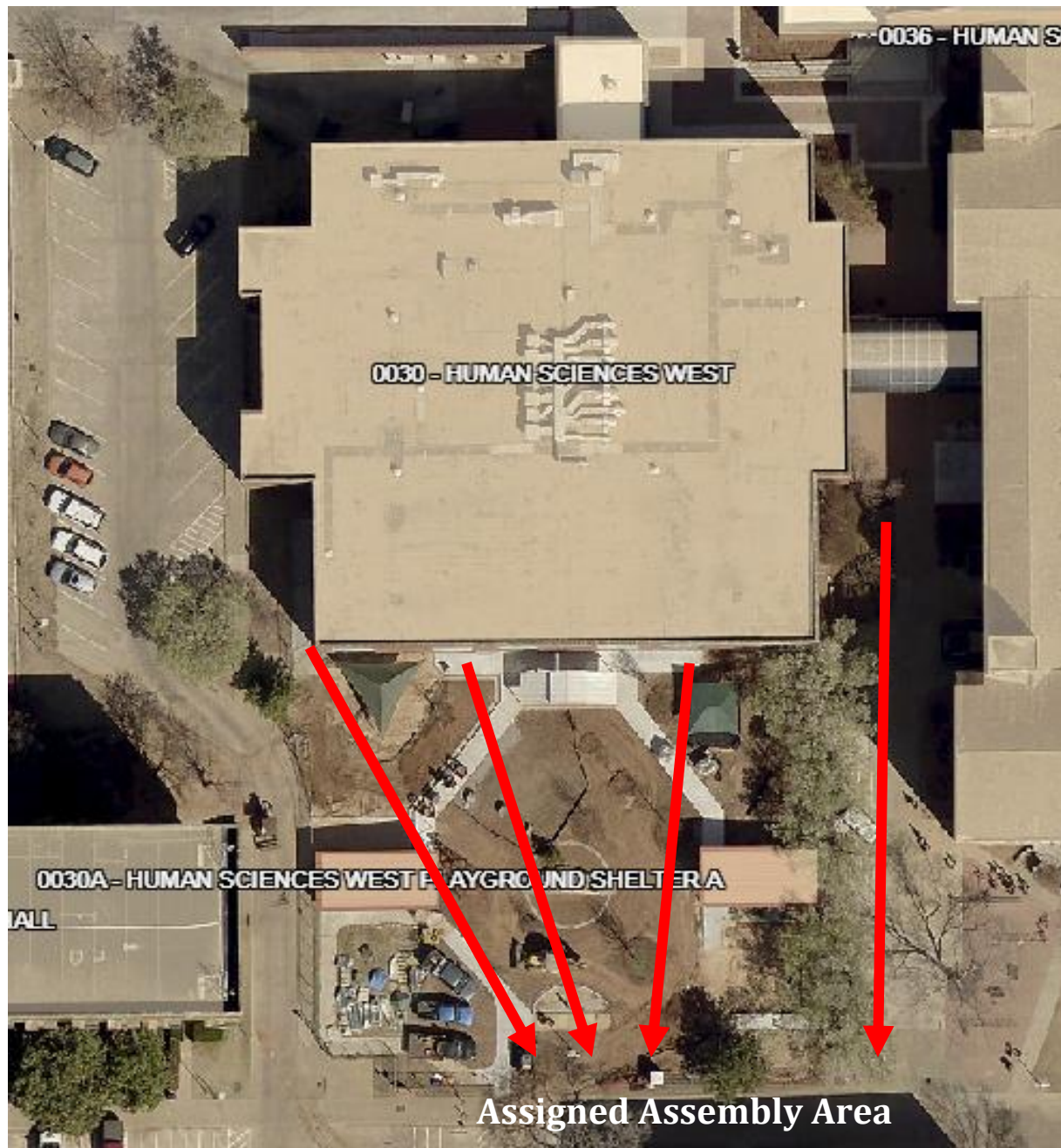
**PB** = Fire Alarm Pull Box



The Child Development Laboratory utilizes area inside the orange square.

From upstairs play area – use the stairs and exit the building through the west doors on the first floor. Continue to move toward the assigned assembly area.

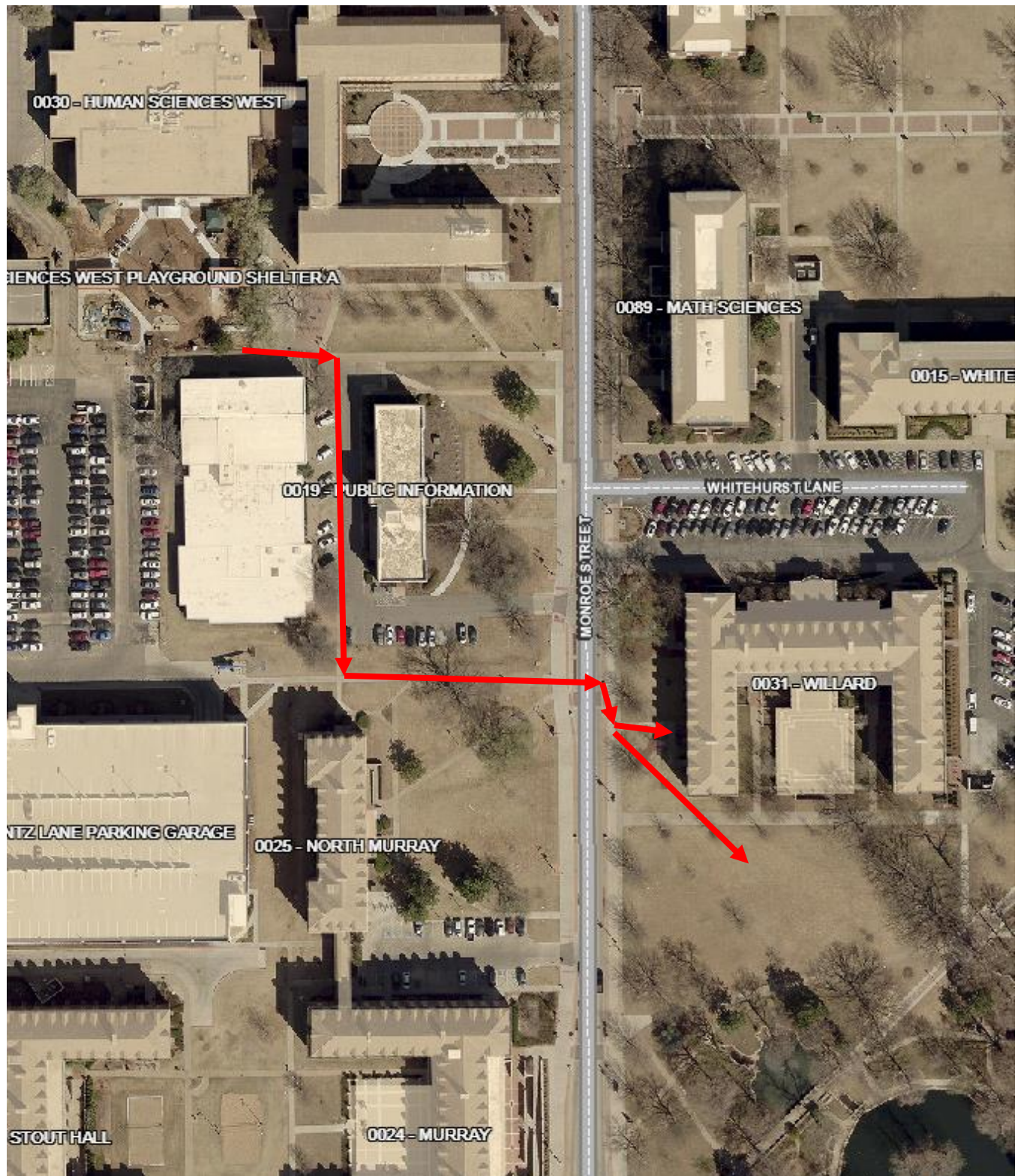
## Appendix B: Assigned Assembly Area Map



Preschool 1 gathers outside of the playground fence on the southeast corner.  
Preschool 2, 3, and Pre-K/K gather along the inside of the back playground fence.



## Appendix C: Walking Evacuation Map



## Appendix D: Evacuation Planning for Persons with Disabilities

### MEMORANDUM

#### Identifying Employees Needing Assistance during an Emergency

Currently, our department is in the process of reviewing and updating our Emergency Action Plan. An essential component in a comprehensive plan is identifying all employees who may need assistance during an emergency. The need for assistance may be permanent or temporary, such as when you are recovering from surgery or a broken leg. When completing this form, evaluate your situation thoroughly and honestly. You might not think you need assistance, but a heart condition, asthma or pregnancy can reduce your stamina to the point where you need assistance during an emergency. Or, your hearing loss might limit your ability to respond to an audio alarm or evacuation information.

Describe in detail the type of assistance you think you will need. It is not necessary to give medical details.

If you want colleagues to assist you, you can either select your own or choose from a list of volunteers the department has on file. If you choose your own, list their names and phone numbers. You should select a primary aide and a back-up as well. Make sure you select “emergency aides” who can handle their assigned tasks.

Please complete the attached form and return it to the Director. The Director will contact you to discuss your request.

This information will be kept confidential according to the Federal Privacy Act (P.L. 93-579). It will be used only to provide assistance during an emergency.

It is our goal to safely and efficiently protect every employee, client and visitor during an emergency and to preserve everyone’s personal dignity in the process.

It is our responsibility to provide a safe place for you to work. However, we cannot be held liable for your safety if you do not identify your need for assistance.

Thank you,

Attachment: OSU Child Development Lab’s Emergency Evacuation Information form

## Emergency Evacuation Information

Date:	
Name:	Office Phone Number:
Building:	Room Number:
Supervisor:	Office Phone Number:
Do you need assistance during an emergency? (Circle One) [YES] [NO]	
If yes, describe the type of assistance you anticipate needing. Please do not give medical details.	
Do you wish to choose your aides from a list of volunteers? (Circle One) [YES] [NO]	
If no, list the names and phone numbers of two coworkers you wish to assist you:	
Name: Phone No.:	Name: Phone No.:
<p><b>Do you wish to be evacuated during drills or minor emergencies? (Circle One) [YES] [NO]</b></p> <p>If you do not wish to be evacuated, go to an area of refuge during drills or minor emergencies.</p> <p>The purpose of this form is to identify employees who need assistance during an emergency. The need may be permanent or temporary such when an employee is recovering from surgery or a broken leg. Some employees may not think they have a disability, but a heart condition, asthma or pregnancy can reduce stamina to the point of needing assistance when quickly moving down stairs. Or, a person's hearing loss might limit the ability to respond to an evacuation alarm or verbal announcement.</p> <p>All information will be kept confidential pursuant to the Federal Privacy Act (P.L. 93-579).</p> <p>If you have any questions, please contact the Director at: _____</p> <p><b>Please remember: The department cannot be responsible for your safety if you do not identify your need for assistance.</b></p>	

## Evacuation Planning for Persons with Disabilities

List self-identified disabled persons who request evacuation assistance during an emergency. Designate evacuation assistants to wheelchair users to assist them during an emergency. \*

NAME: \_\_\_\_\_

Room/Building: \_\_\_\_\_

Phone: \_\_\_\_\_

Disability: \_\_\_\_\_

Instructions: \_\_\_\_\_

NAME: \_\_\_\_\_

Room/Building: \_\_\_\_\_

Phone: \_\_\_\_\_

Disability: \_\_\_\_\_

Instructions: \_\_\_\_\_

NAME: \_\_\_\_\_

Room/Building: \_\_\_\_\_

Phone: \_\_\_\_\_

Disability: \_\_\_\_\_

Instructions: \_\_\_\_\_

NAME: \_\_\_\_\_

Room/Building: \_\_\_\_\_

Phone: \_\_\_\_\_

Disability: \_\_\_\_\_

Instructions: \_\_\_\_\_

NAME: \_\_\_\_\_

Room/Building: \_\_\_\_\_

Phone: \_\_\_\_\_

Disability: \_\_\_\_\_

Instructions: \_\_\_\_\_

\* This information is to be maintained by the Director, and should not be shared except with those that have been assigned to assist persons with disabilities during a building emergency.



# OSU Child Development Laboratory Drills & Review Log

2019

## Monthly Drills & Reviews

Month	Fire Drill			Tornado Drill			Intruder Drill			Carbon Monoxide			Central System & Fire Extinguisher		
	Date	Time	Initials	Date	Time	Initials	Date	Time	Initials	Date	Initials	Date	Date	Initials	Initials
Jan	1/28/19	9:06	SM	1/28/19	9:14	SM	2/15/19	9:46	SM	1/28/19	SM	Jan. 25	SM		
Feb	2/14/19	10:31	SM	2/14/19	10:55	SM				2/14/19	SM				
Mar	3/26/19	2:18	SM	3/26/19	2:33	SM	3/28	10:00	SM	3/26/19	SM				
Apr	4/17/19	9:12	SM	4/17/19	9:20	SM	4/17/19	9:00	SM	4/17/19	SM	March 7, 2019	SM		
May	5/15/19	9:38	SM	5/15/19	9:47	SM	9/26/19	8:55	SM						
Jun	6-4-19	10:45	TW	6/24/19	10:00	TW	10/5/19	11:15	SM			June 5 2019	SM		
Jul	7-22-19	9:00	TW	7-22-19	9:30	TW						July 31 2019	SM		
Aug	8/29/19	9:05	SM	8/29/19	9:14	SM				8/15/19	SM 3:40				
Sep	9/26/19	8:31	SM	9/26/19	8:45	SM				9/26/19	SM 10:00	9/13/19	SM		
Oct	10/28/19	2:32	SM	10/28/19	2:40	SM						10/21/19	SM		
Nov	11/5/19	9:31	SM	11/5/19	9:40	SM				11/21/19	SM 4:20	11/15/19	SM		
Dec	12/4/19	10:24	SM	12/4/19	10:16	SM									

## Annual Drills & Reviews

Lock Down & Shelter-in-Place Drill		Relocation & Evacuation Drill		Emergency Procedure & Procedures Review		Initials	
Date	4/17/19 Block Down in Office 3/28 walked to Willard Hall to practice Relocation						
Date							



## Employment Opportunities at Oklahoma State University

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### Choose Oklahoma State

Welcome to Human Resources and thank you for your interest in a career at Oklahoma State University. OSU is a modern land-grant system of interdisciplinary programs that prepares students for success. Through leadership and service, OSU is preparing students for a bright future and building a brighter world for all. As Oklahoma's only university with a statewide presence, OSU improves the lives of people in Oklahoma, the nation, and the world through integrated, high-quality teaching, research, and outreach. OSU has more than 35,000 students across its five-campus system and more than 24,000 on its combined Stillwater and Tulsa campuses, with students from all 50 states and around 120 nations. Established in 1890, OSU has graduated more than 240,000 students to serve the state of Oklahoma, the nation and the world. [Learn more](#)

Questions? Contact Human Resources Staff for assistance at (405) 744-2909 or [osu-hr@okstate.edu](mailto:osu-hr@okstate.edu)

There are many career opportunities available at Oklahoma State. Go to the OSU jobs website to match the best position with your skills!

**Job Listings**

# Oklahoma State University Policy and Procedures

## **EMPLOYMENT, PROMOTION AND TRANSFER FOR CLASSIFIED STAFF**

**3-0706  
BUSINESS &  
FINANCE  
MARCH 1987**

### PURPOSE AND SCOPE

1.01 To implement the uniform classification plan and remuneration schedule as prescribed in CLASSIFICATION AND PAY, 3-0740, the purpose of this section is to provide broad general guidelines to assist departments in implementation.

### UNIVERSITY POLICY AND STATE LAW

2.01 All appointments to Classified staff positions shall be made on the basis of qualification, merit and professional capability as prescribed in the NONDISCRIMINATION, EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION POLICY, 3-0745.

2.02 All Classified staff appointed to positions at the University shall be selected on the basis of merit and fitness for the positions for which they are recruited and to which they are appointed. Proof of physical fitness may be required by medical examination by a licensed medical practitioner.

2.03 It shall be the responsibility of the Office of University Personnel Services to cause to be developed and administered standardized examinations and tests for those classifications in which examinations or tests are deemed appropriate and necessary for selection and placement of applicants. Hiring officials shall not administer internal tests to applicants; non-standardized, non-validated testing is contrary to affirmative action policy.

2.04 All new Classified staff will be required to serve a three month probationary period before final certification as a status employee. An extension of probationary status (not to exceed three months) may be initiated by memorandum to the affected employee, with copies forwarded to the Office of University Personnel Services. The memorandum should state explicitly why such action is being taken. Extension of probationary status should be requested only when the potential of the employee needs further development and/or the supervisor needs additional time to evaluate the employee.

2.05 A Classified employee who is within this initial probation period will be dismissed from University employment if he/she fails to furnish satisfactory service to the University. Classified staff so dismissed from employment are not eligible for appeal under the rules and procedures set forth in the policy GRIEVANCES AND APPEALS, 3-0709.

2.06 The University subscribes to the philosophy of filling positions by promotion of its present Classified staff. A Classified employee who is promoted to a higher level position in the Classified pay plan will serve a three month promotional/probationary period. During this time, supervisors will periodically evaluate the performance of the Classified employee who is in promotional/probationary status to determine whether the employee is providing satisfactory service in the new position. As a matter of good management, these evaluations should be communicated to the employee to allow opportunity for improved performance.

2.07 Promotional/probationary status is distinguished from the initial probationary period in that the employee has already attained the rights of a status employee at the University; thus a Classified employee who accepts a promotion shall continue to be eligible for all the benefits and privileges of status employees, including but not limited to annual leave and the right to file a grievance or appeal.

2.08 If the evaluation(s) cites a lack of ability by the promoted employee to perform satisfactorily in the higher position, the supervisor may release the employee without prejudice and refer him/her to the Office of Personnel Services for employment counseling and assistance.

2.09 All newly appointed Classified staff are to be directed to the Office of University Personnel Services as soon as possible after hire in order that they may file a statement of withholding (Form W-4), loyalty affidavit, insurance forms and other pertinent forms and documents necessary in order to place the employee's name on the appropriate University payroll. Any delay in filing these necessary forms may delay correct payment for services rendered.

## PROCEDURES

### 3.01 Types of Employment

#### a. Status Appointments

(1) In most cases, positions are of a continuing nature (extending beyond six months in duration) and persons appointed to such positions are considered status employees provided they possess

at least the minimum or compensatory qualifications as stated in the class specification and they successfully complete the three month probationary period. Status appointments may be either full or part-time (50% - 99% FTE).

b. Nonstatus Appointments

(1) Temporary appointments may be made to positions that are seasonal, emergent or transitory. Generally speaking, temporary appointments are less than six months in duration. Temporary appointees shall not be eligible to earn or accrue annual leave, sick leave or any other benefits covered in ATTENDANCE AND LEAVE, 3-0705.

(2) Apprentice appointments may be made in the recognized trade and craft classes. After completion of the apprenticeship, the incumbent is declared to have gained certification as a status employee. Apprentices are eligible for annual leave, sick leave and other such benefits as provided in ATTENDANCE AND LEAVE, 3-0705, during the period of apprenticeship.

(3) Trainee appointments may be made to a class outside the recognized trade and craft classes if a candidate cannot meet the minimum training and experience requirements for the job class. An appointment as a trainee shall not be authorized for more than one calendar year. Trainees are eligible for annual leave, sick leave and other such benefits as provided in ATTENDANCE AND LEAVE during the period of training. See policy 3-0740, 7.04 f. for details of pay for trainees.

3.02 Rules for Promotion

a. Classified staff who desire a promotion to a higher level position should report this fact to the Office of Personnel Services. Good business practice dictates that such requests be made with full knowledge of the current supervisor.

b. Personnel "pirating" by departments is discouraged. True promotional opportunity is encouraged, and good business practice must be observed by the officials of both departments involved.

c. Promotion to a higher position is not a matter of personal right and promotions shall be made for the good of the University.

d. In the interest of good business practice, employers wishing to effect a promotion or transfer of Classified staff shall consult with the employee's department head before making commitments to the employee. After the two department heads have determined the date of change, a Payroll Action Form effecting the promotion or transfer shall be initiated by the former departmental official and completed by the new department. Note: When changing from salary payroll to wage payroll, the former department issues a separation form, and the new department a Wage Payroll Action.

### 3.03 Rules for Transfer

- a. Classified staff personnel who desire to transfer from one department to another should report this fact to the Office of University Personnel Services.
- b. All transfers shall be made for the convenience of the University.
- c. The rules of good business practice shall apply in all matters of transfer as are outlined for promotion.

Adopted: July 1, 1970

Revised: November 1983

March 1987

DATE

NAME

ADDRESS

CITY, STATE

Dear NAME,

This letter is to confirm our phone conversation that you have been selected for the position of POSITION TITLE in the Child Development Laboratory within the Department of Human Development and Family Science in the College of Education and Human Sciences at Oklahoma State University.

It gives me great pleasure to offer you the above position starting DATE, at an annual salary of \$XX,XXX (based on 10 months) with a generous benefits package. Upon hire, you will serve a 90-day probationary period before final certification as a status employee. During the probationary period, you and your supervisor will meet periodically to discuss your performance. Pending a positive review of your performance from your supervisor at the end of this probationary period, \$1,000 will be added to your annual salary. During this time period you will not be able to use your accrued annual leave, but sick leave will be available should it be needed.

This appointment is subject to your ability to furnish appropriate documentation in accordance with federal and state labor laws and is contingent upon the results of background screening as required by OSU, and approval by the OSU Affirmative Action Officer. You will receive an email from [ApplicationStation@truescreen.com](mailto:ApplicationStation@truescreen.com), which will prompt you to complete the background check authorization form. Once you receive the email from Truescreen, you will have 5 days to complete the online authorization form. It is important that you complete the authorization form within 5 days.

You will receive your salary in monthly installments, with an installment being paid on the last working day of each month. After your first year, you may wish to elect a salary deferral which authorizes Payroll Services to spread your 10-month salary over 12 months. Details for this Salary Deferral/Payback Program can be found on the Payroll Services site.

Your assignment will include the following responsibilities: 1) Preschool Classroom instruction and curriculum development. Demonstrate best practices in a model early childhood education learning environment; record and organize observation and assessment documentation of child growth and development; prepare and implement curriculum; engage in effective and appropriate classroom management; use a variety of strategies to collaborate with parents in their children's education; complete home visits prior to the start of the school year; and adhere to Oklahoma State requirements for preschool, pre-kindergarten and kindergarten programs, 2) HDFS and ECE Program responsibilities include: establish/maintain partnerships with colleagues, faculty, students and the community; coach and mentor ECE pre-service teachers; work effectively in a collaborative team environment; supervise teacher assistants, substitute teachers and student workers as assigned, 3) Additional responsibilities: Maintain NAEYC, OKDHS and state/district ECE criteria, First Aid and CPR certification, and a safe and healthy classroom; demonstrate continuous professional growth by attending or conducting teacher

training events, maintain membership in a professional association, and study relevant materials; attend staff meetings, help plan parent activities and participate in the Parent-Teacher Organization (PTO), fundraising events, and other special activities; organize and care for classroom learning materials and equipment; and other duties as assigned.

NAME, congratulations on your selection for this position! Your areas of expertise and interest complement those of our department. We believe you can initiate endeavors in new directions that will be positive and exciting for the CDL. If you have any questions concerning this offer, please do not hesitate to call me at (405) 744-XXXX. We are excited at the prospect of having you on board and sharing in building upon our program of excellence in the Child Development Lab in the Department of Human Development and Family Science at Oklahoma State University.

Please formalize your acceptance of the offer by signing and returning the enclosed copy of this letter within 10 days to NAME. All appointments are subject to the approval of the Provost and Sr. Vice President for Academic Affairs, NAME.

Sincerely,

NAME  
TITLE  
DEPARTMENT

# Administrative Associate Job Description

## A. Administrative Support

1. Responsible for administrative and office management functions for the CDL.
2. Coordinator, track, and document staff development activities/opportunities.
3. Represent the CDL in the absence of the CDL Director.
4. Offer emergency assistance for the care of the CDL children and staff.
5. Develop and maintain written and electronic policies, procedures, handbooks, etc. in accordance with Department of Human Services and NAEYC guidelines.
6. Effectively communicates CDL, HDFS, OSU policies and procedures to parents, OSU students and faculty/staff.
7. Interact effectively with parents, children, visitors, OSU students and faculty/staff.
8. Maintain facilities inventory and preventive maintenance on a regular basis to ensure compliance with DHS and NAEYC regulations, with attention to children's safety.
9. Aid the Director and serve as the liaison person for licensing and accrediting agencies.
10. Responsible for the development of organizational procedures to ensure effective operation of the unit office; which includes the preparation of written materials, correspondence and presentations for the director, teachers and other staff.
11. Arrange for substitute teachers to ensure proper classroom staff for appropriate child ratios.
12. Obtain required OSBI checks for faculty/staff and lab students.
13. Develop, maintain and update electronic client database for OSU students, CDL faculty/staff and children which includes but is not limited to the preparation of monthly attendance for DHS subsidies and website(s), communication to families with regard to CDL functions and security system (maintain and secure door codes).
14. Prepare and maintain documents and records associated with the employment of CDL faculty/staff and students' files required by DHS and NAEYC agencies.
15. In conjunction with Director, provide orientation of OSU faculty/staff and students to the processes of the lab and monitoring the use of the observation booth and other lab activities.
16. Participate in interviewing, training, scheduling and supervising CDL student workers for reception area, classroom, lunch assistants, and extended childcare services (~25 student workers).
17. Responsible for oversight of the kitchen staff and food services/program operations for the CDL, including working with a dietician to ensure that menus reflect proper nutrition for children.
18. Perform other responsibilities and duties as assigned by the CDL Director.

## B. Fiscal Management

1. Prepares tuition statements, sends Excel export to Bursar; reconciles accounts and notifies the director of payment defaults.
2. Interprets and follows guidelines when reconciling reimbursements to DHS and notifying director.
3. Reconciles purchasing card reports, ensures accuracy of time sheets and leave slips and submits them to appropriate HDFS/Human Sciences office.
4. Establishes and reviews kitchen expenses with director.
5. Responsible for the purchase of food supplies, educational materials/equipment and prepares work orders and requisitions and fixed asset disposal process in collaboration with the director.
6. Makes recommendations for changes in procedures and/or fees and works with director to implement changes.
7. Develop, update, maintain, and oversee organizational and operational procedures to ensure efficient and compliant functioning of the Child Development Laboratory.



8. Interact knowledgeably and effectively with students, faculty, and visitors associated with the CDL. Coordinate the sign up for Admission to Professional Education Interviews at the reception desk and coordinate purchases for faculty/staff using CDL facilities.
9. Maintain classroom schedule for HSCIW 116 and 121.
10. Update enrollment forms, collect and maintain student files.
11. Work with GCFA on external education agreements (i.e., Pawnee, Morrison).
12. Perform/coordinate biennial inventory verification for CDL.
13. Develop, coordinate and supervise check out procedures for technology to Early Childhood faculty/staff and students.

A. Kitchen operations

1. Responsible for supervision of staff in kitchen.
2. Responsible for purchasing of food and other materials for kitchen.
3. Plan and coordinate special meal events (Thanksgiving/Spring Picnic, and other celebrations)

## CDL Director Job Description

The Department of Human Development and Family Science (HDFS) invites applications for the position of Instructor/Assistant Professor of Professional Practice in Early Childhood Education (ECE).

The successful candidate will contribute to the HDFS department through the following efforts:

- A. Serve as the Director of the Cleo L. Craig Child Development Laboratory (CDL) on the OSU Stillwater campus, reporting to the HDFS Department Head. Specific responsibilities include:
  - 1. Oversee the vision, mission, and planning for the CDL in collaboration with CDL faculty and staff, HDFS department faculty, and the local community.
  - 2. Management, supervision, and retention of CDL faculty and staff members.
  - 3. Support and facilitate high quality programming for children enrolled in the CDL.
  - 4. Work with HDFS accountant to maintain financial records and accounts for the CDL.
  - 5. Work with CDL faculty and staff to provide them with relevant professional development opportunities.
  - 6. Ensure that CDL policies, procedures, and programming are in line with government standards (Oklahoma Department of Human Services), NAEYC, and Stillwater Public Schools (including maintaining NAEYC national accreditation).
  - 7. Collaborate with other colleges and departments within OSU to facilitate student internships, observations, and research opportunities within the CDL.
  - 8. Work effectively with CDL parents and families providing information, resources, and a warm and inviting environment.
  - 9. Maintain positive relationships with CDL donors and cultivate donors when needed for CDL initiatives.
  - 10. Seek funding to support the growth and viability of the CDL.
  - 11. Carry out other duties as required to maintain high quality and innovative programming in the CDL and grow its reputation as a national model for early childhood education.
- B. Serve as an Instructor/Assistant Professor of Professional Practice as an active member of the HDFS faculty.
  - 1. Teach three credit hours in the ECE program per semester as assigned.
  - 2. Participate in HDFS faculty meetings, ECE program meetings, and meet regularly with the ECE program coordinator to facilitate connections between the ECE academic program and the CDL.
  - 3. Contribute to the vision of the HDFS department and ECE Program.
  - 4. Mentor students.
  - 5. Carry out other duties as required.
- C. Work in a team-oriented environment as an active member of the HDFS department and ECE program.
  - 1. Demonstrate a commitment to pre-service teacher education.
  - 2. Contribute to departmental outreach and engagement activities.
  - 3. Participate in departmental, college, and university committees or other service.
  - 4. Engage in responsibilities consistent with the land grant mission at OSU.

## **Food Service Supervisor Job Description**

- A. Meal prep
  - 1. Prepare balanced and nutritious menus of lunch and snacks for children ages 12 months to 6 years.
  - 2. Responsible for the quality of all food served.
  - 3. Responsible for the ordering and/or purchasing of required food.
- B. Kitchen maintenance
  - 1. Responsible for general kitchen management.
  - 2. Maintain all kitchen organization and equipment in excellent working order including obtaining necessary repairs or reporting of broken equipment.
  - 3. Clean all kitchen and cooking equipment after every meal.
  - 4. Responsible for sanitation and safe operations of all equipment.
  - 5. Responsible for the laundry for the kitchen and classrooms including, but not limited to, linens, sheets, towels and aprons.
- C. General knowledge and requirements
  - 1. Follow meal preparation guidelines.
  - 2. Sanitation requirements.
  - 3. Equipment operation.
  - 4. Maintain NAEYC, OKDHS and other local/state criteria, First Aid & CPR and Serv Safe Certification.

## **Teacher Assistant Job Description**

1. Assisting the teacher in providing instruction to the children in large groups, small groups, and individually.
2. Assisting the teacher in planning and preparing materials for daily instruction.
3. Maintaining a clean and safe learning environment in classroom and on playground.
4. Appropriately interacting with children, families and professionals.
5. Understanding the Developmentally Appropriate Practices, curriculum and instruction.
6. Maintain standards required by the Department of Human Services, NAEYC and OSU.
7. Understanding the implications of specific disabilities.
8. Performing specific medical procedures under the supervision of the teacher.
9. Assisting in the preparation of lunches and snacks.
10. Be willing to be a team member and be flexible.
11. Participate in in-service activities and attending conferences.
12. Perform other duties as assigned

# Teacher Job Description

## A. Classroom instruction

1. Demonstrate best practices in a model early childhood education learning environment that meets the social, emotional, and physical needs of each child;
2. Integrate early intervention strategies into children's daily activities based on consultation from speech, occupational, physical and music therapists;
3. Record and organize observation and assessment documentation of child growth and development and establish individual and group goals with parent input;
4. Prepare and implement a developmentally and individually appropriate, integrated curriculum based on individual and group interests and goals;
5. Engage in effective and appropriate classroom management;
6. Use a variety of strategies to collaborate with parents in their children's education including, but not limited to, semi-annual parent-teacher conferences, documentation boards, child portfolios, parent events/committees, newsletters, and daily interactions;
7. Adhere to the Oklahoma state requirements for preschool and pre-kindergarten programs, and the standards of developmentally appropriate practices established by NAEYC.

## B. HDFS/ECE program responsibilities

1. Establish and maintain meaningful partnerships with program colleagues, volunteers, university faculty and students, and the community;
2. Coach and mentor ECE pre-service teachers, provide verbal and written feedback as needed;
3. Supervise teacher assistants, substitute teachers, and student workers as assigned;
4. Work effectively at all levels in a collaborative team environment.

## C. Additional responsibilities

1. Maintain First Aid and CPR certification and a safe and healthy classroom;
2. Demonstrate continuous professional growth by attending or conducting teacher training events, maintaining membership in a professional association, and reading and studying relevant materials;
3. Help plan and participate in parent activities, fundraising events, workdays and other special activities;
4. Organize and care for learning materials and equipment in the classroom and storage areas indoors and outdoors;
5. Perform other duties as assigned.



**ACHIEVING GREATNESS**

## Staff Performance Review

Employee:	Title:
Staff ID #:	Date:
Department:	Performance Review Period:

Employee was at least competent in all performance factors and key responsibilities during this period:

RATING \_\_\_\_\_ YES \_\_\_\_\_ PARTIAL \_\_\_\_\_ NO \_\_\_\_\_

Not Meeting Expectations                      Competent                      Commendable

|-----|-----|-----|

### SIGNATURES:

I acknowledge that I have seen and discussed the attached review with my supervisor. I understand that I may make a written statement on this form now or within ten working days. If a statement is submitted within ten days, it will be attached to this report.

Employee: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

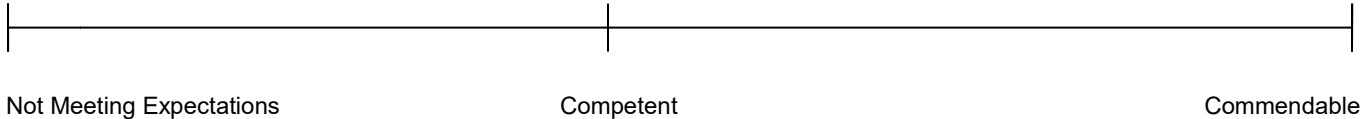
Date of Supervisor's last appraisal training: \_\_\_\_\_

Supervisor or Dept. Head: \_\_\_\_\_ Date: \_\_\_\_\_

Note: Employee must receive a signed copy of this evaluation within 30 days or upon request. The staff member's signature certifies that he/she has seen the overall review being submitted to the personnel record.

## **SECTION 1: PERFORMANCE FACTORS**

**TEAMWORK** – Promotes a positive work environment by behaving and communicating in a manner that is respectful of others. Encourages cooperation, collaboration, and co-ownership of success. Communicates honestly and openly, listens attentively, and assumes responsibility for resolving difficulties appropriately. Supports diversity in establishing relationships in which all individuals are valued, appreciated and included.



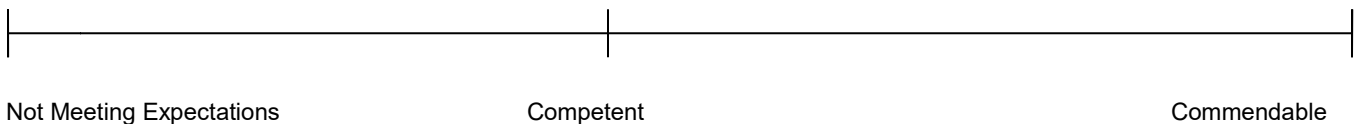
### **EMPLOYEE REVIEW:**

**Ways in which I met this expectation:**

**Ways in which I will continue to improve and grow in this area:**

### **SUPERVISOR COMMENTS:**

**PROFESSIONALISM** – Exhibits a courteous, conscientious and businesslike manner in the workplace. Actively endorses and supports OSU's mission and works for fulfillment of vision and goals while acknowledging the contribution of ethical and scholarly questioning in an environment that respects the rights of all to freely pursue knowledge. Seeks excellence in all endeavors and is committed to continuous improvement. Seeks knowledge that will provide skills that enable improved job performance.



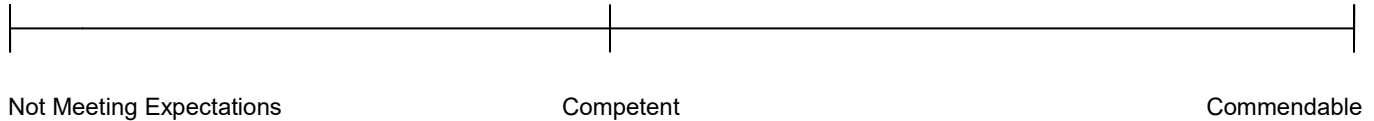
### **EMPLOYEE REVIEW:**

**Ways in which I met this expectation:**

**Ways in which I will continue to improve and grow in this area:**

### **SUPERVISOR COMMENTS:**

**SERVICE** – Contributes to the success of others by responding to others in a courteous, timely and accurate manner, seeking assistance when necessary to create a positive OSU experience that exceeds the expectations of students, and internal and external contacts. Understands performance directly affects the future of OSU and strives to perform to enhance the OSU experience. Remains positive when changes are made to procedures, environment or responsibilities.



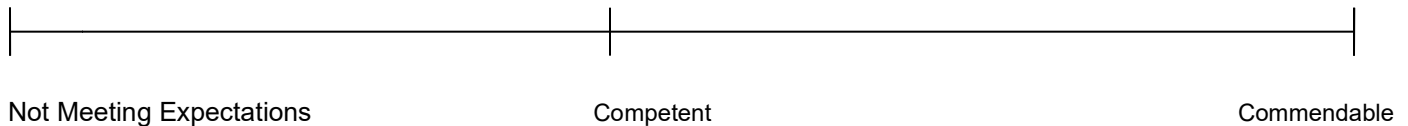
**EMPLOYEE REVIEW:**

**Ways in which I met this expectation:**

**Ways in which I will continue to improve and grow in this area:**

**SUPERVISOR COMMENTS:**

**STEWARDSHIP** – Accepts responsibility for the public's trust and is accountable for individual actions. Demonstrates efficient and effective use of time, equipment and other resources. Maintains confidences and protects security of operations by keeping information confidential and equipment/facilities secure. Works in a safe manner using safety equipment and procedures as appropriate and encourages others to do the same.



**EMPLOYEE REVIEW:**

**Ways in which I met this expectation:**

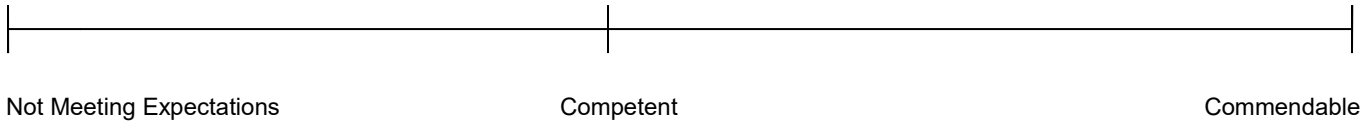
**Ways in which I will continue to improve and grow in this area:**

**SUPERVISOR COMMENTS:**



## **SECTION 2: KEY PERFORMANCE RESPONSIBILITIES**

### **RESPONSIBILITY 1**



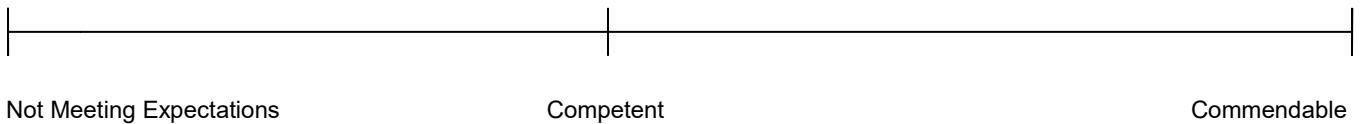
#### **EMPLOYEE REVIEW:**

**Ways in which I met this expectation:**

**Ways in which I will continue to improve and grow in this area:**

#### **SUPERVISOR COMMENTS:**

### **RESPONSIBILITY 2 –**



#### **EMPLOYEE REVIEW:**

**Ways in which I met this expectation:**

**Ways in which I will continue to improve and grow in this area:**

#### **SUPERVISOR COMMENTS:**

### **RESPONSIBILITY 3 –**

<div><div></div><div></div><div></div></div> <div>Not Meeting ExpectationsCompetentCommendable</div>
<div>EMPLOYEE REVIEW:</div> <div>Ways in which I met this expectation:</div> <div>Ways in which I will continue to improve and grow in this area:</div> <div>SUPERVISOR COMMENTS:</div>
<div>RESPONSIBILITY 4 –</div>
<div><div></div><div></div><div></div></div> <div>Not Meeting ExpectationsCompetentCommendable</div>
<div>EMPLOYEE REVIEW:</div> <div>Ways in which I met this expectation:</div> <div>Ways in which I will continue to improve and grow in this area:</div> <div>SUPERVISOR COMMENTS:</div>

**OKLAHOMA STATE UNIVERSITY**  
**Staff Performance Review**

**Child Development Laboratory Teacher Assistant Checklist**  
**NAEYC and Oklahoma State Department of Education Criteria**

**Employee Name:** \_\_\_\_\_ **Position:** Preschool III Teacher Assistant

**Department:** Human Development & Family Science **Appraisal Date:** August -May

**Supervisor:** \_\_\_\_\_ **Interim:** \_\_\_\_\_ **Annual:** X

**PURPOSE**

Appraisal and Development sessions are conducted to ensure regular and systematic communication between employees and supervisors regarding job performance and career development. The goal of this process is to recognize, support and enhance the contribution of each individual to the realization of the mission of the University. The staff of Oklahoma State University is and will continue to be one of its most important assets.

**INSTRUCTIONS**

**Appraisor**

Use one of the following ratings to describe the performance of the individual in each of the categories listed on pages two and three. Use the comment section to clarify ratings with specific examples; attach additional sheets as necessary.

**Rating Scale Description**

5	Performance <b><i>consistently exceeds</i></b> job requirements.
4	Performance <b><i>meets and usually exceeds</i></b> job requirements.
3	Performance <b><i>consistently meets</i></b> job requirements.
2	Performance <b><i>inconsistently meets</i></b> job requirements.
1	Performance <b><i>does not meet</i></b> job requirements.

After assigning ratings in each category and reviewing progress toward goals, assign an overall rating using the same scale. Not all factors are weighted equally for each position. Consider the relative importance of each category for the specific job position being appraised, as well as goal achievements, in determining the overall rating on page 5.

**Individual Being Appraised**

Prior to the annual appraisal and development review, please complete the Self Evaluation. Be prepared to note significant accomplishments during this appraisal period and to discuss specific goals for the next appraisal period.

Staff member was at least competent in all performance factors and key responsibilities during this period:

RATING: Yes \_\_\_\_\_ Partial \_\_\_\_\_ No \_\_\_\_\_

**Directions:** Check the appropriate box.

<b>Learning Environment Indicators</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Works as a team to help implement daily teaching learning activities.					
Assist in designing an environment that protects children's' health and safety at all times.					
Assist in supporting children's needs for physical movement, sensory stimulation, fresh air, rest and nourishment.					
Supervises children by sight and sound at all times.					

Actively engaged with children by being in a position to monitor as many children as possible at all times-group time, center time, outside and rest time.					
Assist teachers in preventing challenging/disruptive behaviors and promote appropriate behavior through:					
environmental design.					
schedules that meet the needs and abilities of children.					
effective transitions.					
engaging activities.					
Assist teachers in addressing challenging behavior by:					
assessing the reason/cause of the child's behavior.					
collaborating with teachers to develop individualize plan to address behavior.					
Assist in arranging space and materials to stimulate exploration, experimentation, discovery, and conceptual learning in children.					
Assist in rotating displays that help children reflect upon and extend their learning-at eye level.					
Assist in sparking children's interest in new concepts and topics by arranging related materials and activities in ways that help them explore.					
Assist in providing children the opportunity to arrange classroom materials in predictable ways so they know where to find things and where to put them away.					
Assist in reorganizing the environment when necessary to help children sustain their learning during focused work/play.					
Assist in following the schedule and arranging equipment, materials and themselves in order to scaffold children's learning.					
Assist in preparing materials, equipment, and classroom prior to instruction such as:					
cleaning and arrangement of child equipment inside and outside.					
cleaning and arrangement of office space.					
cleaning and arrangement of storage areas: library, large storage, outside storage areas.					
Assist in modifications to accommodate children with developmental delays and/or disabilities.					
<b>Community and Family Indicators</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Daily interactions demonstrate their knowledge of the children they teach-families, linguistic and cultural context in which children live.					
Assist in individualizing routine care by incorporating family practices and respecting the child.					
Assist in creating and maintaining a setting in which children of differing abilities can progress with:					
positive guidance.					
appropriate redirection.					
increased levels of autonomy.					
learned responsibilities.					
Assist in providing children opportunities to affect events in the classroom through participation in decision making about issues concerning classroom behavior, plans, and activities.					
Assist in creating a climate of mutual respect for children by being interested in their ideas, experiences and products.					
Assist in creating a climate of respect by looking for, listening and responding to verbal and nonverbal cues to show their ideas and preferences.					
Assist in developing an individual relationship with children by providing support and attentive, consistent, comforting, culturally sensitive and responsive care.					
Assist in identifying and responding to any practices, curriculum approaches, or materials that reflect degrading biases.					
Assist children to learn socially appropriate behavior by providing positive guidance that corresponds to their level of development.					
Demonstrates consistency and follows through when managing behavior and implementing classroom rules and expectations.					
Assist in helping children participate successfully in the classroom when professional values and practices differ from family values and practices.					
Assist in noticing patterns in children's challenging behaviors and over time provides thoughtful, consistent and individualized responses.					

<b>Routine Indicators</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Assist in providing daily time for indoor and outdoor activities to meet DHS & NAEYC health criteria.					
Assist in using routine care to facilitate children's self-awareness, language, and social interaction.					
Assist in coaching and supporting children as they learn to participate in cleanup and maintenance of the room.					
Assist children in following a predictable but flexible routine by providing time and support for transitions.					
Sits and eats with children at snack and lunch served family style and engages in conversation.					
Assist in organizing time and space to allow children to work/play individually, in pairs and in groups.					
Assist in using their knowledge of children's social relationship, interests, and skills to support learning.					
<b>Meaningful Learning Indicators</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Supports the curriculum plans and learning experiences.					
Assist in organizing and carrying out activities that are responsive to children's needs and interests.					
Assist in supporting and carrying out purposeful play each day.					
Uses pictures, familiar objects, body language and physical cues to help children understand spoken language, particularly when children are not native English speakers.					
Uses their knowledge of individual children to assist in strategies and materials to enhance learning.					
<b>Instructional Indicators</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Assist in using a variety of teaching strategies when responding to children.					
Uses knowledge to pose problems or ask questions that stimulate children's thinking.					
Assist children in expressing their ideas and build on the meaning of their experience.					
Assist children in identifying and using prior knowledge-provides experiences that extend and challenges.					
Joins children in learning centers, observing and engaging them in conversations at eye-level to extend and deepen children's learning.					
Assist in minimizing class time for non-instructional routines, maximizing time on task.					
Assist in defining expected student behavior for differing experiences and activities.					
Assist in establishing a rapport with children to provide a pleasant, safe and orderly climate conducive to learning.					
Assist in relating the present topic to other previous or future topics-experiences to be taught.					
Teacher Assistant helps in using signaled responses, questioning techniques-guided practice to involve all students.					
Assist by supporting objectives through a variety of activities, events, or methods.					
Assist in giving clearly stated directions related to the learning objectives, routines, or rules.					
Assist in modeling and demonstrating the desired skill, language, routine, direction, or rule.					
Reports to the teacher any progression toward stated direction/objective.					
Supports instructional change based on the results of teacher monitoring.					
Assist the teacher in identifying children who practice newly learned skills/objectives with and without supervision.					
<b>Assessment Indicators</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Assist teacher in utilizing Common Core/ PASS or OK Guidelines within the classroom and plans.					
Assist in implementing daily lesson plans designed to achieve the identified skills/objectives.					
Identifies and reports children's' progress to the teacher.					
Assist the teacher in recognizing children's ability to demonstrate mastery of stated skills/objectives through projects, daily assignments, performance and assessment results.					
<b>Professional Indicators</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Performs duties on time.					
Dresses appropriately, according to dress code.					
Responds professionally to administrative requests and direction.					
Interacts effectively and positively with colleagues.					
Participates in school related activities.					

Uses grammatically correct oral and written communication.					
Communicates limited information to parents regarding their child's progress and redirects parents to teachers for additional information.					
Exhibits professional growth to meet required criteria.					
Demonstrates progress in utilizing classroom equipment and materials.					
Assists with the organization of equipment and materials for classroom.					
Assists with the organization of storage and playground areas.					
Assists with the organization of an acceptable work environment in the office.					
<b>Personal Dispositions</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Addresses difficult situations effectively.					
Demonstrates self-control.					
Demonstrates confidentiality and trust.					
Demonstrates patience and empathy for others.					
Uses sound judgment (displays common sense) and exhibits fairness/social justice.					
Displays enthusiastic/positive approach and language.					
Displays initiative.					
Shows respect for diversity.					
Is an advocate for young children.					
Displays flexibility.					

## OVERALL RATING

Does Not  
Meet

Inconsistently  
Meets

Consistently  
Meets

Meets & Usually  
Exceeds

Consistently  
Exceeds

Not all factors will be weighted equally for each position. Consider the relative importance of each category for the specific job position being appraised, as well as goal achievements, in determining the overall rating on this page.

If the **overall rating** is "Unacceptable" or "Needs Development" expectations, the supervisor and employee must develop a written "Performance Improvement Plan." Attach a final copy to this form. Refer to the "Staff Appraisal and Development Guide for Supervisors and Employees" for details on developing a "Performance Improvement Plan."

**Supervisor Comments:**

**Employee Comments:**

### SIGNATURES:

I acknowledge that I have seen and discussed the attached review with my supervisor. I understand that I may make a written statement on this form now or within ten working days. If a statement is submitted within ten days, it will be attached to this report.

Employee: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Supervisor's last appraisal training: \_\_\_\_\_

Supervisor or Dept. Head: \_\_\_\_\_ Date: \_\_\_\_\_

Note: Employee must receive a signed copy of this evaluation within 30 days or upon request. The staff member's signature certifies that he/she has seen the overall review being submitted to the personnel record.





**OKLAHOMA STATE UNIVERSITY**  
**Staff Performance Review**

**Child Development Laboratory Teacher Checklist**  
**NAEYC and Oklahoma State Department of Education Criteria**

**Employee Name:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Department:** Human Development & Family Science

**Appraisal Date:** \_\_\_\_\_

**Supervisor:** \_\_\_\_\_

**Interim:** \_\_\_\_ **Annual:** X

**PURPOSE**

Appraisal and Development sessions are conducted to ensure regular and systematic communication between employees and supervisors regarding job performance and career development. The goal of this process is to recognize, support and enhance the contribution of each individual to the realization of the mission of the University. The staff of Oklahoma State University is and will continue to be one of it's most important assets.

**INSTRUCTIONS**

**Appraisor**

Use one of the following ratings to describe the performance of the individual in each of the categories listed on pages two and three. Use the comment section to clarify ratings with specific examples; attach additional sheets as necessary.

**Rating Scale Description**

5	Performance <u>consistently exceeds</u> job requirements.
4	Performance <u>meets and usually exceeds</u> job requirements.
3	Performance <u>consistently meets</u> job requirements.
2	Performance <u>inconsistently meets</u> job requirements.
1	Performance <u>does not meet</u> job requirements.

After assigning ratings in each category and reviewing progress toward goals, assign an overall rating using the same scale. Not all factors are weighted equally for each position. Consider the relative importance of each category for the specific job position being appraised, as well as goal achievements, in determining the overall rating on page 5.

**Individual Being Appraised**

Prior to the annual appraisal and development review, please complete the Self Evaluation. Please significant accomplishments during this appraisal period and be prepared to discuss specific goals for the next appraisal period.

Staff member was at least competent in all performance factors and key responsibilities during this period:

**RATING:** Yes \_\_\_\_\_ Partial \_\_\_\_\_ No \_\_\_\_\_

**Directions:** Check the appropriate box.

<b>Learning Environment Indicators</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Teacher works as a team to implement daily learning activities -- including IFSP and IEP					
Teacher designs an environment that protects children's' health and safety at all times.					
Teacher supports children's needs for physical movement, sensory stimulation, fresh air, rest and nourishment.					

Teacher supervises children by sight and sound at all times.					
Teacher is actively engaged with children by being in a position to monitor as many children as possible at all times-group time, center time, outside and rest time.					
Teacher works to prevent challenging/disruptive behaviors and promote appropriate behavior through:					
environmental design.					
schedules that meet the needs and abilities of children.					
effective transitions.					
engaging activities with multiple choices.					
Teacher addresses challenging behavior by:					
assessing the reason/cause of the child's behavior.					
collaborating with families and professionals to develop individualized plan to address behavior.					
Teacher arranges space and selects materials to stimulate exploration, experimentation, discovery, and conceptual learning in all content and developmental domains.					
Teacher creates and rotates displays that help children reflect upon and extend their learning-at eye level.					
Teacher ensures that children's recent work (e.g., art, writing, creations, etc.) is prominently displayed to show creative expression					
Teacher sparks children's interest in new concepts and topics by arranging related materials and activities in ways that help them explore.					
Teacher and children work together to arrange classroom materials in predictable ways so children know where to find things and where to put them away.					
Teacher reorganizes the environment when necessary to help children sustain their learning during focused work/play.					
Teacher modifies the schedule and intentionally arranges the equipment, materials and themselves in order to scaffold children's learning.					
Teacher prepares materials, equipment, and classroom prior to instruction such as:					
cleaning and arrangement of child equipment inside and outside.					
preparing instructional and assessment materials (ordering, copying, or disbursing).					
cleaning and arrangement of office space.					
cleaning and arrangement of storage areas: library, large storage, outside storage areas.					
Modifications are made to accommodate children with developmental delays and/or disabilities.					
Multicultural materials are evident (posters, books, music, dolls, etc.)					
<b>Community and Family Indicators</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Teacher's daily interactions demonstrate their knowledge of the children they teach-families, linguistic and cultural context in which children live.					
Teacher offers opportunities for children and family members to engage in the classroom.					
Teacher individualizes routine care by incorporating family practices and respecting the child.					
Teacher creates and maintains a setting in which children of differing abilities can progress with:					
positive guidance.					
appropriate redirection.					
increased levels of autonomy.					
learned responsibilities.					
Teacher provides children opportunities to affect events in the classroom through participation in decision making about issues concerning classroom behavior, plans, and activities.					
Teacher addresses challenging behavior by:					
assessing the reason/cause of the child's behavior.					
collaborating with families and professionals to develop individualized plan to address behavior.					
Teacher develops an individual relationship with children by providing support and attentive, consistent, comforting, culturally sensitive and responsive care.					
Teacher is active in identifying and responding to any practices, curriculum approaches, or materials that reflect degrading biases.					

Teacher help children learn socially appropriate behavior by providing positive guidance that corresponds to their level of development.					
Teacher demonstrates consistency and follows through when managing behavior and implementing classroom rules and expectations.					
Teacher and families work together to help children participate successfully in the classroom when professional values and practices differ from family values and practices.					
Teacher notices patterns in children's challenging behaviors and over time provides thoughtful, consistent and individualized responses.					
<b>Routine Indicators</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Teacher provides daily time for indoor and outdoor activities to meet DHS & NAEYC health criteria.					
Teacher uses routine care to facilitate children's self-awareness, language, and social interaction.					
Teacher coaches and support children as they learn to participate in cleanup and maintenance of the room.					
Teacher helps children follow a predictable but flexible routine by providing time and support for transitions.					
Teacher sits and eats with children at snack and lunch served family style and engages in conversation.					
Teacher organizes time and space to allow children to work/play individually, in pairs and in groups.					
Teacher uses their knowledge of children's social relationship, interests, and skills to tailor learning.					
<b>Meaningful Learning Indicators</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Teacher uses curriculum in all content and developmental domains as a flexible framework for teaching.					
Teacher uses curriculum to support the development of plans and learning experiences.					
Teacher carefully plans and organizes activities that are responsive to children's needs and interest.					
Teacher plans purposeful play each day.					
Teacher uses varied vocabulary and engages in sustained conversations with children about experiences.					
Teacher uses pictures, familiar objects, body language and physical cues to help children understand spoken language, particularly when children are not native English speakers.					
Teacher seeks to understand and use children's ideas, interest, and curiosity to plan new learning experiences, new content and developmental skills.					
Teacher uses their knowledge of individual children to modify strategies and materials to enhance learning.					
<b>Instructional Indicators</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Teacher uses a variety of teaching strategies when selecting approaches and responses.					
Teacher uses knowledge to pose problems/ask questions that stimulate children's thinking.					
Teacher helps children to express their ideas and build on the meaning of their experience.					
Teacher helps children identify and use prior knowledge-provides experiences that extend and challenges.					
Teacher uses multiple sources to identify children's learning and to adapt curriculum.					
Teacher joins children in learning centers, observing and engaging them in conversations at eye-level to extend and deepen children's learning.					
Teacher draws on their knowledge of content and developmental domains to create experiences that engage children in purposeful and meaningful processes related to key curriculum concepts.					
Teacher establishes objectives by communicating instructional objectives to students.					
Teacher uses minimum class time for non-instructional routines, maximizing time on task.					
Teacher clearly defines expected student behavior for differing experiences and activities.					
Teacher establishes rapport with students and provides a pleasant, safe and orderly climate conducive to learning.					
Teacher shows how the present topic is related to those topics that have been or will be taught.					
Teacher relates subject topics to existing student experiences.					
Teacher uses signaled responses, questioning techniques-guided practice to involve all students.					
Teacher teaches the objectives through a variety of methods.					
Teacher gives clearly stated directions related to the learning objectives					
Teacher models and demonstrates the desired skill.					

Teacher checks to determine if children are progressing toward stated direction/objective.					
Teacher changes instruction based on the results of monitoring.					
Teacher requires all children to practice newly learned skills/objectives with and without supervision.					
Teacher lesson plans are developmentally appropriate for children and provided to the director by Monday.					
Teacher posts lesson plans weekly, by Monday, and meets all areas of development.					
Modifications are made to accommodate special needs children.					
<b>Assessment Indicators</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Teacher effectively utilizes Common Core/PASS or OK Early Learning Guidelines for modifying plans.					
Teacher writes daily lesson plans designed to achieve the identified skills/objectives.					
Teacher maintains a written record of student progress along with informal and formal assessment tools.					
Teacher utilizes fair assessment patterns based on identified criteria.					
Teacher requires children to demonstrate mastery of stated skills/objectives through projects, daily assignments, performance and assessment results.					
Teacher displays leadership qualities and fosters team collaboration.					
<b>Professional Indicators</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Teacher performs duties on time.					
Teacher dresses appropriately, according to dress code.					
Teacher responds professionally to administrative requests and direction.					
Teacher interacts effectively and positively with colleagues.					
Teacher participates in school related activities such as extra events or PTO.					
Teacher works effectively with colleagues to align curriculum with state and national standards.					
Teacher uses grammatically correct oral and written communication.					
Teacher communicates appropriately with parents regarding their child's progress.					
Teacher exhibits professional growth.					
Teacher demonstrates progress in utilizing current technology.					
<b>Personal Dispositions</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Teacher meets difficult situations effectively.					
Teacher demonstrates self-control.					
Teacher demonstrates patience and empathy for others.					
Teacher uses sound judgment (displays common sense) and exhibits fairness/social justice.					
Teacher displays enthusiastic/positive approach and language.					
Teacher displays initiative.					
Teacher displays flexibility.					
Teacher shows respect for diversity.					
Teacher is an advocate for young children.					

### OVERALL RATING

**Does Not  
Meet**

**Inconsistently  
Meets**

**Consistently  
Meets**

**Meets & Usually  
Exceeds**

**Consistently  
Exceeds**

Not all factors will be weighted equally for each position. Consider the relative importance of each category for the specific job position being appraised, as well as goal achievements, in determining the overall rating on this page.

If the **overall rating** is "Does Not Meet" or "Inconsistently Meets" expectations, the supervisor and employee must develop a written "Performance Improvement Plan." Attach a final copy to this form. Refer to the "Staff Appraisal and Development Guide for Supervisors and Employees" for details on developing a "Performance Improvement Plan."

**Supervisor Comments:**

**Employee Comments:**

### **SIGNATURES:**

I acknowledge that I have seen and discussed the attached review with my supervisor. I understand that I may make a written statement on this form now or within ten working days. If a statement is submitted within ten days, it will be attached to this report.

Employee: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Supervisor's last appraisal training: \_\_\_\_\_

Supervisor or Dept. Head: \_\_\_\_\_ Date: \_\_\_\_\_

Note: Employee must receive a signed copy of this evaluation within 30 days or upon request. The staff member's signature certifies that he/she has seen the overall review being submitted to the personnel record.



## Child Development Lab Library

The Child Development Lab houses over 800 books in the Library area of the center. The books serve 4 classrooms ranging in age for 1 year old to 6 year old children. The books are used in the library area in each room and also in the take home literacy bags in each class. The collection ranges from board books, big books, and paper and hard back books. The collection is arranged by themes so teachers and staff can pull books to have available in the classrooms.

One of the goals for the Child Development lab for this year was to increase the exposure to literacy activities and resources. We were able to have a student intern in the fall to work with small groups of children to reinforce reading and writing skills, organize and manage the take home bags with 3 to 4 books with activities targeted to the age and development of language. During the fall semester the Children Development Lab hosted an author night for families. We served a small snack and had an Oklahoma children's book author come to the center and present. We also held a Scholastic Book fair. The book fair gave us the opportunity to replace some books and update the collection with newer or more recent released titles.

In the Pre K and Kindergarten classroom the children have a wide range of books that are housed in their room. The teachers provide a well-organized system so children can easily read and return books.



Center Library (top left).



Pre K and Kindergarten classroom library (top right).

Big book and puzzle resources for CDL.





Oklahoma State Department of Education Teaching Certificate

State Superintendent of Public Instruction



The State Board of Education certifies and authorizes CRYSTAL D. MCINTURFF to serve in the accredited schools of Oklahoma as indicated below.

Teacher #221307

Degree: Bachelor's Degree

Class: Standard

Certification Background Clearance: 6/12/2003

Area Description  
1003 EARLY CHILDHOOD

\*\*\*\*\*NO ENTRIES BELOW THIS LINE\*\*\*\*\*

Level	Valid	Expire	Area Description
PK-3	7/1/2015	6/30/2020	1600 ELEMENTARY EDUCATION

Does not include 7th & 8th Grade Math

\*\*\*\*\*NO ENTRIES BELOW THIS LINE\*\*\*\*\*

Level	Valid	Expire
1-8	7/1/2015	6/30/2020





## All Training List

**Name: Crystal McInturff**

**Registry ID: 55960**

**Date Printed: 2/11/2020**

**Date Expires: 4/12/2020**

<b>Current Training List</b>	Includes all Training
------------------------------	-----------------------

College Coursework							
Event ID	Course Title	Date	Credits/Hours	Level	Type	Sponsor	Verified
233046	Aggres/Disrup Behav (SA)	5/1/2003	1.00 / 16.00	College Coursework	School Age	Northwestern Oklahoma State University	Yes
233054	Multicultural Educ (SA)	5/1/2003	1.00 / 16.00	College Coursework	School Age	Northwestern Oklahoma State University	Yes
233056	Student Teaching-Elementary	5/1/2003	10.00 / 160.00	College Coursework	School Age	Northwestern Oklahoma State University	Yes
173013	Intro to Exceptionalities (inc lab)	12/1/2002	2.00 / 32.00	College Coursework	Early Childhood	Northwestern Oklahoma State University	Yes
233960	Special Student-Regular Classroom	12/1/2002	2.00 / 32.00	College Coursework	School Age	Northwestern Oklahoma State University	Yes
194842	Elem Lang Arts Meth	12/1/2002	5.00 / 80.00	College Coursework	School Age	Northwestern Oklahoma State University	Yes
194843	Integrated Elem Meth	12/1/2002	5.00 / 80.00	College Coursework	School Age	Northwestern Oklahoma State University	Yes
194788	Elementary Creative Activity	8/1/2002	3.00 / 48.00	College Coursework	School Age	Northwestern Oklahoma State University	Yes
173185	Books & Reading for Children	5/1/2002	3.00 / 48.00	College Coursework	Early Childhood	Northwestern Oklahoma State University	Yes
194790	Intro to Education (inc lab)	5/1/2002	3.00 / 48.00	College Coursework	Early Childhood	Northwestern Oklahoma State University	Yes
194789	Found Math Mth (K-3)	5/1/2002	3.00 / 48.00	College Coursework	Early Childhood	Northwestern Oklahoma State University	Yes
233958	Educ Psychology (SA)	5/1/2002	2.00 / 32.00	College Coursework	School Age	Northwestern Oklahoma State University	Yes
194787	Diag/Cor Problem Reading	5/1/2002	3.00 / 48.00	College Coursework	Early Childhood	Northwestern Oklahoma State University	Yes
233959	Behavior Intervnt	5/1/2002	2.00 / 32.00	College Coursework	School Age	Northwestern Oklahoma State University	Yes
233048	Educational Seminar	12/1/2001	1.00 / 16.00	College Coursework	School Age	Northwestern Oklahoma State University	Yes
216789	Child/Adolescent Psychology	12/1/2001	3.00 / 48.00	College Coursework	School Age	Northwestern Oklahoma State University	Yes
194791	Found Reading	12/1/2001	3.00 / 48.00	College Coursework	Early Childhood	Northwestern Oklahoma State University	Yes
173012	Computer Concepts	12/1/2000	3.00 / 48.00	College Coursework	Business	Northwestern Oklahoma State University	Yes
College Coursework Total:			55.00 / 880.00				

Formal							
Event ID	Course Title	Date	Hours	Level	Type	Sponsor	Verified
252235	Early Literacy for Preschool and PreK/K	8/6/2019	3.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
250916	Food Allergy and Smarter Mealtimes	8/1/2019	2.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
205914	American Heart Association CPR and First Aid	5/23/2019	8.00	Formal	Early Childhood	Center for Early Childhood Professional Development	Yes
240076	Reaching and Teaching Children Exposed to Trauma	8/9/2018	12.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes



## All Training List

Current Training List							Includes all Training	
228380	Safe Kids/DHS CPS Class	4/26/2018	8.00	Formal	Business	Safe Kids Oklahoma Inc.	Yes	
221526	Human Science Diversity	8/15/2017	3.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes	
221525	Violence and Safety	8/9/2017	3.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes	
220949	Houston We Have a Problem! When Self Regulation is Off Line	8/8/2017	6.00	Formal	Early Childhood	The Institute for Childhood Education	Yes	
219858	American Red Cross CPR and First Aid	8/6/2017	8.00	Formal	Early Childhood	Center for Early Childhood Professional Development	Yes	
221522	Mentoring, Coaching, or Facilitating	8/4/2017	3.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes	
221524	Without a Voice-ABLE Tech	8/3/2017	3.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes	
206651	All Children are Children with Special Needs	9/10/2016	4.00	Formal	Early Childhood		Yes	
206725	Better Days, Better Ways	9/10/2016	4.00	Formal	Early Childhood		Yes	
206985	Maximizing Teacher-Child Interactions: Methods to Improve Child Behavior in the Classroom	8/11/2016	3.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes	
206986	Creative and Open-Ended Art Forms	8/11/2016	3.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes	
206878	Observation and Assessment for the Early Childhood Classroom	8/10/2016	3.00	Formal	Early Childhood	The Institute for Childhood Education	Yes	
196038	SECA 2016: Learning Environments and Curriculum, Option 2	2/13/2016	2.00	Formal	Early Childhood	OKAEYC (Formerly Early Childhood Association of Oklahoma (ECAO))	Yes	
196079	SECA 2016: Interactions with Children, Option 3.5	2/13/2016	3.50	Formal	Early Childhood	OKAEYC (Formerly Early Childhood Association of Oklahoma (ECAO))	Yes	
Formal Total:			81.50					
Informal								
Event ID	Course Title	Date	Hours	Level	Type	Sponsor	Verified	
196100	SECA 2016: Child Growth and Development, Option 1	2/13/2016	1.00	Informal	Early Childhood	OKAEYC (Formerly Early Childhood Association of Oklahoma (ECAO))	Yes	
196104	SECA 2016: Health, Safety and Nutrition, Option 1	2/13/2016	1.00	Informal	Early Childhood	OKAEYC (Formerly Early Childhood Association of Oklahoma (ECAO))	Yes	
Informal Total:			2.00					
Tier I								
Event ID	Course Title	Date	Hours	Level	Type	Sponsor	Verified	
192323	2015 Tier I Training	8/5/2015	0.50	Tier I	Early Childhood	Center for Early Childhood Professional Development	Yes	
192329	2015 Tier I Training	8/5/2015	2.00	Tier I	Early Childhood	Center for Early Childhood Professional Development	Yes	
192359	2015 Tier I Training	8/5/2015	20.00	Tier I	Early Childhood	Center for Early Childhood Professional Development	Yes	
159094	Entry Level Child Care Training (ELCCT) On-Line	12/13/2014	20.00	Tier I	Early Childhood	Thermacube, LLC	Yes	
173014	2014 NAEYC Annual Conference & Expo	11/8/2014	20.00	Tier I	Early Childhood	The National Association for the Education of Young Children [NAEYC]	Yes	



## All Training List

Current Training List							Includes all Training
173015	Strategic Planning for Early Childhood Education Program	8/12/2014	3.00	Tier I	Early Childhood	OSU Child Development Laboartary	Yes
173017	Conscious Discipline	8/6/2014	6.00	Tier I	Early Childhood	OSU Child Development Laboartary	Yes
Tier I Total:			71.50				
Tier II							
Event ID	Course Title	Date	Hours	Level	Type	Sponsor	Verified
188341	Heartsaver First Aid CPR AED	8/5/2015	8.00	Tier II	Early Childhood	American Heart Association	Yes
173231	Quest for Quality: Oklahoma Early Learning Guidelines Ages 3-5 ONLINE	7/27/2015	16.00	Tier II	Early Childhood	Oklahoma State University - Oklahoma City	Yes
164484	Infant/Child CPR	8/1/2013	4.00	Tier II	Early Childhood	American Heart Association	Yes
Tier II Total:			28.00				
Training Total			55.00 / 1063.00				

**All Training Grand Total: 1063.00**

## State Superintendent of Public Instruction

John J. Moore

**Certification Background Clearance: 6/29/2018**

\*\*\*\*\* NO ENTRIES BELOW THIS LINE \*\*\*\*\*

Level	Valid	Expire
+++++		



## All Training List

**Name: Melanie McMillan**

**Date Printed: 2/11/2020**

**Registry ID: 85607**

**Date Expires: 9/12/2020**

Current Training List							Includes all Training
College Coursework							
Event ID	Course Title	Date	Credits/Hours	Level	Type	Sponsor	Verified
241103	School Community Relations	5/1/2014	3.00 / 48.00	College Coursework	Early Childhood	Anderson University	Yes
241101	Educ Students w/Exceptionalities	5/1/2014	3.00 / 48.00	College Coursework	School Age	Anderson University	Yes
241099	Addressing Diversity	12/1/2013	3.00 / 48.00	College Coursework	School Age	Anderson University	Yes
241100	Assessment of Learning	12/1/2013	3.00 / 48.00	College Coursework	School Age	Anderson University	Yes
241098	Early Childhood Dir Teaching	5/1/2013	9.00 / 144.00	College Coursework	Early Childhood	Clemson University	Yes
241094	Intermediate Language Arts/Social Studies	12/1/2012	3.00 / 48.00	College Coursework	School Age	Clemson University	Yes
241092	Early Childhood Science	12/1/2012	3.00 / 48.00	College Coursework	Early Childhood	Clemson University	Yes
241095	Early Childhood Curriculum	12/1/2012	3.00 / 48.00	College Coursework	Early Childhood	Clemson University	Yes
241097	Teaching Reading Gr K-3	12/1/2012	3.00 / 48.00	College Coursework	School Age	Clemson University	Yes
241091	Clinical Observation	12/1/2012	3.00 / 48.00	College Coursework	Early Childhood	Clemson University	Yes
241093	Early Childhood Math	12/1/2012	3.00 / 48.00	College Coursework	Early Childhood	Clemson University	Yes
241096	Inst Tech Strategies	12/1/2012	1.00 / 16.00	College Coursework	School Age	Clemson University	Yes
241090	Social Development Infant/Young Child	8/1/2012	3.00 / 48.00	College Coursework	Early Childhood	Clemson University	Yes
241087	Foundations of Early Childhood Education	5/1/2012	3.00 / 48.00	College Coursework	Early Childhood	Clemson University	Yes
241089	Literacy: Birth-Kindergarten	5/1/2012	3.00 / 48.00	College Coursework	Early Childhood	Clemson University	Yes
241088	PE for the Elementary Teacher	5/1/2012	3.00 / 48.00	College Coursework	School Age	Clemson University	Yes
241085	Intro to Special Ed	12/1/2011	3.00 / 48.00	College Coursework	School Age	Clemson University	Yes
241086	Early Intervention	12/1/2011	3.00 / 48.00	College Coursework	Early Childhood	Clemson University	Yes
241084	Health Methods-Classroom Teacher	12/1/2011	3.00 / 48.00	College Coursework	School Age	Clemson University	Yes
241083	Child Growth and Development	5/1/2011	3.00 / 48.00	College Coursework	Early Childhood	Clemson University	Yes
241081	Principles of American Education	5/1/2011	3.00 / 48.00	College Coursework	School Age	Clemson University	Yes
241082	Technical Skills for Learning	5/1/2011	1.00 / 16.00	College Coursework	School Age	Clemson University	Yes
241080	Educational Psychology	12/1/2010	3.00 / 48.00	College Coursework	School Age	Clemson University	Yes



## All Training List

Current Training List							Includes all Training
241079	Family/School/Community	12/1/2010	3.00 / 48.00	College Coursework	Early Childhood	Clemson University	Yes
College Coursework Total:			74.00 / 1184.00				
Formal							
Event ID	Course Title	Date	Hours	Level	Type	Sponsor	Verified
253489	Safe Sleep	11/18/2019	2.00	Formal	Infant	Oklahoma Child Care Services	Yes
252235	Early Literacy for Preschool and PreK/K	8/6/2019	3.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
250916	Food Allergy and Smarter Mealtimes	8/1/2019	2.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
247209	Assistive Technology to Promote Inclusion in the Preschool Setting	4/22/2019	2.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
237577	Safe Kids/DHS CPS Class	11/7/2018	8.00	Formal	Early Childhood	Safe Kids Oklahoma Inc.	Yes
237533	Entry Level Child Care Training (ELCCT) On-Line	10/15/2018	20.00	Formal	Early Childhood	Thermacube, LLC	Yes
240076	Reaching and Teaching Children Exposed to Trauma	8/9/2018	12.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
Formal Total:			49.00				
Training Total			74.00 / 1233.00				

**All Training Grand Total: 1233.00**

*Oklahoma State Department of Education Teaching Certificate*

  
State Superintendent of Public Instruction

The State Board of Education certifies and authorizes MARGARET A. NAPIER to serve in the accredited schools of Oklahoma as indicated below.

Teacher #:206704

Degree:Master's Degree

Class:Standard

Area Description

1003 EARLY CHILDHOOD

\*\*\*\*\*NO ENTRIES BELOW THIS LINE\*\*\*\*\*

Level Valid Expire Area Description

PK-3

6/1/2019

6/30/2024

\*\*\*\*\*NO ENTRIES BELOW THIS LINE\*\*\*\*\*

Level Valid Expire





## All Training List

**Name: Margaret Napier**

**Date Printed: 2/11/2020**

**Registry ID: 10624**

**Date Expires: 3/24/2020**

Current Training List							Includes all Training
College Coursework							
Event ID	Course Title	Date	Credits/Hours	Level	Type	Sponsor	Verified
194795	Literacy Instruction Primary [SA]	12/1/2002	3.00 / 48.00	College Coursework	School Age	Oklahoma State University	Yes
107786	Curriculum Issues	5/1/2002	3.00 / 48.00	College Coursework	Early Childhood	Oklahoma State University	Yes
107777	Child Parent Social Context	5/1/1999	3.00 / 48.00	College Coursework	Early Childhood	Oklahoma State University	Yes
107776	Child Development & Guidance Infants	5/1/1999	3.00 / 48.00	College Coursework	Early Childhood	Oklahoma State University	Yes
107787	Field Exp Prep: K-Prim	5/1/1999	2.00 / 32.00	College Coursework	Early Childhood	Oklahoma State University	Yes
107804	Intern Early Childhood Ed (inc lab)	5/1/1999	3.00 / 48.00	College Coursework	Early Childhood	Oklahoma State University	Yes
232732	Internship Early Childhood Education	5/1/1998	2.00 / 32.00	College Coursework	Early Childhood	Oklahoma State University	Yes
107803	Intern Early Childhood Ed (inc lab)	12/1/1997	1.00 / 16.00	College Coursework	Early Childhood	Oklahoma State University	Yes
107779	ECE: Program Developemtn	12/1/1997	3.00 / 48.00	College Coursework	Early Childhood	Oklahoma State University	Yes
232736	Foundations Reading Instruction	8/1/1997	3.00 / 48.00	College Coursework	School Age	Oklahoma State University	Yes
232734	Teaching Math Primary Level [SA]	5/1/1997	3.00 / 48.00	College Coursework	School Age	Oklahoma State University	Yes
232735	Child Development: School Age	5/1/1997	3.00 / 48.00	College Coursework	School Age	Oklahoma State University	Yes
107780	Education Exceptional Learners	12/1/1996	2.00 / 32.00	College Coursework	Early Childhood	Oklahoma State University	Yes
232731	Dev Creat Exp, Play EC	12/1/1996	3.00 / 48.00	College Coursework	Early Childhood	Oklahoma State University	Yes
232728	Cognitive Dev Chldhood	5/1/1996	3.00 / 48.00	College Coursework	Early Childhood	Oklahoma State University	Yes
232730	Lit & Literacy Chldhd	5/1/1996	3.00 / 48.00	College Coursework	Early Childhood	Oklahoma State University	Yes
107782	Social, Emotional & Language Development in EC	5/1/1996	3.00 / 48.00	College Coursework	Early Childhood	Oklahoma State University	Yes
107781	Psych Found Childhood	12/1/1995	3.00 / 48.00	College Coursework	Early Childhood	Oklahoma State University	Yes
216400	Introduction to Visual Arts in the Curriculum	5/1/1995	3.00 / 48.00	College Coursework	School Age	Oklahoma State University	Yes
147938	Org & Admin Recreation	5/1/1994	3.00 / 48.00	College Coursework	Business	Oklahoma State University	Yes
College Coursework Total:			55.00 / 880.00				
Formal							
Event ID	Course Title	Date	Hours	Level	Type	Sponsor	Verified
252235	Early Literacy for Preschool and PreK/K	8/6/2019	3.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
250916	Food Allergy and Smarter Mealtimes	8/1/2019	2.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes





## All Training List

Current Training List							Includes all Training
239476	American Heart Association CPR and First Aid	5/23/2019	8.00	Formal	Early Childhood	Center for Early Childhood Professional Development	Yes
247209	Assistive Technology to Promote Inclusion in the Preschool Setting	4/22/2019	2.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
212369	Cooking Matters for Child Care Professionals: Basics	1/2/2019	2.00	Formal	Early Childhood	Better Kid Care	Yes
214711	Guiding Behavior: Responding to Biting and Sharing	1/2/2019	2.00	Formal	Early Childhood	Better Kid Care	Yes
216603	Art Appreciation 101 for Young Children	12/28/2018	2.00	Formal	Early Childhood	Better Kid Care	Yes
221899	Resilient Caregivers: 'Bouncing back' from stress	12/28/2018	2.00	Formal	Early Childhood	Better Kid Care	Yes
240076	Reaching and Teaching Children Exposed to Trauma	8/9/2018	12.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
221526	Human Science Diversity	8/15/2017	3.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
221525	Violence and Safety	8/9/2017	3.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
220949	Houston We Have a Problem! When Self Regulation is Off Line	8/8/2017	6.00	Formal	Early Childhood	The Institute for Childhood Education	Yes
219858	American Red Cross CPR and First Aid	8/6/2017	8.00	Formal	Early Childhood	Center for Early Childhood Professional Development	Yes
221522	Mentoring, Coaching, or Facilitating	8/4/2017	3.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
221524	Without a Voice-ABLE Tech	8/3/2017	3.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
206651	All Children are Children with Special Needs	9/10/2016	4.00	Formal	Early Childhood		Yes
206725	Better Days, Better Ways	9/10/2016	4.00	Formal	Early Childhood		Yes
206985	Maximizing Teacher-Child Interactions: Methods to Improve Child Behavior in the Classroom	8/11/2016	3.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
206986	Creative and Open-Ended Art Forms	8/11/2016	3.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
206878	Observation and Assessment for the Early Childhood Classroom	8/10/2016	3.00	Formal	Early Childhood	The Institute for Childhood Education	Yes
196036	SECA 2016: Infant/Toddler Track, Option 2	2/13/2016	2.00	Formal	Early Childhood	OKAEYC (Formerly Early Childhood Association of Oklahoma (ECAO))	Yes
196075	SECA 2016: Health, Safety and Nutrition, Option 2	2/13/2016	2.00	Formal	Early Childhood	OKAEYC (Formerly Early Childhood Association of Oklahoma (ECAO))	Yes
196079	SECA 2016: Interactions with Children, Option 3.5	2/13/2016	3.50	Formal	Early Childhood	OKAEYC (Formerly Early Childhood Association of Oklahoma (ECAO))	Yes
Formal Total:			85.50				
Tier I							
Event ID	Course Title	Date	Hours	Level	Type	Sponsor	Verified
192323	2015 Tier I Training	8/5/2015	0.50	Tier I	Early Childhood	Center for Early Childhood Professional Development	Yes
192356	2015 Tier I Training	8/5/2015	18.00	Tier I	Early Childhood	Center for Early Childhood Professional Development	Yes
173067	Creative Expression, Play and Motor Skills	11/6/2014	5.00	Tier I	Early Childhood	OSU Child Development Laboartary	Yes



## All Training List

Current Training List							Includes all Training
173068	SmartBoard 101	11/5/2014	3.00	Tier I	Early Childhood	Meridian Technology Center	Yes
173015	Strategic Planning for Early Childhood Education Program	8/12/2014	3.00	Tier I	Early Childhood	OSU Child Development Laboartary	Yes
173017	Conscious Discipline	8/6/2014	6.00	Tier I	Early Childhood	OSU Child Development Laboartary	Yes
151053	OSU "Shots Fired" Training	2/5/2014	2.00	Tier I	Early Childhood	OSU Child Development Laboartary	Yes
147638	Strategic Planning for Early Childhood Education Program	4/26/2013	6.00	Tier I	Early Childhood	OSU Child Development Laboartary	Yes
125612	Choosing Effective Indoor and Outdoor Materials	4/20/2013	3.00	Tier I	Early Childhood	Smart Start North Central Oklahoma	Yes
133765	Documenting Children's Learning with Nature	4/20/2013	3.00	Tier I	Early Childhood	Smart Start North Central Oklahoma	Yes
133356	5 Steps of Adminstering Medication	8/17/2012	1.00	Tier I	Early Childhood	OSU Child Development Laboartary	Yes
133365	Blood Borne Pathogen Session	8/14/2012	2.00	Tier I	Early Childhood	OSU Child Development Laboartary	Yes
133364	Student Support Issues Task Force	8/14/2012	5.00	Tier I	Early Childhood	OSU Child Development Laboartary	Yes
147647	OSU Child Development Lab	8/6/2012	5.00	Tier I	Early Childhood	OSU Child Development Laboartary	Yes
147646	Boulder Journey School Study Tour	7/28/2012	32.00	Tier I	Early Childhood	OSU Child Development Laboartary	Yes
91853	School as a System of Interactions and Relationships	10/29/2011	13.00	Tier I	Early Childhood	Riverfield Country Day School	Yes
87367	Autism Training	10/15/2011	6.50	Tier I	Early Childhood	Early Childhood Association of Oklahoma	Yes
Tier I Total:			114.00				
Tier II							
Event ID	Course Title	Date	Hours	Level	Type	Sponsor	Verified
188341	Heartsaver First Aid CPR AED	8/5/2015	8.00	Tier II	Early Childhood	American Heart Association	Yes
152025	Growing Up WILD: Exploring Nature with Young Children	6/21/2014	4.00	Tier II	Early Childhood	Oklahoma Project WILD	Yes
137782	Heartsaver CPR	8/9/2013	4.00	Tier II	Early Childhood	American Heart Association	Yes
137783	Heartsaver First Aid	8/9/2013	4.00	Tier II	Early Childhood	American Heart Association	Yes
95054	Early Learning Guidelines Training for Infants, Toddlers and Twos	10/26/2012	14.00	Tier II	Early Childhood		Yes
91851	Understanding Autism	10/15/2011	4.00	Tier II	Early Childhood	Early Childhood Association of Oklahoma	Yes
107357	Heartsaver CPR AED	8/12/2011	4.00	Tier II	Early Childhood	American Heart Association	Yes
87565	Heartsaver First Aid	8/12/2011	4.00	Tier II	Early Childhood	American Heart Association	Yes
Tier II Total:			46.00				
Training Total			55.00 / 1125.50				

**All Training Grand Total: 1125.50**



## All Training List

**Name: Shelli Martin**

**Date Printed: 1/14/2020**

**Registry ID: 85608**

**Date Expires: 9/12/2020**

<b>Current Training List</b>	Includes all Training
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### College Coursework

Event ID	Course Title	Date	Credits/Hours	Level	Type	Sponsor	Verified
240484	Des, Mgmt of Elem Clsrm	5/1/1995	3.00 / 48.00	College Coursework	School Age	Oklahoma State University	Yes
240483	Teaching Reading Elementary School	5/1/1995	3.00 / 48.00	College Coursework	School Age	Oklahoma State University	Yes
240482	Science in the Elementary School Curriculum	12/1/1994	3.00 / 48.00	College Coursework	School Age	Oklahoma State University	Yes
240481	Social Studies in Elementary School Curriculum	12/1/1994	3.00 / 48.00	College Coursework	School Age	Oklahoma State University	Yes
240478	Measurement and Evaluation in the School	5/1/1994	2.00 / 32.00	College Coursework	School Age	Oklahoma State University	Yes
240480	Reading Diagnosis and Remediation	5/1/1994	3.00 / 48.00	College Coursework	School Age	Oklahoma State University	Yes
240479	Teaching Math Primary Level [SA]	5/1/1994	3.00 / 48.00	College Coursework	School Age	Oklahoma State University	Yes
240477	Clinical Experience Elementary Education II	12/1/1993	2.00 / 32.00	College Coursework	School Age	Oklahoma State University	Yes
240476	Foundation of Reading Instruction [SA]	12/1/1993	3.00 / 48.00	College Coursework	School Age	Oklahoma State University	Yes
235535	Clinical Experience Elementary Education I	12/1/1993	1.00 / 16.00	College Coursework	School Age	Oklahoma State University	Yes
240475	Role of Teacher American School	8/1/1993	3.00 / 48.00	College Coursework	School Age	Oklahoma State University	Yes
240473	Utilization of Instructional Media	5/1/1993	2.00 / 32.00	College Coursework	School Age	Oklahoma State University	Yes
240472	Education Exceptional Learners	5/1/1993	2.00 / 32.00	College Coursework	Early Childhood	Oklahoma State University	Yes
240474	Micro Tech for Education (SA)	5/1/1993	2.00 / 32.00	College Coursework	School Age	Oklahoma State University	Yes
208486	Psych Found Children	12/1/1992	3.00 / 48.00	College Coursework	Early Childhood	Oklahoma State University	Yes
College Coursework Total:			38.00 / 608.00				

### Formal

Event ID	Course Title	Date	Hours	Level	Type	Sponsor	Verified
253489	Safe Sleep	11/18/2019	2.00	Formal	Infant	Oklahoma Child Care Services	Yes
248896	Safe Kids/DHS CPS Class	10/16/2019	8.00	Formal	Early Childhood	Safe Kids Oklahoma Inc.	Yes
252235	Early Literacy for Preschool and PreK/K	8/6/2019	3.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
250916	Food Allergy and Smarter Mealtimes	8/1/2019	2.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
247209	Assistive Technology to Promote Inclusion in the Preschool Setting	4/22/2019	2.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
237533	Entry Level Child Care Training (ELCCT) On-Line	10/16/2018	20.00	Formal	Early Childhood	Thermacube, LLC	Yes



## All Training List

Current Training List							Includes all Training
240076	Reaching and Teaching Children Exposed to Trauma	8/9/2018	12.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
Formal Total:			49.00				
Tier I							
Event ID	Course Title	Date	Hours	Level	Type	Sponsor	Verified
240364	Reading Plain Talk	2/11/2015	17.50	Tier I	Early Childhood	The Center for Development and Learning	Yes
Tier I Total:			17.50				
Training Total			38.00 / 674.50				

**All Training Grand Total: 674.50**

*Oklahoma State Department of Education Teaching Certificate*

State Superintendent of Public Instruction



The State Board of Education certifies and authorizes Shelli R. Martin to serve in the accredited schools of Oklahoma as indicated below.

Teacher #190184	Degree: Bachelor's Degree	Class: Standard
Area Description 1003 EARLY CHILDHOOD 4075 LANGUAGE ARTS 6575 SOCIAL STUDIES	Level PK-3 6-8 6-8	Valid 6/1/2017 6/1/2017 6/1/2017
		Expire 6/30/2022 6/30/2022 6/30/2022
		Area Description 1501 ELEMENTARY EDUCATION Does not include 7th & 8th Grade Math 6075 SCIENCE
*****NO ENTRIES BELOW THIS LINE*****		
*****NO ENTRIES BELOW THIS LINE*****		

*Oklahoma State Department of Education Teaching Certificate*

State Superintendent of Public Instruction



The State Board of Education certifies and authorizes TAMMY M. WATERHOUSE to serve in the accredited schools of Oklahoma as indicated below.

Teacher #:	234805	Degree:	Bachelor's Degree	Class:	Standard	Certification Background Clearance:	1/23/2008	
Area Description		Level	Valid	Expire	Area Description	Level	Valid	Expire
1003 EARLY CHILDHOOD		PK-3	6/1/2016	6/30/2021				
*****NO ENTRIES BELOW THIS LINE*****								



## All Training List

**Name: Tammy Waterhouse**

**Registry ID: 61979**

**Date Printed: 2/11/2020**

**Date Expires: 11/17/2020**

Current Training List							Includes all Training
College Coursework							
Event ID	Course Title	Date	Credits/Hours	Level	Type	Sponsor	Verified
190881	Children's Literature II	5/1/2014	2.00 / 32.00	College Coursework	Early Childhood	University of Arkansas	Yes
190885	Early Childhood Education Internship	12/1/2004	12.00 / 192.00	College Coursework	Early Childhood	University of Arkansas	Yes
191017	Guiding Young Children	5/1/2004	2.00 / 32.00	College Coursework	Early Childhood	University of Arkansas	Yes
190882	Integrated Curriculum II	5/1/2004	3.00 / 48.00	College Coursework	Early Childhood	University of Arkansas	Yes
190880	Assessment II	5/1/2004	2.00 / 32.00	College Coursework	Early Childhood	University of Arkansas	Yes
190884	Practicum II (Lab)	5/1/2004	2.00 / 32.00	College Coursework	Early Childhood	University of Arkansas	Yes
190883	Language and Literacy II	5/1/2004	3.00 / 48.00	College Coursework	Early Childhood	University of Arkansas	Yes
190877	Integrated Curriculum	12/1/2003	3.00 / 48.00	College Coursework	Early Childhood	University of Arkansas	Yes
190878	Language and Literacy I	12/1/2003	3.00 / 48.00	College Coursework	Early Childhood	University of Arkansas	Yes
190874	Assessment I	12/1/2003	2.00 / 32.00	College Coursework	Early Childhood	University of Arkansas	Yes
190875	Children's Literature	12/1/2003	2.00 / 32.00	College Coursework	Early Childhood	University of Arkansas	Yes
190876	Guiding Young Children	12/1/2003	2.00 / 32.00	College Coursework	Early Childhood	University of Arkansas	Yes
190879	Practicum I (Lab)	12/1/2003	2.00 / 32.00	College Coursework	Early Childhood	University of Arkansas	Yes
225618	Intro to Educational Tech (SA)	8/1/2003	3.00 / 48.00	College Coursework	School Age	University of Arkansas-Fort Smith	Yes
225619	Meths Tching Math in Classroom	8/1/2003	3.00 / 48.00	College Coursework	Early Childhood	University of Arkansas-Fort Smith	Yes
190872	Dev Appr Pract Web ENHD	5/1/2003	3.00 / 48.00	College Coursework	Early Childhood	University of Arkansas	Yes
225617	Science in the Classroom	5/1/2003	3.00 / 48.00	College Coursework	Early Childhood	University of Arkansas-Fort Smith	Yes
190873	First Aid	5/1/2003	3.00 / 48.00	College Coursework	Early Childhood	University of Arkansas	Yes
190871	Children/Families Diverse Stcy	5/1/2003	3.00 / 48.00	College Coursework	Early Childhood	University of Arkansas	Yes
190870	Foundations Early Childhood	12/1/2002	3.00 / 48.00	College Coursework	Early Childhood	University of Arkansas	Yes
190869	Child Development	12/1/2002	3.00 / 48.00	College Coursework	Early Childhood	University of Arkansas	Yes
225616	Introduction to Education (SA)	5/1/2002	3.00 / 48.00	College Coursework	School Age	University of Arkansas-Fort Smith	Yes
College Coursework Total:			67.00 / 1072.00				



## All Training List

<b>Current Training List</b>	Includes all Training
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Formal							
Event ID	Course Title	Date	Hours	Level	Type	Sponsor	Verified
252235	Early Literacy for Preschool and PreK/K	8/6/2019	3.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
250916	Food Allergy and Smarter Mealtimes	8/1/2019	2.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
237652	Conflict Resolution: Riding Through the Storm - Online	6/7/2019	4.00	Formal	Early Childhood	Thermacube, LLC	Yes
237549	Director's Entry Level Training (DELT) Online	6/5/2019	20.00	Formal	Business	Thermacube, LLC	Yes
239476	American Heart Association CPR and First Aid	5/23/2019	8.00	Formal	Early Childhood	Center for Early Childhood Professional Development	Yes
247209	Assistive Technology to Promote Inclusion in the Preschool Setting	4/22/2019	2.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
237538	Literacy in Action: Developmental Writing	1/11/2019	4.00	Formal	Early Childhood	Thermacube, LLC	Yes
221899	Resilient Caregivers: 'Bouncing back' from stress	11/13/2018	2.00	Formal	Early Childhood	Better Kid Care	Yes
235001	Train the Trainer: Safe Sleep Guidelines	8/14/2018	3.00	Formal	Early Childhood	Oklahoma City County Health Department/FIMR	Yes
240076	Reaching and Teaching Children Exposed to Trauma	8/9/2018	12.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
221526	Human Science Diversity	8/15/2017	3.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
221525	Violence and Safety	8/9/2017	3.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
220949	Houston We Have a Problem! When Self Regulation is Off Line	8/8/2017	6.00	Formal	Early Childhood	The Institute for Childhood Education	Yes
219858	American Red Cross CPR and First Aid	8/6/2017	8.00	Formal	Early Childhood	Center for Early Childhood Professional Development	Yes
221522	Mentoring, Coaching, or Facilitating	8/4/2017	3.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
221524	Without a Voice-ABLE Tech	8/3/2017	3.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
201655	Quest for Quality: Oklahoma Early Learning Guidelines Ages 3-5 ONLINE	9/16/2016	14.00	Formal	Early Childhood	Oklahoma State University - Oklahoma City	Yes
205914	American Heart Association CPR and First Aid	8/12/2016	8.00	Formal	Early Childhood	Center for Early Childhood Professional Development	Yes
206985	Maximizing Teacher-Child Interactions: Methods to Improve Child Behavior in the Classroom	8/11/2016	3.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
206986	Creative and Open-Ended Art Forms	8/11/2016	3.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
206878	Observation and Assessment for the Early Childhood Classroom	8/10/2016	3.00	Formal	Early Childhood	The Institute for Childhood Education	Yes
196082	SECA 2016: Interactions with Children, Option 4.5	2/13/2016	4.50	Formal	Early Childhood	OKAEYC (Formerly Early Childhood Association of Oklahoma (ECAO))	Yes
Formal Total:			121.50				
Informal							
Event ID	Course Title	Date	Hours	Level	Type	Sponsor	Verified
196101	SECA 2016: Family and Community Partnerships, Option 1	2/13/2016	1.00	Informal	Early Childhood	OKAEYC (Formerly Early Childhood Association of Oklahoma (ECAO))	Yes





## All Training List

Current Training List							Includes all Training
196104	SECA 2016: Health, Safety and Nutrition, Option 1	2/13/2016	1.00	Informal	Early Childhood	OKAEYC (Formerly Early Childhood Association of Oklahoma (ECAO))	Yes
196115	SECA 2016: Adm/Management, Option 1	2/13/2016	1.00	Informal	Early Childhood	OKAEYC (Formerly Early Childhood Association of Oklahoma (ECAO))	Yes
Informal Total:			3.00				
Tier I							
Event ID	Course Title	Date	Hours	Level	Type	Sponsor	Verified
183627	Entry Level Child Care Training (ELCCT) On-Line	11/13/2015	20.00	Tier I	Early Childhood	Thermacube, LLC	Yes
Tier I Total:			20.00				
Training Total			67.00 / 1216.50				

**All Training Grand Total: 1216.50**



## All Training List

**Name: Sandy Major**

**Date Printed: 2/11/2020**

**Registry ID: 85510**

**Date Expires: 9/5/2020**

Current Training List							Includes all Training
College Coursework							
Event ID	Course Title	Date	Credits/Hours	Level	Type	Sponsor	Verified
239939	Social, Emotional, & Language Development	5/1/1993	3.00 / 48.00	College Coursework	Early Childhood	Oklahoma State University	Yes
239914	Fundamentals of Teaching	12/1/1992	3.00 / 48.00	College Coursework	School Age	Oklahoma State University	Yes
97701	Childhood Education: Curriculum	5/1/1992	3.00 / 48.00	College Coursework	Early Childhood	Oklahoma State University	Yes
239913	Advanced Studies Child Literature	12/1/1991	3.00 / 48.00	College Coursework	Early Childhood	Oklahoma State University	Yes
239912	Fund of Curr Dev	5/1/1990	3.00 / 48.00	College Coursework	School Age	Oklahoma State University	Yes
239911	Kindergarten Primary Curriculum	8/1/1989	3.00 / 48.00	College Coursework	Early Childhood	Oklahoma State University	Yes
239905	Dev Rdng Primary Level	12/1/1988	3.00 / 48.00	College Coursework	Early Childhood	Oklahoma State University	Yes
239903	Introduction to Reading Problems	5/1/1985	3.00 / 48.00	College Coursework	School Age	Oklahoma State University	Yes
239902	Math in Elementary School Curri	5/1/1985	3.00 / 48.00	College Coursework	School Age	Oklahoma State University	Yes
239938	Reading in the School	12/1/1984	2.00 / 32.00	College Coursework	School Age	Oklahoma State University	Yes
239898	Internship Elementary Education	12/1/1984	5.00 / 80.00	College Coursework	School Age	Oklahoma State University	Yes
239900	Internship Elementary Education	12/1/1984	4.00 / 64.00	College Coursework	School Age	Oklahoma State University	Yes
239897	Measure, Eval in the School	12/1/1984	2.00 / 32.00	College Coursework	School Age	Oklahoma State University	Yes
239894	Lang Arts in Elem Sch	5/1/1984	3.00 / 48.00	College Coursework	School Age	Oklahoma State University	Yes
239895	Soc St in Elem Sch Cur	5/1/1984	3.00 / 48.00	College Coursework	School Age	Oklahoma State University	Yes
239892	Micro Tech for Education (SA)	5/1/1984	2.00 / 32.00	College Coursework	School Age	Oklahoma State University	Yes
239893	Pratic in Elementary School	5/1/1984	2.00 / 32.00	College Coursework	School Age	Oklahoma State University	Yes
239896	Sci in Elem Sch Cur	5/1/1984	3.00 / 48.00	College Coursework	School Age	Oklahoma State University	Yes
239890	Children's Literature	12/1/1983	3.00 / 48.00	College Coursework	Early Childhood	Oklahoma State University	Yes
196652	Obs/Partic Elementary School	12/1/1983	2.00 / 32.00	College Coursework	School Age	Oklahoma State University	Yes
239889	HU LNG In Educ Psy	12/1/1983	3.00 / 48.00	College Coursework	School Age	Oklahoma State University	Yes
239891	Introduction to Visual Arts in the Curriculum	12/1/1983	3.00 / 48.00	College Coursework	School Age	Oklahoma State University	Yes
239885	Psych Foundations Childhood	5/1/1983	3.00 / 48.00	College Coursework	Early Childhood	Oklahoma State University	Yes
239887	Found Read Instr	5/1/1983	3.00 / 48.00	College Coursework	Early Childhood	Oklahoma State University	Yes



## All Training List

Current Training List						Includes all Training	
239886	Util of Instr Media (SA)	5/1/1983	2.00 / 32.00	College Coursework	School Age	Oklahoma State University	Yes
251884	Early Child Edu Pract	5/1/1983	3.00 / 48.00	College Coursework	Early Childhood	Oklahoma State University	Yes
165249	Education Exceptional Learners	5/1/1983	2.00 / 32.00	College Coursework	Early Childhood	Oklahoma State University	Yes
239937	School in American Society	12/1/1982	3.00 / 48.00	College Coursework	School Age	Oklahoma State University	Yes
239884	Crea Mov/ Pre-school-Prim	12/1/1981	2.00 / 32.00	College Coursework	Early Childhood	Oklahoma State University	Yes
College Coursework Total:			82.00 / 1312.00				
Formal							
Event ID	Course Title	Date	Hours	Level	Type	Sponsor	Verified
253489	Safe Sleep	11/18/2019	2.00	Formal	Infant	Oklahoma Child Care Services	Yes
251652	Promoting Infant and Early Childhood Mental Health in a Child Care Setting	9/14/2019	2.00	Formal	Early Childhood	OKAEYC (Formerly Early Childhood Association of Oklahoma (ECAO))	Yes
251655	The Magical World of Puppet Play	9/14/2019	2.00	Formal	Early Childhood	OKAEYC (Formerly Early Childhood Association of Oklahoma (ECAO))	Yes
251185	Licensing Requirements for Child Care Centers	9/5/2019	2.00	Formal	Early Childhood	Oklahoma Child Care Services	Yes
252235	Early Literacy for Preschool and PreK/K	8/6/2019	3.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
249080	Literacy in Action - Alphabet Knowledge	7/29/2019	4.00	Formal	Early Childhood	Thermacube, LLC	Yes
249061	Enriching Early Literacy Experiences with Infants and Toddlers - Online	7/26/2019	4.00	Formal	Infant	Thermacube, LLC	Yes
249071	Creating a Landscape to Learning: Appropriate Indoor/Outdoor Learning Environments - Online	7/26/2019	3.00	Formal	Early Childhood	Thermacube, LLC	Yes
249076	Guidance Matters: Challenging Behaviors and the Role of the Preschool Teacher - Online	7/26/2019	4.00	Formal	Early Childhood	Thermacube, LLC	Yes
249070	Cornerstones of Quality: Safety, Health, and Nutrition Online	7/19/2019	3.00	Formal	Early Childhood	Thermacube, LLC	Yes
237551	Creating a Landscape to Learning: Appropriate Indoor/Outdoor Learning Environments - Online	6/25/2019	3.00	Formal	Early Childhood	Thermacube, LLC	Yes
238345	Daily Program for Infants and Toddlers - Online	6/24/2019	10.00	Formal	Early Childhood	Thermacube, LLC	Yes
247209	Assistive Technology to Promote Inclusion in the Preschool Setting	4/22/2019	2.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
237533	Entry Level Child Care Training (ELCCT) On-Line	10/8/2018	20.00	Formal	Early Childhood	Thermacube, LLC	Yes
237549	Director's Entry Level Training (DELT) Online	10/5/2018	20.00	Formal	Business	Thermacube, LLC	Yes
240076	Reaching and Teaching Children Exposed to Trauma	8/9/2018	12.00	Formal	Early Childhood	OSU CDL-Rise Program	Yes
Formal Total:			96.00				
Training Total			82.00 / 1408.00				

**All Training Grand Total: 1408.00**

**NAEYC 7.A.11, 7.B.02, 7.C.04, 7.C.06, 8.A.04, 10.B.08, 10.B.14**

**OKDHS 340:110-3-278 (d)(1-2)(A-C)**

**OKDHS 340: 110-3-293(a & c)(1)(A-F)**

## **Operations**

### **Program Policies**

Program policies will be provided to families upon enrollment and when revisions occur. Personnel is provided a copy of policies upon employment and after revisions.

### **Calendar and Hours of Operation**

The program calendar follows the Stillwater Public Schools' ([www.stillwater.k12.ok.us](http://www.stillwater.k12.ok.us)) and OSU's calendar with a few exceptions. The program calendar is posted on the program's website, and in the office. Families also receive a calendar in the enrollment packet. A copy can be obtained from the administrative assistant or director.

A summer program, separate from the academic school year, follows the OSU summer class schedule. The summer program requires a separate enrollment process.

The children's hours in the program are from 8:00 am until 3:30 pm. Children must arrive not later than 8:15 am, so they are not counted absent with Stillwater Public Schools. Information about before and after school care is available from the staff.

Families may visit any area of the program at any point of time during the program's regular hours of operation. For security purposes families may be accompanied by the director or administrative assistant and required to sign in and out at the front desk during observations or visits.

### **Application Procedures**

To facilitate a smooth operation of the program and to ensure equitable treatment for all families, the following policies and procedures are carefully followed.

Enrollment in the program is offered based on a child's age, application date, and by factors related to the teaching and research mission of the Child Development Laboratory, Human Development and Family Science and College of Human Sciences, and OSU; which include, but not limited to gender ratios, ethnicity ratios, developmental levels, and social-economic levels.

The program is open to all children regardless of race, color, creed, or religious affiliation. Children are assigned to classrooms based on the child's developmental needs, teaching and research requirements of the program (as stated above), and available space. Siblings of children previously and currently enrolled in the program are given first preference and then consideration may be given to immediate departmental and college applicants.

The OSU International Students and Scholars Services will work collaboratively with the program to offer written and verbal information/communication to families as needed. The program compiles and provides information to families in a language that they can understand/comprehend. The information includes, but is not limited to, policies and operating procedures, enrollment forms, parent handbook, classroom newsletter, daily communication journals, negotiations of differences or difficulties, and other written communication sources.

The program has a collaborative enrollment agreement with Stillwater Public Schools for the PreK-K Classroom. Children within the PreK-K Classroom will be dually enrolled at the Child Development Laboratory and Stillwater Public Schools. Families are expected to complete enrollment forms for both agencies, which are provided by and returned to the Child Development Laboratory office. The program works with Stillwater Public School (Will Rogers Elementary School) to address general information questions such as program options and visiting opportunities, complete enrollment procedures, and support transitions for children who choose to attend their local school for Pre-Kindergarten, Kindergarten, or First Grade at the end of their term at the program.

**NAEYC 1.A.02, 5.A.01, 5.A.02, 7.A.02, 7.A.05, 10.D.05**

**OKDHS 340: 110-3-281.4(b)(1)(A)**

**OKDHS 340: 110-3-281.4(b)(6)**

**OKDHS 340: 110-3-294(b)**

**OKDHS 340: 110-3-294(g)(1)**

**OKDHS 340: 110-3-295(a)**

### **Enrollment Policies**

Enrollment forms are obtained from the parents, or legal guardian, and utilized by the staff and teachers to assist in gaining information about families in how they define their own race, religion, home language, culture and family structures. Office staff members will obtain written consent from families/parents before sharing information/records about a child with the teaching staff, specialist, or with other relevant providers, agencies, or regulatory authorities upon request.

Enrollment information/records are to be kept in the administrative assistant's office, which can be kept locked. Information/records are updated as needed and/or at least quarterly. All information/records are kept confidential. The following is a list of individuals/agencies that may obtain information/records: administrators or teaching staff, the child's legal guardian or parent, and regulatory authorities as needed.

All enrollment forms will be completed upon the **arrival for first day of school**. Before the child can attend and enrollment can be finalized, the following forms must be delivered to the office:

- Pre-Enrollment Form.
- DHS Subsidy Agreement Form (if applicable).
- First Aid Medication Authorization.
- Emergency Information Form.
- Child Health Report with current and complete immunization record signed by a physician (all medical conditions must be listed and addressed with the classroom teachers).
- General Release Form.
- Permission to Release Form.
- Permission to Participate on Fieldtrips/Transportation Release.
- Child and Family Information Questionnaire.
- Parking Permit form.
- A copy of the child's birth certificate, immunization record and insurance card covering the child.

Enrollment policies and records will include, but are not limited to, the following guidelines:

- Maintain current health records for each child; each record must document the dates of service to show the child is current for routine screenings, exams, and immunizations according to the OKDHS schedule, American Academy of Pediatrics, and the Centers for Disease Control of the United States Public Health Service.
- Current records will provide information about health insurance coverage required for emergency purposes.
- Provide results of health exams, up-to-date immunizations, screenings and follow-ups for any normal or abnormal testing.
- Current emergency contact information for each child and kept up-to date-with daily changes noted on the classroom sign-in/sign-out sheets.
- Names of individuals authorized to access health information.
- Doctor's written instructions for children who live with special needs: allergies, chronic illness, or any other special issue that needs to be addressed by the center if certain circumstances should arise.
- Specialized services or professionals who provide services for a child.

Immunizations must be kept current in the office during a child's enrollment. A new copy of the immunization record should be delivered to the office each time a child receives shots. A copy of the Oklahoma Department of Human Services immunization schedule is available from the office.

All records are updated as needed and/or quarterly by Stillwater Public Schools Elementary Health Specialist or Payne County Health Department-Immunization Field Consultant. The information is kept confidential, but available to the staff that has consent from a parent or legal guardian for access to record, the child's parent or legal guardian, and regulatory authorities on request. Records found to be in a non-compliance status will be brought to the director and parents' attention. Parents will have five business days to address the non-compliance status. Proof will be produced to demonstrate parents' cooperation in addressing the issue (such as appointment cards, doctor notices, and written notification from a medical agency).

In addition, a health consultant or health professional will visit the program at least four times a year or observe the program's practices, review and make recommendations regarding the program's practices and written policies which will endure health promotion and prevention of infection and injury. The consultant will address physical, social-emotional, nutritional, and oral health, including the care and exclusion of ill children.

Any child who has limited or a medical/family beliefs waiver for under-immunized cases will be contacted by phone, email or postings for susceptible illnesses or diseases. The director and families will develop a case by case plan to exclude or evacuate the child from the classroom and/or center. The exclusion or evacuation will be depended upon the illness/disease, severity of exposure, and immediate possible actions by family to remove the child.

#### **NAEYC 10.C.01** **Registration Fee**

A non-refundable registration fee is assessed on a yearly basis. The yearly registration fees are allocated each year by the director. Registration fees are due with the enrollment agreement each school year.

### **Tuition**

The program's annual tuition is divided into ten equal monthly payments from August through May and billed at the start of each month. Payment due dates is the fifteenth of each month through the Bursar's Office. A \$15 late payment fee is assessed if payment is not made on time. All payments are subject to the rules and regulations established by the university. If payments are ten business days overdue without prior arrangement, a one-week notice of termination of enrollment may be given. Billing will continue through the child's last day of school.

**There are no tuition adjustments for holidays, semester breaks, or a child missing class for other reasons.**

### **Supply Fee**

The program charges a supply fee every semester for each child enrolled in the program. The program supply fees are pre-set per semester. This fee is added to the monthly statement and billed in August and January. This money is used to provide supplies and activities for the classrooms.

### **Late Pick-up Fees**

The program will assess late fees to parents who do not pick up their children before the closing time of 3:30 pm (or at 5:30 pm for those enrolled in after school care). A fee of \$10.00 will be assessed beginning at five minutes after closing and for every five minutes or portion thereof until the child is picked up. The clock in the classroom (synchronized with the OSU computer network clock and/or cell phone clock) will be the official time for assessing these fees. The parent will be notified in writing and the assessed fee will appear on the next statement. Please honor the pick-up time by arriving 10-15 minutes early to allow for a conversation with the teacher and gathering your child's belongings before our closing time. If a parent arrives before the opening time of the day, they are asked to wait with their child in the foyer until 8:00 am

### **Withdrawal from the Program**

Parents may withdraw their child from the program at any time by giving a written notice 30 days prior to withdrawal to the director. Non-refundable tuition is applied to the month(s) the child withdrawals from.

### **NAEYC 3.F.03, 7.C.04**

#### **Grievance Procedures**

It is the program's desire and policies to provide developmentally appropriate requirements and criteria that meet and exceed NAEYC and OKDHS. The program's policy is to collaborate with parents when a difference of opinion, value and/or belief is identified with professional practices and/or strategies which are implemented.

The optimum goal is for the child to participate successfully at the program in all of his/her endeavors. Families/parents are asked to speak with their child's teacher if they have a concern. If the concern cannot, or is not met by the teacher, the concern should be taken to the director. The

director will set a conference with the families/parents and teachers to address the families'/parents' concerns. The program's goal is to meet the needs of the children and their families/parents. If the director cannot or does not address the concern to the satisfaction of the families/parents, then the issue will be referred to the Department Head of Human Development and Family Science.

The OSU International Students and Scholars Services will work collaboratively with the program to offer written and verbal information/communication to families as needed in their native language. The program compiles and provides information to families in a language they can understand/comprehend. The information includes, but is not limited to, policies and operating procedures, enrollment forms, parent handbook, classroom newsletter, daily communication journals, negotiations of differences or difficulties, and other written communication sources.

### **Services Discontinued/Terminated**

The program reserves the right to discontinue services to children under the following circumstances:

- The families/parents fail to pay tuition and fees within the designated time periods.
- The families/parents fail to reasonably cooperate with the program in the provision of educational services to their child, such as but not limited to daily routines, implementation of curriculum, discipline and/or guidance, and maintaining a positive disposition.
- The child is dangerous to self or others due to delays/disabilities, behaviors, medical situations, or any psychological situation.
- After appropriate evaluation by staff, specialists, family/parents, and Department Head it is decided that another educational setting would be more appropriate to meet the special needs of the child.
- The families/parents do not adhere to the program's policies and procedures; which include but, not is limited to, the following: completion and updated records, confidentiality, observations, arrival and departure routines, medical situations, special services, conferencing schedules, participation, usage of appropriate communication devices, supporting classroom routines, or maintaining a positive disposition.
- Any engagement by families/parents involving acts of intimidation (bullying), harassment or abusive behavior, assaults, serious threats, or acts of violence. An act of such behavior includes, but is not limited to, written or spoken communication creating alarm or concern, fear of immediate bodily harm, retaliation to staff, or when a stress-related situation develops/occurs due to actions of families/parents; whether verbal or written.



Oklahoma State University  
Cleo L. Craig Child Development Laboratory

## Waiting List Application

Child's Date of Birth: \_\_\_\_\_ Date Application Received: \_\_\_\_\_

Child's Gender: Female \_\_\_\_\_ Male \_\_\_\_\_ Ethnicity: \_\_\_\_\_

Child's Name: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_ Home Phone: (\_\_\_\_) \_\_\_\_\_

Mother's Name: \_\_\_\_\_ Cell Phone: (\_\_\_\_) \_\_\_\_\_

Mother's Employer: \_\_\_\_\_ Occupation: \_\_\_\_\_

Mother's Email: \_\_\_\_\_ Work Phone: (\_\_\_\_) \_\_\_\_\_

Father's Name: \_\_\_\_\_ Cell Phone: (\_\_\_\_) \_\_\_\_\_

Father's Employer: \_\_\_\_\_ Occupation: \_\_\_\_\_

Father's Email: \_\_\_\_\_ Work Phone: (\_\_\_\_) \_\_\_\_\_

Reason(s) for applying to the Child Development Lab program: \_\_\_\_\_

How did you learn about the Child Development Lab program? \_\_\_\_\_

Will you use a Department of Human Services tuition subsidy: Yes \_\_\_\_\_ No \_\_\_\_\_

*W5 DHS rate and more than 4 hours per day is required.*

Does your child live with or been identified with a development delay? Yes \_\_\_\_\_ No \_\_\_\_\_

If yes, explain \_\_\_\_\_

If yes, does your child have an: Individual Educational Plan (IEP) \_\_\_\_\_ Individual Family Service Plan (IFSP) \_\_\_\_\_

or Not Applicable \_\_\_\_\_

Does your child reside inside \_\_\_\_\_ or outside \_\_\_\_\_ of Stillwater Public School District?

Is your child a sibling to a child that is currently, or has previously attended, the Child Development Lab? \_\_\_\_\_

If yes, what is the name of the sibling? \_\_\_\_\_

Enrollment decisions are based upon the application date, and the requirements of a model teacher-preparation classroom, but not limited to, boy/girl ratios, age distributions, and academic/research program needs.

Your child's order on the waiting list is determined by the date on which this office receives the application.

Please return the application to:

Oklahoma State University  
Child Development Laboratory  
110 Human Sciences West  
Stillwater, OK 74078  
(405) 744-5730

Oklahoma State University  
Child Development Laboratory  
Stillwater, Oklahoma State University

**Fees, Tuition, Before and After School Care**  
**2019-2020 School Year**

**Fees**

Registration Fee	\$50 per child	Due the 15 <sup>th</sup> of the month following registration
Parking Fee	\$50 per child	Due the 15 <sup>th</sup> of the month following registration
Parking Permit	\$3.00 each	Pay and receive at Multimodal
Supply Fee (August & January)	\$75/semester	Due with Aug and Jan tuition payment

**Tuition** (August through May, 8:00 am - 3:30 pm, Monday through Friday)

Preschool I (12-24 months)	\$725 per month
Preschool II (2-3 years)	\$700 per month
Preschool III (3-4 years)	\$700 per month
Pre-K/Kindergarten (4-5 years)	\$400 per month

**Before and After School Care** (7:00 am - 8:00 am and 3:30 pm - 5:30 pm)

Before School Care	\$100 per month
After School Care	\$220 per month
Wraparound Care	\$300 per month
Before School Care (drop-in)	\$10 per day
After School Care (drop-in)	\$15 per day

**Class Ratio**

Preschool I	1:6 (class size – 12)	One teacher, two assistants
Preschool II	1:8 (class size – 16)	One teacher, two assistants
Preschool III	1:9 (class size – 18)	One teacher, two assistants
Pre-K/K	1:10 (class size – up to 26)	Two teachers, one assistant
Before and After School Care	Ratio dependent upon ages	

20XX-20XX Class Enrollment Chart

Preschool 1 (12)			CC	Preschool II (16)			CC	Preschool III (18)			CC	Pre-K/K (25)			CC
1				1				1				1			
2				2				2				2			
3				3				3				3			
4				4				4				4			
5				5				5				5			
6				6				6				6			
7				7				7				7			
8				8				8				8			
9				9				9				9			
10				10				10				10			
11				11				11				11			
12				12				12				12			
	G:	B:		13				13				13			
				14				14				14			
				15				15				15			
				16				16				16			
				G:	B:			17				17			
								18				18			
								G:	B:			19			
												20			
												21			
												22			
												G:	B:	PK:	K:

## OKDHS 340:110-3-278(d)(2)(H)

### **Discipline Philosophy**

The philosophy of the program is that discipline is based on the developmental level of the children. Expectations for children's behavior should be developmentally appropriate. That means that many two-year-olds cannot be expected to share toys without assistance. Teachers should offer multiples of the same toys. Preschoolers cannot be expected to wait long for a turn, but should be redirected to another similar activity; they have little understanding of another's point of view and cannot be expected to apologize for their actions; they are learning how to work out disagreements with others and will often lash out when angry. **Preschoolers need adults to patiently teach them how to solve problems.**

Children should be kept busy with many choices of activities to meet their interests and attention span. Wandering children are unproductive and need assistance to become engaged. Help them find something to do or help them join a group.

Some children may need to learn how to join a group at play. Take time to help a child learn how to approach a group and join in.

Children are not forced to share, but are expected to take turns. Do not set time limits or remove a child from a play activity that he or she is productively engaged in. Occasionally, the teachers set time limits on new equipment and activities so that everyone gets a turn. In general, time limits create obstacles to one of our goals for children - building a long attention span with activities. Teachers and other adults in the classroom should model sharing and turn taking, as they join children in their activities. Encourage sharing and turn taking by helping children learn to play together, but don't force it. Do expect children to follow through on promises to give another child a toy when they are done. Help the children remember their promise. **Sometimes a sign-up sheet by a favorite activity helps children remember who gets the next turn.**

Allow a child space and time to play alone. Group programs can be very stressful and children need to have a personal space. Remind the other children that one child wants to play alone, quietly and restfully. Reducing stress in the room will help reduce discipline problems.

Have quiet fun in the classroom. A cheerful, fun attitude helps make the day positive. Expect there to be some problems until the children get to know you. Children are learning how to belong in a group and will make mistakes. Some will miss the security of the familiar teacher.

**Children will test the boundaries/guidelines to see if you will insist they follow the rules.** Some children test you because they have had bad experiences with adults and don't trust adult reactions to their behaviors. These children may push you harder than other children to see if the rules remain consistent. Focus on the positives in the day and not the negatives and remain COOL!

Try to build a relationship with each child. The most difficult child is the child who needs the greatest relationship. Think of all the positives and focus on them and get assistance to deal with the negatives. Adults should demonstrate more control over their emotions and reactions than children. Children are dependent upon adults to be in charge of emotions and actions and expect them to provide a safe and caring environment for them. Children's feelings determine the

degree/level of trust they develop, which relates to their ability of predictable and consistence behavior.

Do not threaten a child with punishment. Explain consequences for behaviors, but avoid threats such as “I’m going to tell your parents.” Make consequences a logical result of the behavior. Losing out on outside playtime is not a logical consequence for running around the room. A logical consequence for running might be sitting and putting puzzles together. Using logical consequences is an acceptable discipline strategy.

The most useful response an adult may give a child is one that shows that the adult understands the child’s needs and the child’s lack of ability to meet those needs her/himself. For example: a child running around the room may need to be more active. Forcing that child to sit at the puzzle table may be a logical consequence for the behavior, but may only increase the stress. Stressed children often act out at a later time. The runner may need for the adult to set up a movement game in the hallway. The best way to handle the running problem may be to say to the child, “When you feel like you need to run, come tell me and I’ll help you find a way to take care of that need.” Adults have the freedom to leave the room and take a break or ask for help, if the stress of the room gets to be too much. Children need to know how they can take care of their needs too. **Misbehavior offers a cue that the child’s needs aren’t being met or that the child doesn’t have the skills necessary to handle this situation. Counter misbehavior with natural and logical consequences.**

Teachers know their classroom children and their needs. Students are at a disadvantage because of the limited amount of time they spend with the children. Hopefully, teachers will give tips on how to handle a child. If not, students should observe the teacher and make note of how she responds to similar situations. **Collect as much information as possible and don’t be hesitant to ask questions.** Don’t hesitate to act when you see something happening even if you are unsure of the best way to act. The teacher will probably offer some suggestions for handling the situation in the future.

Biting is common up to age three. A **child with limited language and patience** is biting because he/she wants something or is trying to defend her/himself. This child needs a firm and very brief response, “That hurts!” Avoid rapid movement, loud exclamations, and great changes in your behavior when you respond to a toddler’s bites.

Your response can reinforce the toddler because toddlers are fascinated by their control over adults. Calmly and quietly walk to the children. Pick up the crying child and the toy. Look down at the biter and quietly but firmly state, “That hurts!” Then comfort and care for the injured child even if the injured child was the initial aggressor. Ignore the biter except to make certain he/she does not move on to another child. As soon as the biter finds something to do, give the biter attention without referring to the biting incident. Don’t reinforce biting by making too much of it.

The **child with unlimited language** who bites needs a firmer response and may need a consequence if he/she is having problems with impulse control. Again, respond swiftly, but calmly. Make it brief and make certain the injured child gets most of the attention. Limit the lecture to how painful/hurtful the bite was and the child needs to use his/her words to express their feelings instead of biting.

Using consequences is a behavioral management technique and is only effective if it is done immediately and with little discussion. As soon as the consequence has ended, help the child get back into the activities without reviewing what happened. Don't overdo the consequence or the child will no longer be focused on his behavior, but instead he will focus on his resentment. Often children who are aggressive feel that they are justified for biting; the individual's/students responsibility is to understand the justification for the bite.

Arguments are normal behavior for all young children. They are learning the skills to relate to others their age. Some children learn the skills more easily than others. Differences in development, personalities, and temperament contribute to each child's ability to solve problems in their play. The development of social skills is an important part of the curriculum.

Our job is to assist the children with learning to solve these problems. Our first actions should be to help them resolve their differences. With older preschoolers and pre-kindergartners, narrate what is happening, "I can see you are very angry at each other. You are really hurting each other!" Children often engage in fighting to get the adult to come and take a side.

Avoid taking sides. Get the children to solve the problem. Avoid removing the toy and putting it away. This does not help the children learn to solve the problem. Recognize that this fight is a teachable moment, a moment for children to learn how to solve problems. Sometimes the children need a few minutes to calm down before solving the problem. Don't take too long in solving the problem though. Young children don't have the patience to take a long time. If many of these problems are occurring in the room, recognize that the children need new activities and some kind of change in the environment to stop these behaviors. Sleepiness, hunger, boredom, and inactivity all lead to misbehavior. Recognize these signs and avoid them. Ask another teacher or the director to observe if necessary.

Limit the use of "Take a Break" to times when a child needs to calm down, or a child won't cooperate and listen to you. Take a Break takes place within the classroom. It can be in the book center, at the water table, or at the manipulatives. It means it is the adult's decision in making a choice for the child, instead of the child making the choice.

Make certain that the child knows why he/she is Taking a Break when he/she returns to regular activity(ies). Sometimes it is best to let the child decide when he is ready to come out. "You may go back to the block center when you feel calm enough to take turns with Andrew." Monitor the child as he/she goes and returns from Take a Break. Assist the child to make his/her entry into a new activity successful. Show interest in the child's new activity.

Reinforcement is a powerful tool for managing children's behavior. The best reinforcement does not recognize the child for what he is not doing, but recognizes and shows interest in what the child is doing. For example: Assist the child who is returning from Take a Break by getting him/her interested in the art easel without reviewing why he/she was in Take a Break. Once he/she has started painting you briefly wander off to help another child. Then check back with the child showing interest in what he/she is doing. "You have made big, bold, red strokes on your paper!" Resist stating: "Oh, I like it when you are not running." Children discover they can get more attention by misbehaving than they get when they behave. Prevent this from happening by smiling

across the room at a child you've made eye contact with, affectionately rub a back as you pass a child playing with puzzles, comment to another puzzler that the firefighter puzzle she put together looks like it was hard work. Contact only takes a second while you are tending to other issues and shows children the interest that adults have in them.

Tell the child what the directive/instruction is in a positive statement, instead of what not to do. "Keep your feet on the floor. Chairs are to sit on." "Paint stays on the paper." "Food is for eating. If you are finished eating, you may leave the table and throw your plate away." "Nap toys are for sleeping. If you want to play with your elephant, we'll put it away until after nap time."

**For many children telling them 'no' or 'don't' is a signal that it is time to start the game of rebellion. Refrain from using please, okay, or stating a question to a child when trying to get them to follow a directive/instruction.**

If you give a direction or set a limit, follow through. Repeating the direction allows the child to determine when they will finish the direction. Make certain that the child's attention is on you by stooping to the child's eye level and getting eye contact or an acknowledgement that the child is listening to you. Avoid calling across the room to give a child direction.

If you don't want children to yell, then model the behavior you want. Walk up to a child to give a direction. Once you have the child's attention, give the direction. Give the child several seconds to process the direction and change what he/she is doing. If the child doesn't do it, return to the child and tell him/her they need assistance in making a different choice.

Give children a warning when clean-up is near. Begin cleaning up messy activities earlier than the rest of clean up. Make certain that teachers are free of their own cleaning responsibilities so they can help children clean. Give the children a five-minute warning, "you have five more minutes to play before we clean up." Walk up to individuals and small groups and quietly give them the warning. After five minutes have evolved, use a song or flicker of lights to begin cleaning.

Teachers are prepared to make a change in activity before children implement the change in activity. During cleanup, some children have big jobs that take a while and others can be finished quickly. Teachers make certain that the children know what they are to do when they finish with their job - get their coats and sit by the door, get a book and sit at the table, go sit on the circle for group time. When several children have finished, one teacher joins the children to sing songs, read stories, or do finger play while the other children finish cleaning. **A normally developing preschooler cannot be expected to wait without something to do.**

At all times, treat children with respect. Help the children learn how to behave with the same consideration that you want to be given.

Ask for suggestions and feedback from the Classroom Teacher. Find time during naps or breaks, or schedule a time with the teacher to discuss problems or questions you have concerning the behaviors you have seen in the room.