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# POLICIES AND PROCEDURES

# SIUE EARLY CHILDHOOD CENTER

## POLICIES AND PROCEDURES

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## INTRODUCTION

These policies and procedures are organized to correspond with the ten-accreditation standards from the National Association for the Education of Young Children (NAEYC, 2008). Within the sections, individual policies are coded where relevant, to specific NAEYC criteria. Because the Early Childhood Center is part of SIUE, many of our operations are guided either wholly or in part by standing university policy/procedure. In those instances, links to the appropriate university documents are provided.

### About Us

Southern Illinois University Edwardsville has a rich history of offering a unique experience for young children and university students at the Early Childhood Center (ECC).

- In the fall of 1969 The SIUE Day Care Center was established, operated by members of the Late Starters (a group of student parents). It was located in the building on Lewis Road on the edge of campus that currently houses the SIUE Credit Union. The group applied for state license. Organizers say this will NOT be a "babysitting service", but will have planned early childhood programming. Some 25 students were enrolled for mornings. In June 1971 S. LaVernn Wilson was named director of the Early Childhood Education Center.
- In September 1985 ground was broken for a new 5,000 square foot facility to house the Early Childhood Center at the corner of Circle Dr. and Northwest Road. The center's "play yard" was 7,500 square feet. In 1992 the Center earned national accreditation through NAEYC.
- In March 2000 ECC Director S. LaVernn Wilson retired after 29 years of service. July 2000 Rebecca Dabbs was named Director.
- In 2008 Construction to renovate and expand early childhood center began. In the fall of 2009 the newly renovated and expanded Early Childhood Center was dedicated.

The importance of high quality early childhood education is well documented in the research literature and receiving increased attention from media and legislators. Major indicators of quality programs include highly qualified staff, low adult-child ratios, and a rich and diverse learning environment, all of which can be found at ECC. Our inclusive program accommodates approximately eighty children aged two through kindergarten each year.

Our director, assistant director, five lead teachers and six assistant teachers are highly qualified and experienced early childhood professionals. Approximately 20 undergraduate and graduate teaching assistants (TA's), primarily early childhood, elementary, and special education majors complete the team.

We enjoy a close working relationship with many departments, faculty, administrative and support staff from SIUE, the Edwardsville School District (ECUSD7), and other early childhood programs in the St. Louis metro area and across the state. Our center welcomes hundreds of visitors, observers, practicum students, volunteers, and researchers each year.

## **Mission**

The Early Childhood Center's three-part mission is:

- To provide quality care and education for children ages two through five of the University community.
- To assist student parents with their goal of obtaining a University degree by providing them with convenient and affordable childcare and connecting them to resources.
- To serve as a demonstration site for research, observation and practicum purposes.

## **Philosophy**

We believe...

- that all children are individuals who learn in their own way and at their own pace
- that play is the most important process through which young children learn
- that children learn best through educational experiences that are developmentally appropriate
- that parents are a vital part of the learning process
- in a collaborative approach to education
- children learn from each other as well as from role models
- a qualified, dedicated staff is critical to the development and maintenance of a quality early education program.

## **1. RELATIONSHIPS**

We want the Early Childhood Center to be a vital, vibrant community, characterized by rich relationships and thoughtful dialogue. We aim to create an environment that reflects and honors children's families, building bridges between home and the center that allow children to move easily and fluidly between these two central arenas of their lives. We offer ourselves as resources for families about child growth and learning, and see families as resources for teachers about their children's cultural contexts, passions, and developmental journeys. We recognize that families balance work and home, and seek to support them in their efforts to hold those substantial responsibilities.

### **1.1 Parents as Partners**

ECC aims to build strong bonds between home and school, sharing information about the child's school and home life in a collaborative effort to provide the child and family with a high quality early childhood experience (1.A.01).

#### **Family Orientation meeting**

Prior to the first attendance day, each family is required to meet individually with the classroom team and Director or Assistant Director (new families only) for Family Orientation. Teachers contact each family and schedule the orientation visit. The intent of this meeting is to establish positive and reciprocal relationships with our families, share program information and knowledge about children to aid teacher decision-making.

Once orientation is scheduled, teachers send (email) the following;

- Confirmation of appointment
- Child Information Form
- Welcome booklet

The following items will be discussed:

Meeting with members of teaching team

- CIF- families complete (and update annually) the Child Information Form to provide us with information about family demographics, home language, culture, traditions, religion, and family structure that enables teachers to plan activities and an environment that is welcoming and supportive of all our families. Returning families update this form annually.
- Individual child or family considerations and needs (health, languages, learning, personal family situations, etc.)
- Curriculum and assessment process
- General questions

Meeting with member of administration team:

- Information in the Family Handbook (philosophy, policies, routines, procedures)
- Parent/school agreement (contract)
- Financial options (scholarships, tuition payment arrangements)
- General questions

**Fall Open House**

Families will be invited to attend an Open House at the Center in early September. At that time they will have an opportunity to meet the families enrolled in their child's classroom as well as all of the staff working at the Center.

**Curriculum & Assessment overview presentation for families**

Parents will be invited to a presentation describing our curriculum and assessment process in late September. This presentation will include information about our goals for children, collaborative curriculum planning, projects/investigations, documentation and our GOLD assessment system.

**Child Information Form:** Prior to the first attendance day, families complete (and update annually) the ECC Child Information Form to provide us with information about family demographics, home language, culture, traditions, religion, and family structure that enables teachers to plan activities and an environment that is welcoming and supportive of all our families. Returning families update this form annually (1.A.02; 7.A.02; 7.A.03; 7.A.09).

**Family Conferences/Home Visits:** Midway through fall semester teachers schedule a home visit or family conference with each family. The intent of these meetings/visits is to strengthen positive and reciprocal relationships with our families, share developmental information and knowledge about children to aid parent/teacher decision-making (1.A.02; 7.A.02; 7.A.03; 7.A.06; 7.A.08; 7.A.09; 7.B.01).

**Communication:** Regular, ongoing communication is facilitated in various ways among families, teachers, and the school staff so that multiple perspectives on the child's development and interests can be used to enhance the child's school experience (1.A.03; 7.A.06; 7.A.08; 7.A.09; 7.A.11). These include, but are not limited to:

- ECC Program website
- Parent meetings and conferences
- Classroom newsletters
- Email communication
- Open door policy and frequent spontaneous interactions
- Family bulletin board in the hallway outside the office
- Daily informal conversations

**Home Languages:** All program documents and information will be translated upon request into a home language other than English via assistance from the Foreign Languages department. If an interpreter is needed to complete a home visit, conduct conferences or mediations, one will be provided (4.E.05; 7.B.01; 7.B.02; 7.C.04).

**Meeting family circumstance needs:** ECC works with families when family circumstances change that may necessitate adjustments to routines, attendance schedules, authorizations, etc. (e.g. sabbaticals, divorce/separation agreements, major medical situations, etc.)

**Concerns:** Parents are encouraged to approach the child's teacher or the director directly with problems, concerns, or ideas. Family events, transitions, and changes of any kind can affect a child's demeanor and behavior at school, so timely communication helps the staff respond most effectively to the child (1.A.01; 7.C.02).

**Program Evaluation & Strategic Planning:** All adult family members are invited to participate in formal annual program evaluation via a survey conducted in April. ECC submits an Annual Report to the Vice Chancellor for Student Affairs and NAEYC Accreditation Academy that is shared with parents and is available for review at any time. Policy changes or major initiatives are always announced before publication or implementation (8.A.07; 10.B.07).

## **1.2 Interaction Guidelines**

As we follow the National Association for the Education of Young Children (NAEYC) Code of Ethical Conduct, we use these core principles as guides for interactions among staff members, between staff and children, staff and families, staff and undergraduates, researchers, university employees, etc.

- Respect each individual.
- Create a positive emotional climate for all learners, with sensitivity to differences in age, ability, background, language, culture, religion, and family structure.
- Maintain direct eye contact at the child's level whenever possible.
- Use smiles, warm tones of voice, positive touch, social conversations, and humor to support the development of effective working relationships.
- Teachers sit with children during snack and lunchtime and engage in conversation (3.D.07).
- Teachers do not yell, belittle, or use negative language with children, other staff, or parents.
- Approach conflict resolution pro-actively.
- Commit to an environment of inclusion that celebrates differences and builds on common characteristics and values.

Staff avoid the use of negative language ('no', don't) as much as possible and express rules in terms of the desired behavior. For example: "Please walk inside." "I need you to use an inside voice." "Can you help me put this puzzle back where it belongs?"

ECC accepts children with special needs as long as a safe, supportive environment can be provided for the child consistent with the requirements of the Americans with Disabilities Act.

Because our mission is multifaceted, we strive to build positive relationships with all learning partners by appropriately balancing quality of care for the group with services tailored to individual needs. Our goal is to develop the school's caring community for learning through broad participation and involvement in program improvement for all of our staff, families, and university partners.

## **1.3 Discipline**

All staff and volunteers or practicum students sign the Discipline Guidelines Statement at hire and receive orientation information about the ECC Discipline Policy. No corporal punishment or coercion of any kind is used at ECC and food is never withheld or used as a form of discipline (1.B.09; 1.B.10). Redirection, positive reinforcement, modeling, and natural consequences, along with verbal explanation and problem solving training are our preferred and primary methods for development of acceptable behavior. "Time outs" are used with discretion, only if other methods don't seem to be working, and only for very short periods of time (usually corresponding to age of child, such as 2 minutes for a 2 year old child, etc.)

In the event a child loses complete control or is seriously disrupting the activities of the rest of the class, he/she may be taken either out of the classroom, off the playground, or to the director's office to 'cool

off' and regain composure before rejoining the other children. Children are regularly involved in helping determine the age appropriate rules and expectations for each class. Children are not allowed to hurt other children, adults, or abuse materials and equipment, and are taught to use the materials and equipment productively. They are taught to respect, help, and take care of one another.

The ECC teaching staff and director work with parents on discipline problems for each individual child. Although we encourage daily informal conversation between parents and staff, the child's teacher may not be present (or readily available) at pick-up time, so we may provide informal written reports and email during the day to maintain regular communication. Working together we can solve most problems. For persistent challenging behaviors, teachers and parents together develop an individualized plan for improvement. Teachers make environmental accommodations when appropriate to create conditions that promote positive behaviors. If difficult behavior does not subside over time, parents may be referred to Early Intervention (birth-3) or FACES (3-5) to schedule screening or other external professional resources (1.E.01; 1.E.02).

#### **1.4 Transitions: ECC staff plan transitions carefully.**

*Home-school:* To ease transitions for children newly enrolled or moving to their new class for the year, at the beginning of the academic year we invite families to visit the center a couple of times before the first day of school including a family orientation meeting. Children, who are moving up, gradually spend more time in their new classroom over a period of a week. Teachers discuss with families how to best manage separation and the option of children phasing into the program over the first two days of school. Parents may choose to phase-in by picking up early the first couple of days.

*Within day:* Major and minor transitions from one activity to another (e.g. play/clean-up; inside/outside; lunch/nap, etc.) are announced to children in developmentally appropriate ways per age group. Classroom storage areas and centers are labeled and organized to facilitate children taking as much individual responsibility as possible.

*Staff:* Lead and assistant teachers have primary responsibility for a single group of children. TA's are scheduled as much as possible for one class group, but sometimes that is not possible. Written logbooks are maintained to facilitate daily communications between teachers (10.B.13).

#### **1.5 Addressing Challenging Behaviors**

1. E.01: For children with persistent, serious, challenging behavior, teachers, families, and other professionals work as a team to develop and implement an individualized plan that supports the child's inclusion and success.

*The ECC has been a full-inclusion program since its founding in 1969 and our teachers have extensive experience working with children who present challenging behaviors. We frequently consult with special education faculty from the School of Ed Department of Special Education for advice and support as needed. Our Policies & Procedures (1.3) describe both our approach to working with families to support children identified with behavior challenges and our expectations of families, who sign off on this policy annually. We enjoy good working relationships with many private behavior consultant professionals in the local community and the staff of the ECUSD7, who provide community screenings and early intervention services for area preschoolers.*

ECC Policy 1.3 describes our approach to discipline and working with families whose children have special behavior needs.

When Teachers observe children who have challenging behavior- they identify events, activities, interactions, and other contextual factors that predict challenging behavior and may contribute to the child's use of challenging behavior. 1. E.02:

*Our teachers use several means to track behaviors over time. These include, but are not limited to:*

- 1. Anecdotal logbooks are used in the classroom to note ongoing observations about challenging behaviors and facilitate ensuring this information is collected all day long and shared among staff as staffing patterns change throughout the day.*
- 2. Teachers may also videotape children (with parental permission) to document behavior patterns or specific episodes for later reference/analysis.*
- 3. Specific observation/tracking strategies may be developed and used for individual children depending on need. Management plans that identify specific strategies and/or interventions may be developed in collaboration with parents as needed for individual children.*

## 2. CURRICULUM

Swiss psychologist Jean Piaget's body of work described the Theory of Cognitive Development, a process whereby children progress through a series of four idiosyncratically distinct developmental stages. As they process experiences, they actively construct ideas and schema about the world through a process known as constructivism. Piaget's theory influenced others, including Lev Vygotsky who extended the theory to emphasize the important role of social interactions in the constructivist process.

Loris Malaguzzi of Reggio Emilia stated *'The pleasure of learning and knowing, and of understanding, is one of the most important and basic feelings that every child expects from the experiences he confronts alone, with other children or with adults. It is a crucial feeling which must be reinforced so that the pleasure survives even when reality may prove that learning, knowing and understanding involve difficulty and effort'*.

### 2.1 Academic Freedom

The university's support for academic freedom guides our belief that as a demonstration program, our teaching staff have both the privilege and responsibility to explore and experiment with curriculum that is developmentally appropriate (Copple & Bredekamp, 2009) and reflective of current research literature on early childhood education. ECC invites teachers to be researchers, actively engaged in a process of observation, analysis and planning. Teachers are expected to know, understand, and collectively participate in ongoing dialogue about how the program philosophy translates into curriculum decision-making and daily activities that demonstrate best practice and support children's individual needs and interests (2.A.01; 2.A.02). Therefore, ECC works within a curriculum framework, rather than adopting a particular commercial or published curriculum.

### 2.2 Curriculum Goals, Objectives, & Framework

Our intention at the ECC is to grow curriculum that honors the interest and daily life of the children in our classrooms. In our approach, called "emergent" or reggio-influenced" curriculum teachers build curriculum around children's pursuits, developmental themes, and questions. We pay close attention to children's play, taking notes and photographs of what we observe and hear. We study our notes, photos and samples of children's work during our weekly teaching team meetings and during individual planning time to learn about the developmental themes embedded in the children's play. Then we extend children's exploration of these developmental themes by inviting them to carefully planned experiences and by adding materials to the classroom that deepen or challenge their thinking. We also are committed to cultivating in children the disposition of life-long learners: curiosity and perseverance.

ECC curriculum goals:

- Provide children the opportunity to explore and extend their interests and abilities
- Help children acquire the skills and dispositions they will need to become life-long, self-directed learners
- Teach children to understand and practice tolerance, acceptance, and respect for others

ECC Curriculum Objectives: ECC uses ***Teaching Strategies GOLD Child Assessment Objectives for Development and Learning for children birth through kindergarten*** assessment tool. These objectives serve as a guide for curriculum and assessment of growth and development (2.A.05). The objectives address Social-Emotional Development, Physical Growth & Health, Language, Cognitive, Literacy, b Mathematics, Science and Technology, Social Studies, The Arts and English Language Acquisition (2.A.01).

**Curriculum Framework (2.A.01; 2.A.03):** The curriculum objectives are also guided by statements about dimensions of the curriculum that articulate specifically how the program philosophy is contextualized. Curriculum content statements address the following areas:

- **Ecological Responsibility:** As members of the ECC community, children have the opportunity to develop a sense of responsibility for each other and their natural environment and resources. Gardening, recycling, and care of the physical and natural environment are an increasing part of our curriculum as we look for ways to help children develop an awareness of the importance of a sustainable and ecologically respectful global environment.
- **Social Studies:** Children’s awareness of themselves and the world is developed by establishing respectful and supportive classroom communities that focus on the sharing of cultures, customs, language, and traditions of the families in the class. They learn about their immediate world with many field trips, experiences, and interactions with people and places in the local community.
- **Language Arts & Emergent Literacy:** Multiple literacies develop through daily experiences and practice with many forms of communication. Making extensive use of high-quality, culturally responsive literature, modeling, recording, and revisiting conversations and discussions, and generating literacy products such as books, charts, and letters, enables children to progress from the acquisition of language to the productive use of oral and written language to express original ideas.
- **Physical Development:** Physical development occurs both naturally through various kinds of play and intentionally by planning opportunities and activities to strengthen and refine fine and gross motor skills. Physical experiences develop the child’s body coordination, balance, agility, and spatial awareness.
- **Creative Arts:** Recognizing that supporting and encouraging creativity is important for the development of the whole child, children need frequent opportunities to express and explore their ideas in many ways. They need exposure to a wide variety of flexible materials that can be used in different ways. The arts are a primary means by which cultures represent their history, achievements, and values; therefore, exposure to a wide variety of visual arts, music, dramatic, and movement activities is essential. They are the “hundred languages of children.” (Edwards, Gandini & Forman, 1993; 1998)
- **Math:** Children acquire fundamental mathematical concepts, logical thinking, and problem solving through the manipulation of materials and application of skills and concepts to real life situations. Concepts learned through work with manipulatives, block-building, sand and water play, and problem posing/solving embedded in group project work include one-to-one correspondence, patterning, counting, sorting, comparing, shape recognition, addition, and subtraction.
- **Science:** Children are innately curious about the natural world and their environment; they develop science process skills through observing, classifying, measuring, communicating, inferring, predicting, and experimenting with familiar objects, animals, and natural processes. Experimenting, learning through trial and error, hypothesizing, and developing systematic inquiry processes take time and repeated opportunities to discover how things move, grow, and

change. Cooking activities also offer practical and meaningful examples of how scientific principles are applied in daily life.

- **Social/Emotional Competence:** The learning environment should encourage development of children's positive self-concepts by enabling them to cope with setbacks and frustrations without losing self-confidence. Children are supported as they learn to make choices, assume responsibility, become independent, express feelings and needs in words, and participate in creating and abiding by the rules established for behavior in the classroom environment. ECC children learn to respect others' feelings, choices, and opinions.
- **Health & Safety:** Through adult modeling and practice, children learn health and safety concepts such as personal hygiene, playground and classroom safety and emergency preparedness. These are reinforced in daily routine. Cooking and serving healthy meals and snacks emphasize proper nutrition.

### 2.3 Planning

Teaching teams have weekly time outside the classroom for at least two hours. They are expected to conduct a planning meeting with Assistants for at least one hour weekly and keep student TA's informed of daily curriculum activities and assessment information via verbal communication and daily communication logs. In our planning, we aim to uncover the questions and developmental themes that lie underneath children's play. We are less interested in teaching children information and facts than we are in facilitating their explorations of the powerful themes of childhood: what it means to be a friend, for example or making directions for how to play a game.

Planning supports the program philosophy, includes a focus on integrating assessment information for individualizing learning (4.D.02), and is expected to include responsiveness to family:

- Home values and perspectives
- Beliefs
- Experiences
- Language (2.A.04, 2.A.06, 2.D.01)

Teachers may devise their own format for written lesson/activity plans. Daily schedules must be posted at least weekly outside the classroom door and are to be written in a manner that demonstrates consistency with curriculum goals and objectives (2.A.03).

### 2.4 Field Trips & Supplemental Activities

ECC supports field trips and supplemental extra-curricular activities as an integral part of the curriculum. Field trips support the cognitive and social development of young children and are expected to be planned for multiple purposes (a) as field work to support inquiry-based project investigations, (b) as cultural enrichment experiences, (c) to facilitate or support collaboration with other programs or departments on campus. Formally scheduled supplemental extra-curricular activities (e.g. music, arts, movement,) are not fixed from year to year, but planned to support teachers' instructional goals and the individual needs and interests of the children and families. Informal supplemental activities such as visiting musicians, poets, storytellers, etc. are expected to be part of the curriculum, involving parents and members of the campus and local community whenever possible and appropriate. Funding is provided to support field trips and supplemental extracurricular activities. If the program arranges for transportation, only University vehicles are used. Seat belts and appropriate car seats are required. Parents can only provide transportation for their own child. Parents are regularly invited to chaperone

and attend field trips and supplemental events; they may occasionally be asked to provide admission fees (8.B.01; 8.B.02; 8.B.03; 8.B.04; 8.B.05).

### 3. TEACHING

#### 3.1 Classroom Environment

ECC's philosophy respects our understanding of the environment as 'third teacher.' All staff are expected to work together collaboratively to plan, implement, and maintain a learning environment that supports the philosophy and goals of the program and that helps children manage their behavior and transitions (3.A.05). Their choices should reflect an understanding of children's developmental characteristics and individual needs and interests (3.A.01). The environment should be safe, stimulating, predictable, and organized. Children's work is regularly displayed (at child eye level when possible) and used to revisit and extend their learning (3.A.02-04; 3.A.06-07; 3.D.05).

#### 3.2 Caring Communities

Respect for each child's needs, abilities, and interests are of utmost priority. Teaching staff is expected to create and maintain a setting in which children of differing abilities, home and community contexts, and values are respected and integrated to form a cohesive community of learners. Teachers are expected to create, offer, and scaffold opportunities for children to participate in classroom decision-making and develop independence, empathy, and mutual respect. Teachers are expected to individualize behavior management and learning plans and involve parents in decision-making on behalf of each child (3.B.12; 3.F.03).

#### 3.3 Classroom and Playground Supervision

Adult/Child Ratios: We meet or exceed required DCFS/NAEYC staff/child ratios at all times indoors and outdoors (10.B.12). Ratios are lowered when warranted due to individual or special needs, especially on field trips depending on destination, expected crowd conditions, extent to which destination space is open/confined, etc. Teachers take a cell phone, emergency contact information, and first aid kit on all field trips (3.C.02-05). Adult/child ratios are posted at both main entrances to the building and each classroom.

Group (Maximum Size)	2's	3/4/5
DCFS	1:8 (16)	1:10 (20)
NAEYC	1:6 (12)	1:9 (18)
ECC classroom/playground	1:6 (12)	1:9 (18)
ECC nap/rest time	1:6 (12)	1:9 (18)
ECC field trips (off campus)	1:3 (12)	1:5 (18)

At any time when children are present in the school, there are at least two adults present, at least one of whom is a member of core teaching team or program administrator (i.e., the other could be a student assistant or intern). Classroom space is designed so that there is an area where children can go to be alone, but there are no areas of the room where children can hide or be completely out of sight/sound (3.C.02). The 2/3-year-old classrooms share a connecting child restroom with low walls, to allow for staff monitoring without excessive intrusion on the child's privacy (3.C.04). The preschool classrooms each have 2 restrooms in each classroom.

**Supervision Skills and Methods:** Our approach to supervision includes the following components

- **Awareness** requires a knowledge of children, including knowing each child's range of skills, interests, ability to interact with others and developmental stage. Knowledge of children helps

teachers to monitor and enhance skills that promote children's positive behavior. When a child is upset, an adult immediately investigates the cause of the problem.

- **Positioning** requires being able to see all of the children. Staff position themselves to be aware of the entire classroom and to see as many children as possible. All children are monitored by sight or sound at all times. When a child needs attention, teachers do not talk across the room, but move to where the child is.
- **Scanning** involves regularly glancing around the classroom and playground to see children's involvement and what is happening and maintain accurate mental headcounts.
- **Redirection** is a pre-emptive means for preventing undesirable or unsafe behavior from occurring. Children are redirected to other areas/activities when undesirable behavior is imminent or occurs. This technique helps ensure the safety of all children.

Supervision for all children in areas that are near equipment where injury may occur requires the use of the above methods and being in close proximity to the children. Children waiting to be picked up due to illness or injury are kept safe, comfortable, and under close supervision in the office.

#### Toddler Supervision (2's)

- Teaching staff supervise 2's by sight and sound at all times.
- At least one staff member will be able to see children at all times.
- Staff is aware of the entire room and rotate position as needed.
- Teachers go in the bathroom with the children (3.C.04).

#### Preschool & Kindergarten Supervision

- Teaching staff supervise children primarily by sight and are aware of where children are at all times.
- Teachers scan the entire classroom in order to observe what is happening. Teachers position themselves in order to see the entire classroom.
- Teachers are aware of each child in order to maintain a safe environment.
- Teaching staff allow kindergarten children, with an assigned task in a safe environment, to be out of the teacher's sight and sound supervision for a short period of time.
- Teaching staff check on those children if they do not return quickly from the task (3.C.04; 3.C.05).

**Playground Supervision:** The playground has been divided it into three areas or zones; as a general rule, the number of adults available on the playground dictates the maximum number of areas available for use. (i.e., one adult, one area open; two adults, two areas open). Staff may restrict children to fewer zones so that more adults per child are available to supervise.

- Staff position themselves near large equipment
- Staff supervision focus is interaction with children and promoting safe play; informal visiting among staff is limited.
- Trikes are limited to the bikeway
- The playground has a water fountain located on the covered patio. Water and disposable cups are taken outside and kept in the shade when it is really hot.
- Children needing to use the bathroom should be escorted inside to one of the children's bathrooms.
- Exterior doors are kept locked when children are outside; staff/parents utilize a keypad or card swipe to access the inside.

- At noon, toys are returned to sandbox and trikes parked; at the end of the day, the sandbox and any water/sand tables are also to be covered
- Playground should be continually monitored for trash or debris.

The playground gate is kept locked at all times. Parents must enter or exit through the front door of the building and sign in/out their child at all times including when children are outside playing.

If children can't play outside, the multi-purpose room is used, and indoor classroom supervision guidelines apply. (3.D.01; 9.D.03)

Children may not play outside

- if the heat index is 95 degrees or higher.
- if the temperature is below 20 degrees, taking in consideration the wind shield.
- in inclement weather (lightning)
- if an environmental air quality alert has been issued

**Fire Drill(while outside):** In the event of a fire drill while children are outside, they are to be taken immediately out to the north fence line, a head count taken for each class, and kept there until an *all clear* is announced.

### 3.4 Rest/Nap Time Supervision

Sleeping Children Supervision: Teaching staff position themselves so they can hear and see sleeping children.

- At least two staff members are present when children of any age are napping.
- At least one Teacher or Administrator is in the building to assist with any difficulties that may occur during nap/rest time.
- Sleeping children of any age will not have their heads covered.
- Teachers position themselves so that all children can be monitored.
- Teachers use appropriate strategies to assist children (e.g., rubbing backs, talking softly, dimming lights, playing soft music, etc.).
- Children who awake early or do not sleep are supervised and provided quiet activities.
- Toddlers nap times are recorded/posted daily on a write on board (3.C.03).

### 3.5 Daily Schedules & Routines

Teachers develop a daily schedule for each class group that allows for a balance of indoor/outdoor, quiet/active, small-group/large-group/individual, and child-initiated/teacher-directed activities (3.D.01). Teachers use routines to create a sense of security, predictability, and promote social interaction (3.D.02). A Daily Schedule is posted inside each classroom. Schedules are flexible and adapted to respond to unanticipated or spontaneous learning opportunities (3.D.09). Teachers use classroom routines, transitions, and rules to provide children opportunities to participate and develop responsibility and citizenship (3.D.08; 3.D.09).

## **4. ASSESSMENT**

### **4.1 Assessment Purposes**

ECC's Assessment Plan (4.A.01-03) is consistent with the program's philosophy and goals. Assessment is comprehensive and intended to provide information across all developmental domains (4.B.02).

Assessments are conducted in settings that are familiar and comfortable for children and conducted by adults they know and trust (4.A.02). The purposes of our assessment system are to:

- Gather information using multiple means that are culturally respectful, meaningful, authentic, and accurate
- Describe each child's development and learning
- Provide families with comprehensive and relevant information about progress and/or indicators that referral is needed for extended diagnostic evaluation
- Identify children's interests and needs
- Make appropriate instructional decisions and adaptations for each child
- Use assessment results for program improvement
- Communicate effectively with parents as partners in their child's early childhood education (4.E.04)

### **4.2 Assessment Procedures**

ECC uses multiple developmentally appropriate, linguistically and culturally unbiased, and authentic methods and procedures to ensure comprehensive and detailed assessment information (4.A.01; 4.B.01). If/when standardized products are used; the program staff research available options and review information about the instrument prior to selection to ensure compatibility with the intended use and expected applications (4.B.04). The center is currently utilizing Teaching Strategies GOLD assessment. Primary methods include

- Observation
- Anecdotal records
- Skills checklists
- Developmental screening
- Family surveys
- Interest inventories
- Performance assessments
- Work sampling
- Informal & written communication
- Developmental narratives

When warranted, additional formal and/or informal methods that may be used include:

- Running records
- Behavior checklists
- Time/event Sampling
- Video/audio recording
- Standardized testing and/or specific instruments authorized by families as requested by resource/referral agencies or specialists for extended diagnostic evaluation of individual children (4.B.03).

### **4.3 Assessment Timelines**

Assessment begins prior to the child's initial enrollment with parent surveys and home visits and continues throughout the academic year, with assessment information for each child maintained in a portfolio that moves with the child through the program from teacher to teacher. The Teachers conduct formal parent/teacher conferences once each semester (4.E.02) and maintain close, informal contact with families throughout the year (4.A.02; 4.B.06; 7.B.03).

### **4.4 Confidentiality, Release of Photos, Media and Artifacts (4.E.07)**

Because ECC is a demonstration school, there are many students and members of the community visiting ECC and doing observations, research, and practicum activities. During these activities, strict family confidentiality is preserved. Children are identified to observers by first name only. Individual child files and assessment portfolios may only be accessed by

- Program Director or Assistant Director
- Administrative Assistant
- Authorized representatives of the state DCFS licensing agency
- Authorized representative from the NAEYC accreditation team
- Health officials with specific authorization from parents
- The signatory family representative(s) for individual children (4.E.07)

Due to the unique nature of the relationships that may exist between our student employees and family members, many of whom are college staff or faculty, child files are not open to student employees (Graduate Assistants and Student Assistants). Information that teachers deem necessary for planning, instructional, or assessment purposes is shared verbally with student staff members on a need-to-know basis.

If practicum students working in a classroom need to document their work with photographs or work samples, written permission is requested from parents before these items are released to the student for use.

Teachers are expected to use photographs or other media in individual assessment portfolios and reports. Similarly, as a demonstration program, ECC has a responsibility to share our work with others. We are making increasing use of digital media to create visual documentation of children's work and learning that are presented in hallway displays.

Specific written permission will be requested prior to any release of images or child artifacts for campus or public relations purposes to community media and compilation of NAEYC accreditation classroom and program portfolios.

All our staff and parents are required to sign confidentiality agreements. We require that families respect the privacy, not only of their child(ren), but of all other children and families. We encourage open, honest, informal and frequent communication among staff and parents. However convenient, hallways, classrooms, or the playground are not appropriate places for conversations about sensitive matters. A child's teacher or the director may suggest a follow-up phone call or meeting to discuss concerns raised initially in regular conversation that would be more appropriately addressed privately.

We do not ask for private information (social security numbers) that could be used fraudulently by others. For both child and student employee records, ECC complies with all federal confidentiality

requirements as outlined by the university's policies for compliance with the Family Educational Rights and Privacy Act per the federal FERPA law.

All staff and families are reminded that no identifying information about ECC children, families, or activities may be posted on personal social-networking sites.

Child and staff files are kept locked in the front office after hours. ECC also complies with the SIUE policies for record retention, destruction, and archiving. ([www.siu.edu/RECORDS](http://www.siu.edu/RECORDS))

#### **4.5 Identification Of Children With Special Needs**

Children are accepted for enrollment assuming that (a) the child is able to benefit from the ECC program, (b) the child's behavior does not pose a significant threat to the health and/or safety of the other children or staff, and (c) parents abide by our policies and cooperate with and support our efforts to meet their child's individual needs.

##### **Ages and Stages Questionnaire**

At entry within first the 60 days, (and annually thereafter), our collaboration with each family begins as we ask them to complete (a) the Ages and Stages Questionnaire (2006, 2nd Edition), a developmental screening tool that is normed and standardized across diverse populations and widely used in early childhood programs. This tool may be re-administered subsequently (as well as its companion version, the ASQ Social-Emotional) if observational or anecdotal information indicates existing, possible, or emerging special needs. Screening information is then shared with families. (4.C.01).

##### **Play Based Screening**

In addition to the Ages and Stages Questionnaire, our screening team conducts play based screenings where children are involved in structured play activities with 2-3 other children. As he or she plays, the child is observed in the areas of basic concepts, motor skills, and speech and language skills by the Screening team which is made up of:

- ECC Teaching staff members (basic concepts, motor skills)
- Faculty and Graduate students from the Speech Pathology Department (Speech and Language)
- Nurse from of SIUE WE CARE Clinic SIUE School of Nursing Community Nursing Services (Vision and Hearing).

Parents are provided with all screening results; and children for whom the screening identifies a developmental concern are referred for further evaluation by child's pediatrician, Early Intervention or local school district.

In Illinois, Early Intervention (EI) services are provided for children birth-3 through Child and Family Connections (CFC). Public schools meet the requirements of IDEA legislation for preschool age (3-5) children. If an enrolling child has already been identified with special needs, ECC staff meets with the family and external professional resource staff to review the Individual Family Service Plan (IFSP) or Individualized Education Program (IEP). If our assessments and collaboration with families indicate the need for additional screening or developmental evaluation of children not previously identified with special needs, we will request that parents initiate the Child Find process through their CFC or their local school district and we will make every effort to provide assistance/facilitation with the process (7.B.04; 7.C.03). If an enrolling child has already been identified with special needs, ECC staff members meet with the family and external professional resource staff as needed to review the IFSP or IEP. If a child is receiving private services, ECC requires that any relevant information needed to meet the child's needs be provided to us so that we can make physical and instructional accommodations.

Our expectations of families include:

- Follow-through on our recommendation for referral of the child to child and family connections (0-3) or the local School District for evaluation and follow-up services.
- In-school parental time commitment if the child's behaviors or needs require intensive individual attention that presents a significant challenge to our teachers for meeting the needs of other children in the class.
- Adjustment of the child's attendance schedule if teachers deem it beneficial or necessary to meet the needs of other children in the class.

After enrollment, if any of these conditions are not being met, ECC may request that the child be withdrawn, but will make every attempt to aid the parents in locating a placement in another program.

#### **4.6 Communicating Assessment information**

**Staff-Staff:** Teachers meet at least once weekly with Assistant Teachers to plan, and maintain daily oral and written communication (Classroom Communication Log) with Student Assistants about children's activities, needs, interests, and ongoing adaptations to the curriculum that is informed by the assessment process (3.A.01; 4.D.02).

**Staff-Families:** Teachers maintain ongoing verbal, electronic, and informal written communications with families about both group and individual child progress. Specific information about the assessment system is provided annually at an evening information session for parents. At ECC, group learning is mainly communicated through classroom news releases and visual documentation displays. Teachers conduct conferences with each family once per semester, at which time all assessment information from the semester is reviewed and a detailed summary progress checklist and narrative report is shared and discussed (7.B.03; 7.C.01; 7.C.02).

**Staff-Families-External resources professionals:** When families are working with external therapist/specialists, classroom teachers coordinate meetings, observations, focused assessment activities, and follow-up. The program provides support to assist families in advocating and decision-making on behalf of their children. The director will ensure that external therapist/specialists who provide in-school therapies or who have direct contact with a child over an extended period of time provide required documentation for child abuse clearances, TB tests, and receive required level of orientation information about the program and routines (7.C.03; 7.C.01).

**ECC-other schools:** When assessment information is formally requested by other schools or programs, it is provided with written permission of families (7.C.08).

## 5. HEALTH & SAFETY

### 5.1 Child Health Records

Prior to enrollment, parents must provide complete, dated, and signed:

- CFS 600 State of Illinois Certificate of Child Health Examination w/Immunizations, TB and Lead test results (must be updated every 2 years)
- DCFS Lead Self-Assessment
- CFS 593 Consents to Day Care Provider
- ECC Child Pick-Up Release form
- Screening and Information Sharing Permission, Photography/Video Agreement
- ECC Discipline Guidelines
- ECC Late Pickup Policy
- Consent Form for Sunscreen Application
- ECC Application (Original)
- ECC Enrollment Form
- Birth Certificate (Copy)
- DCFS 581 Licensing Summary (Verification of Receipt)
- Handbook Agreement

ECC requires these forms to be kept current and monitors expiration dates, providing due reminders one-month prior to expiration date. If forms are not returned completed in timely fashion, parents are notified in writing of child exclusion from the program pending return of current Child Health Examination Form.

### 5.2 CPR, First Aid & Blood Borne Pathogens Training

All adult staff at ECC has annual on-line training in Blood Borne Pathogens and follow universal precautions according to the Blood Borne Pathogens Exposure Control Plan (part of the ECC Risk Management Plan). At least one adult is always present in each classroom that has been trained in Pediatric First Aid (including rescue breathing and management of blocked airway) or CPR. Annual (paid) training sessions are scheduled twice per year prior to the beginning of the fall/spring academic semesters. If staff does not attend the training sessions provided, they must secure certification at their own expense.

### 5.3 Sickness/Illness (5.A.04)

ECC follows the IL DCFS guidelines for exclusion from care in the event of illness and distributes a current copy (in English or Spanish) of the DCFS brochure for parents describing these guidelines at enrollment.

**Sick child notification and exclusion:** ECC does not have facilities or staff to provide sick care for children. If a child becomes ill, he/she is removed to the office, kept comfortable, and parents notified to pick up within 30 minutes. The ECC Illness Release form is sent home with the child and returned signed and dated by a parent or authorized family member when the child is well enough to return. A child with fever may not return until fever-free (without fever-reducing medication) for 24 hours. Parents will be called if a child

- vomits or has uncontrolled diarrhea more than once,
- has a fever over 101F

- has any condition or discomfort which keeps him or her from actively participating in the activities
- shows symptoms of highly contagious conditions, such as conjunctivitis (pinkeye) (5.A.04)

**Health Alerts:** In the event of our notification of a vaccine-preventable illness occurring among the child or adult population, parents of any child with an immunization exemption will be notified using the ECC Illness Release form within 24 hours of temporary exclusion from care until the threat is no longer present, as evidenced by a signed return to care authorization from the ill child/family's licensed health professional (5.A.01).

Teachers are expected to communicate information about common communicable diseases present in the classroom verbally or through classroom level email correspondence. If an unusual disease emerges or a common disease, such as strep throat appears in multiple classrooms, ECC post a Health Alert that includes information and links to online or print resources about signs, symptoms, transmission, period of communicability, and any control measures being implemented. ECC forwards any community-wide health alerts to all families that are received either from the state and local health department office (5.A.05). This policy applies to adult staff as well as children.

#### **5.4 Indoor/Outdoor Play**

Daily schedules include a minimum of three outdoor play periods per day (AM, before/after lunch, PM), weather and environmental safety conditions permitting (at least 20 minutes per period). Children may not play outside if the shade temperature is 90 degrees or higher. ECC monitors local weather and air quality conditions daily and follows any/all directives issued by local health department or campus authorities. The multipurpose room is used for indoor gross motor play in the event of inclement weather. (5.A.06)

Parents are expected to provide:

- seasonally and size- appropriate clothing with at least one complete spare set (replaced as needed)
- ONLY closed-toe shoes are allowed on the playground
- written permission to apply sunscreen/sun block (SPF 15 or higher) as needed (5.A.07)

Only commercial water tables, sprinklers, and wading pools are used for water play. Water is changed between groups of children and no child with sores or skin ailments is allowed to participate in communal water play. Water tables and wading pools are drained and sanitized daily and kept covered when not in use (5.A.10).

#### **5.5 Diapering & Toileting (5.A.08)**

Diapering: Parents are expected to provide all diapering supplies including disposable diapers, creams/ointments, wipes, and extra sets of clothing. Cloth diapers are permitted, and if used, must include an outer covering for each diaper that completely secures diaper from leakage and is changed as a single unit.

Staff that diaper children are expected to adhere to the following procedures:

- Change diaper only in designated diaper changing area
- Assemble needed supplies before lifting child to changing table
- Keep one hand on child at all times
- Wear new disposable gloves

- Remove wet diaper, fold and secure with soiled side inside, and place in foot-operated disposal container.
- Remove soiled diaper, fold and secure with soiled side inside, and place immediately in disposable plastic bag. Send cloth diapers home daily; disposable diapers are taken to outside dumpster after each changing period.
- Thoroughly clean child with disposable wipes provided by parents, and apply any provided cream/ointments per instructions. Written medical log authorization and instructions must be provided for prescription ointments.
- Re-dress child (with clean clothes if necessary). Wet/soiled clothes are placed in plastic bag, tied, and sent home daily.
- Place child on floor.
- Sanitize diapering surface thoroughly using appropriate disinfectant solution and paper towels.
- Dispose of glove and paper towels in foot-operated trash receptacle.
- Wash hands using proper procedure (wash child's hands too).

Children are to be checked and changed

- Every two hours during normal activity times
- Before/after nap
- When visibly wet or soiled

Toileting: For children training or able to use the toilet independently, staff members adhere to the following procedures:

- Encourage/permit child to use the toilet when requested, providing signs that it is needed, and at logical times (before/after rest, outside play, field trips, etc.)
- Adult help is provided for removing/redressing if needed
- Children are taught the proper hand washing procedure and monitored for consistent use (5.A.09)
- Hands are washed after each toileting
- Staff wash hands after assisting any individual child

ECC provides resource information for parents whose children are toilet-training and supports training procedures being used at home, but does not assume primary responsibility for toilet-training.

### **5.6 Hand Washing (5.A.09)**

Proper hand washing technique is taught, demonstrated, and practiced with supervision during orientation of all new staff. Children are taught proper hand washing technique as part of the daily routines. Staff assists children with hand washing when needed, and monitor for ongoing compliance. Chemical hand sanitizers are not used at ECC as a substitute for hand washing.

Frequency: Staff and children wash hands:

- On arrival
- Before and after meals/snacks
- After toileting
- After return from outside
- After handling or touching body fluids
- After touching any pets or animals
- After water play with two or more people

- Before/after visiting another classroom

Staff washes hands additionally:

- Before/after administering medication
- After handling garbage or trash
- After assisting a child with toileting or diapering
- Before/after feeding children

Procedure:

- Use warm water
- Wet hands
- Apply liquid soap and wash thoroughly at least 10 seconds (back of hands, in-between fingers, nail beds)
- Rinse well
- Dry with paper towel
- Use paper towel to turn off water
- Discard paper towel in hand's free trash receptacle

### **5.7 Medications (5.A.11)**

The ECC Medication Log is used to provide documentation that any medications provided for children are administered correctly and with proper authorization. Parents are required to authorize both over the counter and prescription medication. All medications must be

- in original container
- labeled with child's first and last name
- labeled with date prescription was filled OR recommendation was made by child's licensed practitioner
- written instructions on container for over-the counter medications OR from the child's licensed medical practitioner for prescription administration
- labeled with expiration date of medication
- handed directly to the Core staff member in Ziploc bag or other closed container. Medications sent to school in the child's backpacks will NOT be administered!

Medications will be secured in the administrative office area under proper storage conditions. Only teachers or the program director are authorized to administer medication. Staff are required to follow the 'five right practices' procedure for administering medication, and sign off on the medication log each time medication is administered for each step of the process, verifying that the

- correct child is receiving medication
- medication being administered is correct
- dosage is correct
- medication is given at the proper time
- method of administering is correct

### **5.8 Meals, Snacks**

ECC provides breakfast, lunch and afternoon snack each day, milk at breakfast and lunch, and juice/water at snack time. All of our meals and snacks are prepared on campus and delivered to our building each morning. Menus are posted outside each classroom daily and monthly logs kept on file. ECC Food Storage, Preparation, and Serving Procedures, adapted from USDA guidelines are posted in

the kitchen and followed. There is at least one certified food handler on staff during all meal times, (5.B.01; 5.B.03; 5.B.16).

**Peanut-Free Classrooms:** ECC is designated “peanut-free.” No nuts, nut oils, or other nut-based items are used in any of the classrooms or allowed for snack or lunchtimes. Since non-allergic children’s favorite foods often do include peanut butter, for example, we inform parents of substitutes such as ‘sun butter’ (made from sunflower seeds) that can be found at local grocery stores and are similar in taste/texture to peanut butter, but not a threat to children with allergies (5.B.05).

**Special Health Needs:** Parents of any child with special food-related or dietary health needs must provide a written individualized care plan prepared in consultation with the child’s health care provider that specifies particular needs or prohibitions. This information is added to the ECC Child Health Advisory list and posted in the kitchen and classroom offices (5.B.04; 5.B.05).

**Snacks:** Snack is served following rest time (after 2:30 PM). ECC provides milk for snack and nutritious items that are appealing to children, such as fresh fruits and vegetables, whole grain crackers, pita chips, salsa, bagels, muffins, cereal, cheese, and pastas. Children are often involved in cooking or baking activities as part of the curriculum that are subsequently served for snack (5.B.01; 5.B.14; 5.B.16).

**Special Occasions:** We make exceptions for birthdays and other special occasions and parents are welcome to send in whatever kind of treats they wish at these times! These items must be peanut free and commercially prepared rather than home-cooked (5.B.02).

## 5.9 Cleaning & Sanitation

The University provides custodial services to ECC according to the NAEYC Cleaning and Sanitation Frequency Table. Toys that children have placed in his or her mouth or that is otherwise contaminated by body secretion or excretion are placed in “to be sanitized” toy basket. All areas of the building are mechanically ventilated and proper disinfectant and cleaning solutions and procedures used to ensure standard precautions against contamination and/or the spread of infectious disease (5.C.01-03).

### Pets

Fish and hermit crabs are the only pets maintained at ECC. Visiting pets are cleared for immunizations before visiting classrooms and properly supervised while interacting with children. Children with animal allergies are not exposed to visiting pets. Hand washing after handling pets (5.C.05).

## 5.10 Emergency Plan

ECC has a written comprehensive Emergency Plan for (a) medical emergencies, (b) evacuations, and (c) risk management/preparedness. The plan is reviewed /revised at least annually and as needed to be consistent with and inclusive of all SIUE Emergency policies and procedures, DCFS requirements, and NAEYC standards. A copy of the plan is located in each classroom, and an office copy is available for review at any time. Evacuation routes are posted in all classrooms and several other locations throughout the building.

Staff is trained in the implementation of the emergency plan at the time of hire or whenever there is a change of procedure. The Office of Information Technology (OIT) monitors the security system and the Campus Police provide Community Crime Watch bulletins. The Office of Facilities Management building engineers conducts practice drills and monitoring of alarms and extinguishers.

ECC is part of the SIUE Emergency Notification System. In the event the campus declares an emergency closing, parents MUST pick their children up within one half hour of notification.

### **5.11 Medical Emergency Notification**

In the event of a medical emergency,

1. Staff will call 911, which will connect them to the University police dispatcher to obtain emergency personnel. This may include an ambulance and other medical teams.
2. Staff will attempt to locate all authorized emergency contacts including relatives and medical personnel listed on child's form. It is the responsibility of the parent to keep this information up to date.
3. A child may be transported to a hospital emergency room to receive all necessary treatment. A staff member will accompany the child if parent cannot be reached.
4. Staff will continue to attempt to reach a family member or other authorized adult until someone is reached who can then assume responsibility for the child's care.

### **5.12 Child Abuse & Neglect**

All staff, long-term volunteers and researchers are required to process child abuse clearances through the DCFS Central Registry before the first day in a classroom as outlined in Risk Management Plan and described in the DCFS Brochure that is provided to parents and new staff at orientation. Any allegation of abuse or neglect on the part of an ECC staff member will result in immediate removal from the classroom and temporary suspension until an investigation is completed and determination is made on disposition of incident. During this time the employee's privacy and strict confidentiality will be maintained per SIUE policies. Illinois provides an online searchable database of current information and addresses for registered sex offenders. All staff are mandated reporters who are required to follow reporting procedures for suspected child abuse or neglect (10.D.03).

### **5.13 Drop-off & Pick-up**

Doors open at 7:00 AM. An adult must escort children into and out of ECC. When parents are in the building, they are legally responsible for their children. No child may be left unattended in the parking lot, in a car, in the building or out on the playground.

Parking: The ECC parking lot is only to be used for drop-off/pick-up. All employees and student visitors park in Lot 11 across the street from the Center. For special events we ask that families with SIUE hang tags to park across the street. The Center provides guest tags for family members that do not have an SIUE hang tag.

Parents enter and exit the center thru the front entrance

1. Families use their SIUE ID card to access security card swipe card at front door. Family members who do not have an SIUE Id card will be provided an ECC family card. The card is free, but a \$5 replacement fee will be charged if lost or stolen.
2. Great care is taken to ensure that only those permitted to pick up the child are provided access to this card. This card will be de-activated when the child 'graduates' or leaves ECC to attend another program.

No one may enter or leave the building through classroom doors or the latched playground gate except in an emergency. Parents are not allowed to permit children to use the security card.

### **Late Fees**

Families will be charged a late pickup fee if a child is not picked up by the end of his/her program. If a child is not picked up by 6:00 p.m., and we are unable to contact the parents or someone on your emergency list, we will contact the police and DCFS. To comply with the Center's Late Pick Up policy, charges are as follows:

- 1st time a reminder will be given for the first violation.
- 2nd time- late pick up charged of \$20.00 will be assessed to your account
- 3rd time- late pick up charged of \$40.00 will be assessed to your account
- 4th time- late pick up charged of \$60.00 will be assessed to your account, meeting with Director

**The Director has the right to determine the frequency of situations such as picking a child up late, with the result being termination of child care services.** The Center will give a family two weeks' notice in order to allow them time to find alternate care (extreme situations, however, will result in immediate termination of child care).

### **Emergency Contacts**

It is imperative that each parent/guardian supply at minimum of 2 local emergency contacts that are authorized to take your child(ren) from the child care center. The Early Childhood Center's staff will call the Parent(s)/Guardian(s) and all authorized persons a minimum of 2 times within a thirty minute period following your child's scheduled pick-up time. If a parent/guardian/authorized person has not been contacted by 6:30 p.m., the Early Childhood Center will call the SIUE Police Department to assist in locating the parent(s)/guardian(s). If a parent/guardian/authorized person has not been contacted by 7:00 p.m., The Early Childhood Center will notify DCFS via their abuse and neglect hotline and will request further assistance from our local police department.

Please remember to update your child's list of authorized persons and their phone numbers regularly to enable us to assist your family to the best of our ability.

### **Your Child's well-being**

The Early Childhood Center will require that two employees remain on the premises until all children are picked up from the child care center. For children remaining at the center after 6:00 p.m., to minimize anxiety, children will be cared for appropriately.

As SIUE property, the ECC building and playground are strictly off limits for security and liability purposes after hours and on weekends.

**Sign In/Out:** It is the responsibility of the parent to sign in AND out daily using computer, there is a fingerprint, DCFS and NAEYC both require accurate attendance and parent pick up records.

**Authorized Pick-up Persons:** Only a parent, official guardian, or someone previously designated by the parent/guardian in writing on the transportation release form, may pick up a child. Photo identification will be requested until staff is familiar with authorized pick-up persons by sight. The family provides a list of names of those people authorized to pick up their child from the center on the ECC Transportation Release Form. Changes to this list may be made at any time. No one else is allowed to pick up the child without prior written authorization (note or email). The designated person will be asked to show photo ID, and the name matched to the authorized list in the child's file. If there is an unexpected emergency, a parent may call and speak directly with the director or the child's teacher to let them know the name of someone else who is coming that day. A court order must be provided (copy will be kept in the

child's file) documenting any immediate family member who specifically does not have authority to pick up a child.

If a parent arrives who is intoxicated or otherwise incapable of taking the child home safely or if a noncustodial parent attempts to claim the child without the consent of the custodial parent, the Campus Police will be called by the director or whoever is the designated person-in-charge in the event the director is offsite.

## **6. TEACHING STAFF**

### **6.1 Code of Conduct (6.A.01)**

All teaching and program staff are expected to know and use the NAEYC Code of Professional Conduct; all staff receives this information during orientation and sign the Statement of Commitment at the time of hire. ECC employees also adhere to: SIUE Code of Conduct and the SIUE Ethics Policy. Student employees are encouraged to develop ECC Teacher Dispositions:

- The belief that all students can learn.
- Value and respect for difference.
- Value of positive human interaction.
- Intellectual curiosity and willingness to learn new knowledge.
- A commitment to inquiry, reflection, and self-assessment.
- Value of responsible, collaborative, and cooperative work.
- Sensitivity to community and cultural context.
- Responsible and ethical practice.

### **6.2 Teacher Qualifications**

The core of the ECC teaching staff is our five lead teachers and six assistant teachers. All student assistants are currently enrolled students at SIUE including graduate assistant (20 hours per week), and 20-25 hourly teacher assistants. Lead teachers have at least a bachelor's degree in early childhood education or a closely related field, current IL teacher certification, and at least 3 years' experience working with young children. Assistant teachers have an associate's degree, CDA or working towards a degree and at least 3 years' experience working with young children. Student Assistants are full-time SIUE students, and at least 50% are declared Early Childhood, Elementary, or Special Education majors at either the undergraduate or graduate level. All teaching staff must meet other qualifications as required by DCFS and NAEYC (CPR, Pediatric First Aid, background clearances, health requirements, etc.) (6.A.05; 6.A.06).

### **6.3 Job Descriptions**

#### **Lead Teacher:**

Lead teachers at the Early Childhood Center are Civil Service classified employees with full benefits at SIUE, contracted for the fiscal year (July 1- June 30). The Lead teachers report to the program director. Each Lead teacher is assigned responsibility for a particular group of children and works 37.5 hours per week including one hour lunch and one-half hour planning time daily (during child rest time) for professional tasks such as curriculum development, lesson planning and preparation, and child assessment. A lead teacher may need to monitor or supervise naps during this time if one of the members of the teaching staff is absent (10.B.11; 10.B.13).

The ECC led teacher is responsible for:

- Attending all program staff meetings.
- Family Orientation meeting with each family in the class before the beginning of Fall semester
- Curriculum development and implementation of lesson plans
- Design of interest centers and materials
- Supervision of Assistant teachers, student assistants, practicum students, and student teachers assigned to the class (meeting with students, helping plan activities, and evaluating students in partnership with SOE professors)
- Classroom management and discipline
- Assessment of each child

- Conferencing with parents at least once per semester
- Representing the ECC on committees as needed
- Attending and helping to plan and implement Parent meetings
- Planning and implementing special projects and holiday activities for children and staff, including fund-raising opportunities
- Preparation of NAEYC accreditation materials
- Establishing and maintaining positive, supportive relationships with families
- Specific delegated duties assigned by the director as needed

ECC lead teachers are expected to support the program mission and philosophy. Lead Teachers are expected to be an integral part of the decision-making, policy and procedure setting, and administrative functions of this school. The input and collaboration of the lead teacher is essential to the success of ECC.

The probation period for a lead teacher is 6-months (10.E.05). Lead teachers are reviewed annually in May and set professional goals for the following year, using the Annual Staff Development Plan. After the evaluation conference with the program director, it is signed by the teacher and program director and kept on file in the Human Resources office (6.B.01).

Lead teachers must meet annual DCFS and NAEYC requirement for continuing education/training. Some funding is available annually for conferences and other professional development opportunities. The school may close in order that the faculty may attend a conference or other educational opportunity. Teachers are encouraged to visit other programs, join professional organizations, take up self-initiated research, and to be active in community endeavors.

#### **Assistant Teachers:**

Assistant teachers at the Early Childhood Center are civil service classified employees with full benefits at SIUE. Assistant teachers work 37.5 hours per week, which includes a 1 hour lunch each day and two hour of planning time each week. Each assistant teacher is assigned to a particular group of children and reports to the lead teacher for that classroom (10.B.11; 10.B.13).

Assistant Teachers are responsible for:

- Assisting in planning and implementation of curriculum
- Assisting with classroom management and discipline
- Assist with routines and housekeeping duties
- Assisting with assessment of child progress and behavior
- Supervising inside and outside center/play
- Planning and conducting small group activities as directed by the master teacher
- Establishing and maintaining positive relationships with children and families
- Adhering to DCFS regulations, NAEYC accreditation standards, and SIUE/ECC policies and procedures

The probation period for an assistant teacher is 6 months. Assistant Teachers are formally evaluated each May with the lead teacher in consultation with the program director and a conference is held to discuss the evaluation (10.E.05).

#### **Student Assistant:**

Student assistants are an hourly SIUE student employee, hired for one semester or summer term at a time through the Student Employment office. Teacher assistants may be either graduate or undergraduate students. Teacher assistants are early childhood, elementary, or special education majors. To minimize transitions, while ECC makes every effort to assign TA's to a single group of children, they may be scheduled to work in more than one classroom. The TA reports to the lead teacher(s) in the classroom(s) to which he/she is assigned (10.B.11; 10.B.13).

The teaching assistant is responsible for:

- Assisting in implementation of curriculum
- Assisting with classroom management and discipline
- Assisting with routines and housekeeping duties
- Monitoring of rest times and child behavior
- Maintaining daily communication with the lead teacher via the classroom log
- Establishing and maintaining positive relationships with children and families
- Adhering to DCFS regulations, NAEYC accreditation standards, and SIUE/ECC policies and procedures

The teaching assistant is probationary for 30 days and formally evaluated at the end of each semester by the lead teacher to whom he/she is assigned in consultation with the director (10.E.05).

#### **6.4 Professional Development Plan**

**Orientation:** At the time of hire, all employees and volunteers receive the New Staff Orientation Handbook, and participate in an initial orientation that covers program-wide ideals and routines:

- Program philosophy, values, and goals
- Specific job duties & responsibilities
- Expectations for conduct
- National Association for the Education of Young Children (NAEYC) Program Standards
- Illinois Department of Children & Family Services (DCFS) standards
- Initial and ongoing training/professional development
- Program policies and procedures
- Program curriculum & assessment system
- Daily activities and routines
- Health, safety, and emergency procedures
- Meeting needs of individual children
- Accepted guidance and classroom management techniques
- Child abuse and neglect reporting procedures(6.A.07; 6.A.08; 6.A.10; 6.A.11; 6.A.12; 7.A.01)

**Training:** At the beginning of each semester, teachers hold classroom-level meetings with student staff to discuss and demonstrate routines, daily schedules, planning and documentation processes, and information that is needed to meet the needs and support interests of individual children (6.A.03; 6.A.04).

All student staff in their first semester at ECC completes a video-training workshop that specifically focuses on key elements of practice relative to the ECC context, including, but not limited to (a) supervision, (b) behavior management, (c) managing transitions, and (d) communicating with parents. Lead teachers must facilitate two or more seminars offered throughout the year (6.A.09).

**Continuing professional development:** Teachers and administrators must complete 15 clock hours of training per calendar year to meet DCFS requirements. As long as student employees are currently enrolled in one of the SOE teacher certification programs (early childhood, elementary, special education) they meet this requirement. Student employees who are not education majors may be required to attend professional development workshops if needed to meet DCFS requirements.

Based on goals identified in the Annual Professional Development Plan, completed by the teachers as part of their annual performance review, the director and teachers identify potential sources for workshops and/or conference sessions that provide support for the plan. ECC encourages teachers to obtain the highest quality professional development possible and will close the program to enable teachers to attend multi-day or national conferences. A limited amount of funding is available annually for travel through our local account. Each year the director and teachers decide how the funds will be allocated equitably. The ECC director and teachers may qualify to also apply for supplemental grant funding for professional development for conference presentations through local child care resources and referral program.

Undergraduate and graduate coursework opportunities are available as an employee benefit through the office of Human resources for those on permanent contracts. The University also offers training opportunities for all employees through different venues including:

- Pediatric First Aid/CPR Course Description (ECC pays fee for employees)
- Blood Borne pathogen/Universal precautions (ECC pays fee for employees)
- Customer service training (HR)

### 6.5 Performance Evaluation

Employees are evaluated in the following manner (6.B.01):

Staff Category	Evaluator	Instrument	Timing	Follow-up
Director	Associate Vice Chancellor for Student Affairs	SIUE EEP Annual review	Annually-June	Conference: summary letter, signed by employee & Associate VCSA
Assistant Director	Director	SIUE EEP Annual review	Annually-May	Conference, signed by employee & director
Office Support Specialist	Assistant Director	SIUE EEP Annual review	Annually-May	Conference, signed by employee & assistant director
Lead Teachers	Director	Teacher Evaluation	Annually-May	Conference, signed by employee & director
Assistant Teachers	Lead Teachers	Assistant Teacher Evaluation	Annually May	Conference, signed by employee & Lead Teacher
Teaching Assistants (student employees)	Lead Teachers	TA Rubric	End of each semester	Conference, signed by employee & Lead Teacher

### 6.6 Child/Staff Ratios

Adult/child ratios are posted at both main entrances to the building and each classroom.

Group (Maximum Size)	2's	3/4/5
DCFS	1:8 (16)	1:10 (20)
NAEYC	1:6 (12)	1:9 (18)
ECC classroom/playground	1:6 (12)	1:9 (18)
ECC nap/rest time	1:6 (12)	1:9 (18)
ECC field trips (off campus)	1:3 (12)	1:6 (18)

At any time when children are present in the school, there are at least two adults present, at least one of whom is a member of core teaching team or program administrator (i.e., the other could be a student assistant or intern). Classroom space is designed so that there is an area where children can go to be alone, but there are no areas of the room where children can hide or be completely out of sight/sound (3.C.02). The 2/3 year-old classrooms share a connecting child restroom with low walls, to allow for staff monitoring without excessive intrusion on the child's privacy (3.C.04). The preschool classrooms each have 2 restrooms in each classroom.

## **7. FAMILIES**

### **7.1 Waiting List:**

ECC enrollment is primarily intended for, but not restricted to the SIUE community. We maintain a waiting list according to the following priorities:

1. Siblings of current and previously enrolled children.
2. Children of SIUE employees and students.
3. Children from the general community.

Enrollment applications may be taken as soon as a child is born, but may not be activated before then. Our waiting list is maintained for each age group by order of application date and priority, but we reserve the right to structure class groups to support appropriate diversity, gender distribution, and accommodation for children with special needs. Applications are kept active until either the parents' request removal from the list, or the child becomes age ineligible for admission. Applications are accepted throughout the year. Registration for summer sessions and fall semester occurs in March and Oct for spring semester. Once enrolled, it is not necessary to re-apply.

ECC is open to all children two through five years of age (as of September 1). The child's age on September 1 determines initial class placement. Children remain in their assigned 3/4/5 year old group for 2 years as they operate as mixed age classes.

Enrollment offers are made and registrations confirmed each year in March/April for the following September. Class sizes are determined by the needs of the individual children in each group and may be lowered when there are children whose needs require additional individual attention. Interim vacancies are filled on a case/case basis. As many of our children's parents are tenure-track faculty at the university, a space will be held for a child whose family takes the summer off with payment of a registration fee for either the current year (fall).

### **7.2 Conditional enrollment:**

Children are accepted for enrollment assuming that (a) the child is able to benefit from the ECC program, (b) the child's behavior does not pose a significant threat to the health and/or safety of the other children or staff, and (c) parents abide by our policies and cooperate with and support our efforts to meet their child's individual needs. Conditional enrollment requirements may include, but are not limited to:

- Follow-through on our recommendation for referral of the child to Child & Family Connections and/or local School District for developmental screening or evaluation and subsequent delivery of services
- Adjustment of the child's attendance schedule if teachers deem it beneficial or necessary to meet the needs of other children in the class.

After enrollment, if any of these conditions are not being met, ECC may request that the child be withdrawn, but will make every attempt to aid the parents in locating a placement in another program.

### **7.3 Open Door & Observing**

Parents and other family members are encouraged to visit and observe. Parents and families are an important part of ECC. The observation windows are available to parents at any time during ECC operating hours. ECC wants families to know as much as possible about their children's' experiences during the day – parents are welcome to drop in and have lunch or visit their child any time.

We do limit and pre-schedule observation hours and capacity for visitors and college students to no more than two observers per classroom. No visitor observations are permitted during rest time.

#### **7.4 Student parent support group**

The group is designed to support student parents by: building a sense of community and creating a network of resources for student families in an effort to assist them in meeting their goal of graduating from SIUE.

#### **7.5 Parent Support**

**Parent Information Meetings:** Parent information nights are scheduled several times per year to address topics relevant to parents' interests and needs (e.g., literacy, toilet training, behavior management, etc.). Standing events are:

- Fall Open House(meet & greet)
- Curriculum & Assessment
- Supporting Early Literacy
- Child Guidance

**Resource Information:** (7.A.05; 8.A.01): ECC regularly provides parents with resource information in multiple formats (e.g., resource list, website, print, parent bulletin board, emails) on topics relevant to their needs and issues. These include, but are not limited to:

- Health and safety
- DCFS Regulations and NAEYC Accreditation information
- Curriculum & development topics
- Early childhood education research & publications
- Community events
- Cultural opportunities
- Recreational/athletic opportunities
- Kindergarten registration
- Community early childhood screening
- Elementary public/private school options
- Social service, medical, mental health, screenings and family support services
- Financial counseling & support

## **8. COMMUNITY RELATIONSHIPS**

### **8.1 Division of Student Affairs**

The ECC is part of the division of student affairs. The director is expected to attend or delegate someone to represent ECC at all SAC meetings, requested committees, and functions. ECC collaborates with SOE faculty including the departments of Early Childhood Education, Kinesiology and Speech Pathology, the Office of Teacher Certification (OCECA) to provide observation, practicum, and research opportunities. ECC works specifically with designated faculty on the ECE advisory board to discuss and develop collaborative initiatives and ways in which ECC can inform and support SOE programs. The ECC director teaches as needed (a max of one class per semester) in addition to program responsibilities; (8.A.02; 8.A.07).

### **8.2 Campus-wide**

As part of SIUE, the ECC follows all university policies and procedures, reporting lines and processes. ECC regularly seeks opportunities to support campus academic and service programs and to keep campus informed of ECC activities and opportunities (8.A.03).

### **8.3 Community Partnerships**

Two parts of ECC's mission focus on providing a demonstration/laboratory program and promoting and modeling child advocacy in the community. The program does this through (a) formal and informal partnerships, (b) involvement in local, state, and national professional organizations and (c) welcoming visitors from other programs, schools, and agencies (8.A.02; 8.A.06). Examples of partnerships include but are not limited to:

- Preschool Director's Network
- Children's Home & Aid Child Care Resource and Referral program
- Edwardsville School District community Child Screening

### **8.4 Professional Memberships**

The director and teachers are expected to be members of NAEYC and NAREA, and the program maintains membership with the National Coalition for Campus Children's Centers (NCCCC). Staff is encouraged to participate or belong to other groups that advocate for or promote high quality early childhood and early childhood teacher education. Political activities are not permitted onsite (8.C.01).

### **8.5 Advocacy**

Part of ECC's mission is to model child advocacy. The ECC director is expected to represent the program and actively participate in local, regional, and national advocacy activities. All teaching and program staff are expected to seek out, support, and participate in activities sponsored or co-sponsored by ECC on behalf of young children. The ECC program director and master teachers are encouraged to participate in the DSS Center for Continuing Career Development (CCCD) as certified trainers and are expected to attend and present at local, state, and national conferences when possible. (8.B.05; 8.C.01; 8.C.02; 8.C.03; 8.C.04; 8.C.05; 8.C.06).

## 9. PHYSICAL ENVIRONMENT

### 9.1 The Building

Capacity: ECC's licensed capacity is 116 children for the five classrooms, based on square feet of 35 per child and DCFS ratios. The actual enrollment is usually around 78 (fte's) (two's: 12; 3/4/5's: 18) to maintain lower NAEYC teacher/child ratios, and accommodate for children with special needs (9.C.01).

**Maintenance:** The ECC building is repaired and maintained by the University Facilities Management, which handles all matters related to physical systems, buildings and grounds, including pest control. Routine problems and maintenance needs are requested and documented through the facilities Maintenance. Emergencies are handled by phone. Routine inspections and maintenance schedules are established by facilities management (e.g., changing air filters, cleaning HVAC ductwork, recycling, etc.). Teachers are expected to inspect their rooms and the adjacent parts of the building daily for minor hazards, and report any needed repairs (9.C.08; 9.D.01; 9.D.02; 9.D.08).

**Custodial Services:** Custodial services are provided by the Building Services division of Facilities Management and include evening building cleaning after hours. Custodial staff are trained to adhere to the NAEYC Cleaning and Sanitation Frequency Chart and required to sign-off daily on each procedure as completed (9.C.06).

### 9.2 ADA Compliance

The ECC building, entrances, and playground are to be maintained in compliance with ADA regulations. Teachers must plan classroom design, equipment, materials, and activities to accommodate children with special needs (9.C.03).

### 9.3 The Playground

**Capacity:** The playground area encompasses approximately 8000 square feet, approximately 110 square feet per ECC's licensed capacity of 70 children (if all children were on the playground at the same time). For safety purposes, when all children are present, outside play schedules are to be coordinated so that two/three year old groups play together and preschool groups play together, but not all at the same time (9.B.04).

**Maintenance:** It is to be maintained in good order at all times and inspected regularly for needed repairs and maintenance. It must be secured at all times in such a way that unauthorized access is prevented. The playground supervision policy is outlined in section 3.3 (9.B.07).

### 9.4 Equipment & Furnishings

One of ECC's program goals is to create an environment that is home-like, aesthetically pleasing, and orderly. Each teacher is responsible for (a) classroom arrangement, (b) good care of materials and equipment, (c) monitoring condition and use, (d) ensuring that children learn respect for the environment and materials, and (e) training student staff to promote a high quality environment (9.A.13).

We discourage use of the fluorescent lighting system and encourage use of the secondary lighting supplemented with floor, table, and/or hanging lamps. We encourage the use of natural elements and colors. Classroom arrangements should include areas for small group, large group, and individual activities. Each classroom must contain soft seating elements and an area where a child can go to be alone when needed or desired.

ECC believes that children need an orderly environment and careful placement of materials to develop responsibility and independence. Centers should be well-organized with a balance of age-appropriate commercial and real-world materials. Each teacher should devise a system that helps children understand how many children a center can accommodate comfortably. Duplicate materials should be purchased when developmentally warranted. Teachers are encouraged to label materials, centers, and classroom features in languages represented among the children in the class. Materials are to be periodically rotated and kept clean and in good repair according to the NAEYC Cleaning and Sanitation Schedule.

Each teacher is also responsible for the organization and condition of the storage rooms.

Each classroom is to be equipped with a fully-stocked First Aid kit. At least one extra kit is kept in the office with additional supplies and another kit available to be taken on field trips. (9.C.10)

### **9.5 Transportation & Field Trips**

ECC does not provide transportation, except occasionally for field trips. In the event of a field trip, either Teachers transport children using a university vehicle, or parents transport their own child (9.C.14).

### **9.6 Environmental Health**

ECC follows regulations and guidelines regarding environmental health and safety established by the SIUE Emergency Management office and the Madison County Health Department. In addition, ECC supports the SIUE Sustainability initiative and designates one staff member to sit on the sustainability committee. SIUE Smoking Policy does not permit smoking in any area of the building or grounds at any time. Signs to that effect are posted in the building and on the playground (9.D.06).

## **10. LEADERSHIP & MANAGEMENT**

### **10.1 Licensing**

ECC is licensed through the Department of Children & Family Services as a child care facility for 116 children. Our license number is 094771, renewed every 3 years by December 2. The license is posted at the main entrance of the facility (10.B.04).

### **10.2 Accreditation**

ECC is pursuing accreditation through the National Association for the Education of Young Children (NAEYC). Our program number is 287729, renewed every five years.

### **10.3 Governance and Organizational Climate (10.A.03; 10.A.07)**

The program is part of the Student Services and reports to the Vice Chancellor for Student Affairs office. The desired organizational culture is collaborative, inclusive, and team-focused.

**Staff Meetings:** The Director distributes a staff meeting agenda at least 24 hours prior to meetings with follow-up report within 24 hours of meeting conclusion. Meetings are scheduled as follows

- Director and Associate VCSA: as needed, at least two times per semester
- Assistant Director, Office Support Specialist and Student Office Assistants-bi-weekly
- Core Staff (Director, Assistant Director, Teachers, Assistant Teachers, Administrative Assistant): monthly
- Team meetings-Director, Teacher and Assistant Teacher-monthly
- Collaborative planning meetings-Teacher and Assistant Teacher- weekly
- TA's and Director: Prior to beginning of fall and spring semesters, new student assistant orientation.
- TA's and Teachers: New student worker orientation prior to beginning of fall semester and as needed for specific trainings

Note: Because of TA course schedules, meetings of the entire student staff are difficult to schedule, but are called when appropriate or requested. Families are informed of all major decisions before announced to the general campus community.

**The Parent Advisory Committee (PAC)** is composed of one parent representative from each class group appointed by the director annually; collectively they function in an advisory capacity. This group meets in an ad hoc capacity as called, and may make recommendations and provide feedback (10.B.06).

### **10.4 Director (10.A.02; 10.A.04; 10.A.05; 10.A.07)**

This is a twelve-month administrative, with full benefits, reporting to the Associate Vice Chancellor for Student Affairs. A master's degree is required in Early Childhood or related field, administrative experience, and a minimum of three years early childhood teaching experience is required. The director's primary responsibility is to support and facilitate the accomplishment of the ECC mission. The director's responsibilities include setting and implementing administrative policies, managing the day-to-day operations of the center, ensuring continued high-quality educational experiences, maintaining licensing, NAEYC accreditation standards, and currency in the field of early childhood education, facilitating observation/practicum experiences and research opportunities for University students and faculty, and developing and maintaining productive relationships with the School of Education Curriculum & Instruction Early Childhood Education department and the early childhood community.

### **10.5 Assistant Director**

This is a twelve-month administrative, with full benefits, reporting to the. A master's degree is required in Early Childhood or related field, accounting experience, and a minimum of three years early childhood experience is required. The assistant director's primary responsibility is to support and facilitate the accomplishment of the ECC mission. The assistant director's responsibilities include assisting setting and implementing administrative policies, managing the day-to-day operations of the center, ensuring continued high-quality educational experiences, maintaining licensing, NAEYC accreditation standards, and currency in the field of early childhood education, facilitating observation/practicum experiences and research opportunities for University students and faculty, and developing and maintaining productive relationships with the School of Education Curriculum & Instruction Early Childhood Education department and the early childhood community.

### **10.6 Office Support Associate**

Under general direction and direct supervision of the Assistant Director, the Office Support Specialist will perform a variety of tasks at the Early Childhood Education Center (Center). These tasks include but are not limited to the duties of accounting, record keeping, purchase and receiving, payroll, technical assistance, mail delivery, receptionist and building security. The Office Support Specialist is an integral part of the Center management team and is responsible for assisting the Assistant Director in all aspects of Center management. Two years of general office and clerical work experience. Preference will be given to those with prior experience in childcare programs.

### **10.7 Hiring Documentation (10.E.02; 10.E.04)**

At the time of hire, each teaching or administrative staff employee (and long-term volunteers) must complete or provide documentation that includes:

For DCFS:

- Letter of application, resume or vita (Teachers, Administrative staff,)
- DCFS authorization for background check (CFS 718)
- Information on person employed at child care facility (DCFS 508-1)
- Acknowledgement of understanding concerning prohibition of corporal punishment (CFS 452-3)
- Acknowledgement of mandated reporter status (CANTS 22)
- Medical report on an adult in a child care facility (initial TB; every 2 years CFS 602)
- Three personal references
- Driver approval (SIUE)
- Review
  - Child Care Act
  - Abuse & Neglected Child Reporting Act
  - Summary of licensing standards

For SIUE:

- I-9 employment eligibility verification including documentation
- W-4 tax forms
- ECC or SIUE Application form (teachers & assistant teachers (civil service), teaching assistants)
- Authorization for release of information

- Student employee compliance agreement (SECA) (teaching assistants)
- Annual Ethics certification of completion form
- 18 years of age
- Education qualifications required for position (transcript)

For ECC

- Playground safety rules
- Social networking policy
- ECC Emergency form

In addition, all new staff are given:

- Written job description with performance evaluation criteria for position
- Orientation packet
- ECC Policies and Procedures

At the time of hire, each employee signs:

- ECC Discipline Policy
- Confidentiality Agreement
- NAEYC Statement of Commitment (Ethical Code of Conduct)

Director, Assistant Director, Teachers, Assistant Teachers and Administrative Assistant receive an extensive orientation with Human Resources that includes information about the university, payroll procedures, benefits, retirement, sick and personal leave, and other personnel policies (10.E.06).

### **10.8 Personnel Policies (10.E.01)**

ECC administrators, Office Support Associate and teaching staff are classified permanent employees hired through Human Resources. Hourly student teaching assistants are hired through Student Employment.

ECC follows all SIUE personnel policies for:

Classified (permanent) employees (see Human Resources Webpage for access to the policies listed below as well as all policies governing all employees at SIUE)

- |                                      |                                  |
|--------------------------------------|----------------------------------|
| • Benefits                           | • Hours of work Policy (HR)      |
| • Compensation                       | • Reduction in Force Policy (HR) |
| • Family & Medical Leave Policy (HR) | • Holiday Schedule (HR)          |
| • Leave Benefits Policy (HR)         |                                  |

Student Employees:

- Graduate Assistantships (Graduate Office)
- SIUE Student Employment Manual (Student Employment website)

### **10.9 Accident and Liability Coverage**

All adult staff members are included in the SIU insurance umbrella. ECC contracts annually through the SIU Risk Management Office for accident and liability insurance for the children enrolled (10.B.02).

### **10.10 Financial Policies (10.C.01—0-3)**

As part of SIUE, all the program financial operations and reporting are coordinated through various campus departments:

Financial Affairs  
Budget Office  
Vice Chancellor for Student Affairs office  
Bursar's Office

Payroll, Budget, & Financial Reporting:  
Payroll and Internal Time records are handled in conjunction with Human Resources and Banner employment information system.

Time Sheets (HR system)  
Payroll (Banner)  
AIS for financial reports (Financial Affairs)  
Banner System  
Annual Budget submission (Budget Office)  
Payment report (Bursar)

**ECC Tuition:** Parents sign a parent school agreement each semester that describes the following policy and collection procedures. Families are guaranteed the rate/schedule approved at the time of annual registration and schedule change requests will be considered on a space-available basis, but not guaranteed.

Continuous registration, including payment of a non-refundable deposit is necessary from one academic year to the next to maintain reservation enrollment spaces at ECC (break weeks and summer sessions are optional). No refunds are given due to days missed for illness or other missed days.

End of the calendar year tax statements are distributed by January 30. The federal identification number is available on request.

The operating hours of ECC are 7:30 AM-5:30 PM with half-day pick-up at 12:30 PM. It is the parent/guardian's responsibility to escort the child to the classroom on arrival, and pick up the child within this time frame. Repeated violation of this policy may result in additional late fees or disenrollment.

Families are responsible for timely payment of tuition according to the current fee scale. Monthly tuition payments are due on the first school day of each month. Payments are made directly at the Bursar's office and may be made by cash, check, or electronic banking draft. Checks should be made out to SIUE. Monthly billing statements are issued by the 15<sup>th</sup> of each month. CCAMPIS scholarship applications are available upon request. Illinois (DHS) Child Care Assistance Program (CCAP) is administered through Children's Home & Aid.

### **10.11 Purchasing (10.01; 10.03)**

All purchasing is done in compliance with University procedures through the Purchasing Office. The director, administrative assistant, and various teaching staff members are authorized for an institutional credit card (p-card) with varying purchase authorization amounts per current institutional policy. The Assistant Director serves as the P-card manager and approver. SIUE p-card managers and approvers are randomly audited for record-keeping accuracy and adherence to purchasing regulations. Consumable

items are ordered if available, through Office Max. The University maintains vendor contracts for copying equipment and office supplies. Most classroom materials, equipment, and supplies are ordered through reputable early childhood catalog vendors. Meal, snack and food items are obtained through Dining services or locally. University policies that apply to purchasing and inventory maintenance include:

Procurement Procedures  
P-Card Manual (Procurement)

Inventory Control Procedures  
(Procurement)

### **10.12 Program Monitoring, Evaluation and Strategic Planning**

On-going program evaluation and long-term planning activities include input from families, staff, and other university and community stakeholders. Reports and aggregate data are posted.

Regular activities include:

- Completion of the NAEYC Annual Report (analysis of strengths and weaknesses)
- Completion of the Annual Report (reporting of activities and program data)
- Analysis of NAEYC Parent and Staff Surveys (analysis of reported strengths & weaknesses)
- Completion of an annual Action Plan (reporting of prioritized goals, needed resources)
- SIUE Strategic Planning (thorough analysis of mission and resources, identification of long-term goals and needs).

Acknowledgements: The SIUE Early Childhood Center acknowledges and credits the following in the development of this document: The College of Charleston N.E. Miles Early Childhood Development Center, Season by Season the Year Unfolds, A Guidebook for Developing an Intentional Culture in Early Childhood Programs by Ann Palo.