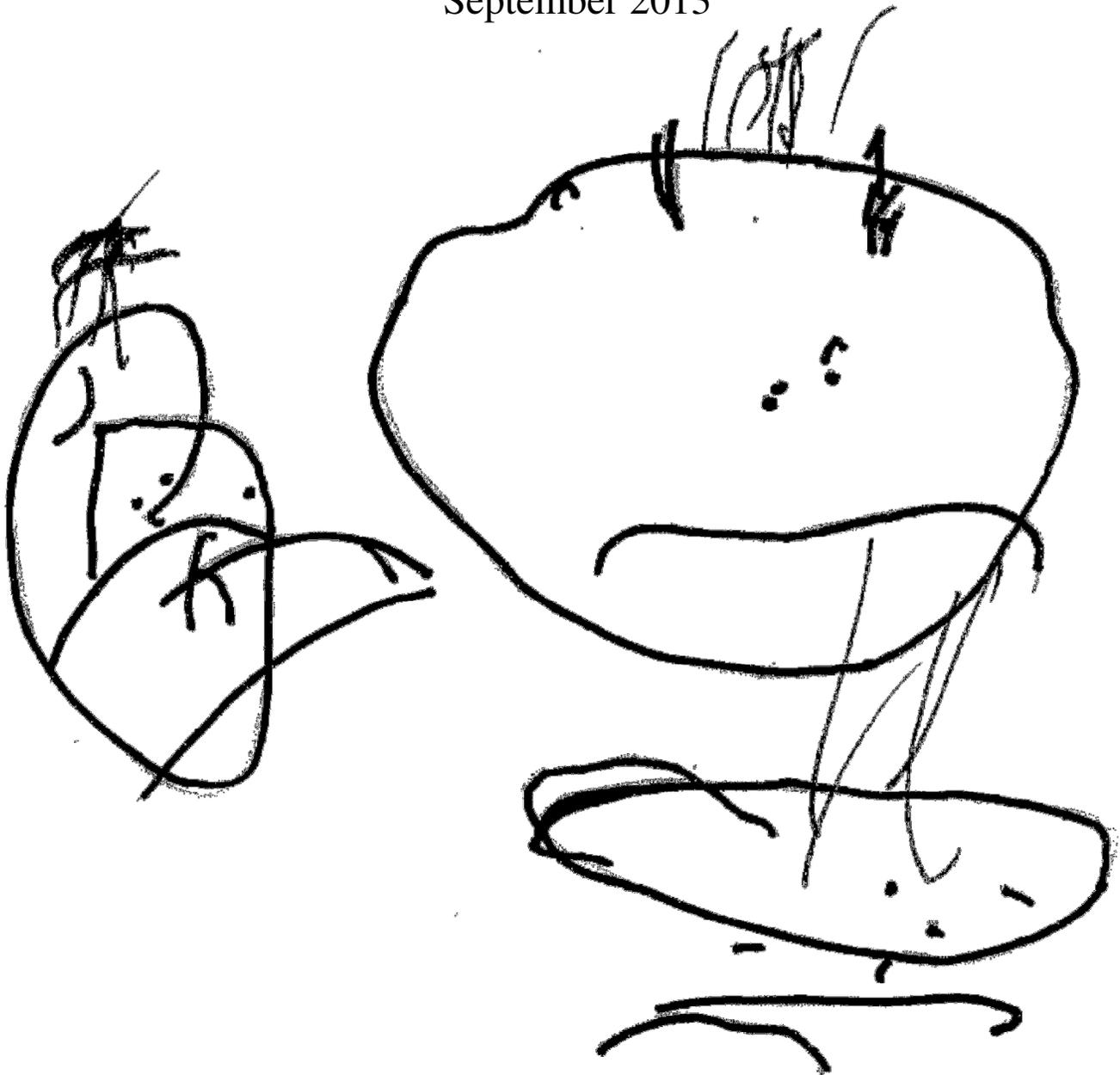


CCSC's Best Practices

September 2013



Curriculum Plan for CCSC

At the core of CCSC's curriculum is the relationship between children and teachers. This relationship is characterized by deep respect for each child as a unique human being. The evidence of this relationship is shown through caring individualized support, positive encouragement, affection, frequent eye contact and communicating at the child's level. Every child must have relationship with consistent teachers whom the child can rely on for support, guidance and nurturance. Teachers build strong relationships with children and their families to work as a team to support the children at CCSC.

Children are encouraged to respect others and to the best of their ability, to care for one another. They will be encouraged to recognize the impact of their actions both positive and negative on others. They are asked to listen to their friends' communication and develop an understanding and empathy for the feelings and thoughts of others.

Throughout the majority of the day at CCSC, children will have time for play. Classroom schedules allow for long periods of time for children to make choices about what materials to engage in, whether they play within a group or independently, directing their play-based on their interests and growing skill base.

The variety in the curriculum requires teachers, assistants and parent coopers to engage in individualized ways with children. Some aspects of the curriculum, particularly those relating to social competence and self-regulation are taught through daily, informal interactions between teachers and children, as well as interactions between peers.

Preparing the Environment and Experiences

Our classroom environments will be intentionally and thoughtfully prepared and the daily experiences generated by teachers based on children's interests and skill levels are informed by observations of children. Each classroom's daily routine is predictable and yet flexible enough to accommodate individual needs and rhythms. Environments and experiences reflect cultural elements from the homes and lives of the children and teachers in the classroom.

Teachers are responsible for creating and planning experiences that facilitate the development of the social – emotional, cognitive, language, physical development and other areas of growth that in turn reflect the interests and the abilities of the children in our care. Children choose which experiences they would like to join in. The classroom experiences provide the atmosphere for active and quiet play both indoors and outdoors.

Competencies and interests are noted and recorded as teachers observe children's play and participation in daily routines and experiences. Observations are used to develop a deeper understanding of children's interests, to generate ideas for ongoing curriculum planning and for assessment purposes.

Parents will be informed about the curriculum. This may be done through newsletters, daily classroom postings, emails or other methods. Classroom projects may be extended as children continue to show an active interest in them and will end when the children are no longer interested.

The Creative Learning Process

An important aspect of our curriculum rests on the belief that children should be allowed to take control of their work. As human beings, children possess a hundred languages, a hundred ways of thinking, of expressing themselves, of understanding and encountering others. The hundred languages are a metaphor for the extraordinary potentials of children, their knowledge-building and creative processes, the myriad forms which life is manifested and knowledge is constructed.

At CCSC we believe that children are creative, competent and resourceful! From an infant to a graduating preschooler from our program, we believe that children are capable of conveying what they need. Whether a look, a cry or simple gesture, they have the ability to grasp our attention, so that we can assist them with their needs and intentions. As they grow, children are able to engage in play and find items to meet their needs, whether it be their thumb to suck on, the ability to roll or crawl over to the toy they desire or as a young child the verbal ability to tell another child that they are not done working with a specific toy...children find ways to meet their needs.

Sometimes, as adults, we want to encourage children by helping them develop skills. Unfortunately, this can inhibit their interest in exploring, taking risks and eventually building their skills. Infants, toddlers and twos typically are exploring materials rather than building representational objects. It is important to allow children to use materials with all of their senses (For very young children, this includes putting them in their mouth! We take care in choosing non-toxic paints, clays and other art mediums so that children can explore in this way.) Even these young children are exploring lines, texture, weight, smell, as well as fundamental abilities of the medium that they are working with. As a child's familiarity with blocks, paint or clay grows, their physical skills develop and their thought processes become more complex, as they gradually attempt to do representational work.

We do not create models for children to copy, nor do teachers and other adults in the environment draw or build a child's requested ship, butterfly or castle. For example, when a child wants to make a tree, their idea of a tree may differ significantly from the adult's idea- after all, there are over 100,000 species of tree, so there are many choices when attempting to "make a tree". If a teacher provides a cut-out of a pine tree or draws a long trunk with a round, puffy top, the child does not have the opportunity to express their own idea of a tree. In most classrooms at CCSC, you will see a sign that says:

When you...
Draw it for me
Cut it for me
Put it together for me
All I learn is that you do it better than me.

This sign is a reminder to adults that a child can explore the medium that they are working with- crayons, paint, clay, legos, blocks or paint and figure out how to make the desired "tree" on their own, in their own time, with their own special signature! If an adult makes it for them, it could be the "wrong tree" or a confirmation that the teacher/adult is better at doing drawing, building or sculpting. An adult may support the child by asking open ended questions that lead to how the child might express their idea and how they might do it themselves...in the situation of the tree, the adult might ask:

What type of trunk does the tree have?
What do the leaves look like?
Can you find a picture of the tree that you would like to draw?
Do you think that would be a straight line or a bumpy line?

As children succeed, they build the confidence to try the next step and eventually may mentor another child through the process. It is crucial that children take risks, make mistakes and show persistence as they navigate through the learning process.



Social-Emotional Development

Children’s social and emotional development can be nurtured in many ways, formally and informally. First, the environment encourages both autonomy and self-control. Careful attention and arrangement of the environment is used to support children in developing a sense of trust and belonging. Children can feel safe and encouraged to explore not only materials, but also their relationships with peers and adults. They feel important and valued when others listen to them, seek out their ideas, and allow them to express themselves.

The environment encourages both autonomy and self-control. Children learn to handle their feelings in acceptable, socially appropriate ways. When they are encouraged to make decisions for themselves, children experience a sense of control over their lives. They learn what they say and do is important and has an effect on others.

Competence and initiative are fostered by setting clear, age-appropriate expectations for behavior and by letting children know what is expected of them. Children’s concerns about doing things “right” diminish because they are encouraged to learn from their mistakes. To explore and to take risks.

Children develop a sense of trust when teachers:

- Follow a consistent schedule
- Carry through on announced plans and/or intentions
- Make authentic contact with each child during the day

Children develop a sense of competence when teachers:

- Reinforce and value their play
- Give them developmentally appropriate materials to engage with
- Provide them with materials that support and challenge their abilities
- Support them by asking about their work, help them work through frustrations and see tasks through to completion

Children develop a sense of initiative when teachers:

- Provide them with ample opportunities for creative expression
- Allow them to explore the environment freely
- Permit them to get messy during sand, water or art activities
- Encourage imaginative play
- Allow them to work independently and promote problem solving and risk taking

Our focus is on providing daily opportunities to understand and regulate emotions, experience pride and success with learning activities across domains, resolve conflict and ultimately, become productive members of the classroom. Children are encouraged to show respect for themselves, peers and adults.

Program Goals and Objectives for Socio-Emotional Development

- To experience a sense of self-confidence
 - Identify oneself as a member of a specific family and cultural group
 - Feel proud of one's heritage and background
 - Demonstrate confidence in one's growing abilities
 - Demonstrate increasing independence
 - Stand up for one's rights
- To exhibit a positive attitude toward life:
 - Demonstrate trust in adults
 - Be able to separate from parents
 - Demonstrate interest and participate in classroom activities
 - Participate in routine activities easily
- To demonstrate cooperative, pro-social behavior
 - Seek out children and adults
 - Understand and respect differences
 - Accept responsibility for maintaining the classroom environment
 - Help others in need
 - Respect the rights of others
 - Work cooperatively with others on completing a task
 - Negotiate with peers
 - Resolve conflicts constructively

Cognitive Development

How Children Learn to Think

We believe that children learn by doing. Through active involvement with their environment, children attempt to make sense of the world around them. They learn by observing what happens when they interact with materials and other people. Children engage in activities such as block building, painting or dramatic play, adding pieces of information to what they already know and thereby generating new understandings. Children learn simple concepts and then use these concepts to grasp more complex ideas.

Young children view the world concretely, and as they mature, their view changes. What they know at any given point will depend on the first-hand experiences they have had. By interacting with the physical environment (indoor and outdoor) and their social environment (other children and adults), they continually broaden their frame of reference.

The Role of the Environment

Piaget believed that all children learn through active exploration of their environment, beginning in infancy. By grasping, rolling, pounding, smelling, sucking and crawling around and over everything they come in contact with, our infants and toddlers discover that objects have weight, volume, color and texture.

During the preschool years, children add to what they have learned in these earlier explorations. As children's learning and thinking expands, their environment plays a critical role. The richer the environment, the more concrete opportunities there are for children to learn by interacting with materials and people. Part of the teacher's role is to create an environment that invites children to observe, be active, make choices and experiment.

We maintain an environment that encourages open-ended play with basic materials that may be adapted to meet a broad spectrum of developmental needs and interests. Teachers intentionally prepare the classroom to invite children to explore, create and eventually master skills in a variety of areas including gross motor, fine motor, language, math skills, literacy, science, creative expression and art appreciation, personal care and social/emotional development. Teachers carefully select materials and plan experiences that cultivate learning across all areas of development over time.

CCSC teachers incorporate safe, engaging experiences and materials that nurture children's natural emerging abilities. For infants, this may be providing soft, clean crawling space and engaging objects for exploration, for preschoolers, it might require an intricate obstacle course that presents physical challenges. Materials and experiences that promote physical development will change with the age of the child.

Development of Language

Language development begins during the first few months of life. Infants respond to the language of their world. They will listen to the sounds they hear around them and notice differences in timing, rhythm and pitch. Infants need to hear lots of speech before they develop their own. By three or four months, infants begin to produce their own sounds, they coo and babble. At around 9-12 months, babbling peaks. At 10-15 months, most infants can understand and respond to a number of words. They start using words to name objects and people in their world. Children begin to make sentences by putting two words together and later add adjectives and negatives to express their ideas. By listening to adults and older children talking, young children gradually expand their vocabularies.

Preschool children supplement what they have learned through these early experiences. They develop the ability to talk about their observations and experiences as they explore their world. Their environment becomes larger and richer as they learn to understand others and express their ideas more effectively. However, the world they learn about through language only makes sense if the words are connected to real life experiences. Young children must have first-hand contact with the world they hear about if they are to understand what is being said.

Learning to Classify

During the early childhood years, children also begin to think in terms of classes, numbers and relationships.

They start to group things on the basis of one or more classifying schemes:

- Descriptive classifications (size, shape, color or other attributes)
- Generic classifications (animals, transportation vehicles, shells, plants)
- Relational classifications (toothbrush and toothpaste or shoe and sock)

These groupings are made as children physically manipulate real objects and discuss their actions. The ability to classify and organize information is a critical thinking skill that enables children to make sense of their experiences. Their early efforts to understand how things are related may not always be correct, but their ideas provide evidence of their thinking processes. By observing children and engaging in conversation with them teachers can determine how each child processes information. For example, when a child says to the father of a friend, "You can't be a policeman, you're a daddy," she is letting us know that she thinks that people who are classified as "daddies" can't also belong to another group labeled "policemen."

Developing Abstract Thinking Skills

Through the development of language and the ability to think in terms of classes, numbers and relationships, children acquire the foundation for such abstract skills as reading, writing and computing. Young children need many opportunities to play with authentic objects as they grow and CCSC emphasizes children's direct manipulation of materials so they can build their repertoires of experience. The curriculum gives teachers an approach to helping children learn to solve problems by providing each child with information gathering and questioning strategies. As children build their problem solving skills, they are better prepared for our increasingly complex world! They are more likely to be flexible in their thinking and able to use a variety of problem-solving techniques.

Program Goals and Objectives for Cognitive Development

- To acquire learning and problem-solving skills:
 - Demonstrate an interest in exploring
 - Ask and respond to questions
 - Show curiosity and a desire to learn
 - Use planning skills
 - Observe and make discoveries
 - Find more than one solution to a problem
 - Apply information and experience to a new context
 - Use creativity and imagination
 - Persist in tasks
- To expand logical thinking skills:
 - Classify objects by similarities and differences
 - Put together objects that belong together
 - Recall a sequence of events
 - Arrange objects in a series
 - Recognize patterns and be able to repeat them
 - Increase awareness of cause and effect relationships
- To acquire concepts and information leading to a fuller understanding of the immediate world:
 - Demonstrate an awareness of time concepts
 - Identify names of objects and events
 - Make comparisons
 - Use words to describe the characteristics of objects
 - Identify the roles people play in society
 - Identify relationships of objects in space
 - Count to correct sequence and match one-to-one
- To demonstrate skills in make-believe play:
 - Assume a pretend role
 - Make-believe with objects
 - Make –believe about situations
 - Sustain play
 - Interact with other children
- To expand verbal communication skills
 - Recall words in a song or finger play
 - Follow simple directions
 - Use words to explain ideas and feelings
 - Talk with other children during daily activities
 - Make up stories
 - Participate in group discussions
- To develop beginning reading skills
 - Engage in books in the classroom and outdoors
 - Demonstrate knowledge of how to use books
 - Listen to a story and explain what happened
 - Predict outcomes
 - Recognize pictures and text on a page
 - Understand the roles of the author and illustrator

Physical Development

Physical development is sometimes taken for granted in early childhood education. We assume children will progress through a predictable sequence of stages and acquire predictable skills. To a certain extent, this is true; however a number of factors can promote or slow down physical development. Normal physical development relies on good health, proper nutrition and a safe environment. Proper nutrition is crucial to both mental and physical development. During these years, children need well-balanced meals and snacks that are high in nutrients and low in fats, salt and sugar.

Many health problems can be identified through a screening process. Disabilities or developmental lags, chronic conditions and fatigue will effect development and should therefore be diagnosed and treated to ensure optimal growth. Teaching staff should observe and document information about children's physical development to support early intervention or providing more challenge as needed.

Gross Motor development is built through running, throwing, catching, climbing, pulling, carrying and balancing. Teachers introduce both indoor and outdoor experiences that will offer opportunities for children to build these skills on an ongoing basis. By offering encouragement, guidance, reinforcement of efforts and accomplishments, as well as a safe space, adequate equipment and time for children to practice skills, children will be challenged and able to build their gross motor skills in our program

Fine motor skills may be enhanced through daily experiences of building block towers, molding clay or playdough, using scissors or tongs, drawing with crayons, writing and painting. As children gain control over their small muscles and learn to coordinate movements, their work will reflect their increasing skills. From making scribbles and marks on a page, their work will gradually begin to look more and more like real objects. Children usually choose to experiment with letters and by the time they graduate from our program, most children can write their name and often even more words. The environment and experiences planned each day should allow children to develop and practice their fine motor skills as they become developmentally ready and interested.

The gross motor and fine motor skills developed in the early years, lay the foundation for cognitive abilities in reading, writing and math. As children learn what their bodies can do, they gain self-confidence as well. The more they can do, the more willingly they try new and increasingly challenging tasks. This positive attitude means that children are more willing to try out new skills without fear of failure. It also supports a positive attitude toward growing and learning in other areas of development.

Program Goals and Objectives for Physical Development

- To enhance gross motor skills:
 - Use gross motor skills with confidence
 - Walk up and down steps
 - Run with increasing control over direction and speed
 - Use large muscles for balance
 - Catch and throw objects in the intended direction
 - Ride and steer a tricycle
 - Climb up or down equipment without falling
 - Balance on a scooter
- To enhance and refine fine motor skills:
 - Coordinate eye and hand movements
 - Use small muscles to complete tasks and for self-help skills
 - Use writing and drawing tools with increasing control and intention
- To use all senses in learning:
 - Demonstrate skill in discriminating sounds
 - Demonstrate visual discrimination skills
 - Discriminate by taste and smell
 - Discriminate difference in texture

Health and Safety

Outdoor play

Children will have opportunities to play indoors and outdoors each day. In TKP, LKP and BKP classrooms, 3 hours of outdoor time are recommended for children in full day care.

To protect against cold, heat and sun injury, the program encourages children to wear clothing that is dry and layered. For rainy days, children are encouraged to bring rain boots and a waterproof jacket to allow them to play outdoors comfortably. If a child gets wet, the teacher will support the child to change into dry clothing. For cold weather, children may have jackets and hats to allow them to comfortably engage in play for extended periods.

During most days, children have the opportunity to play outdoors. Shaded areas are provided in each yard-via covered patios and awnings or ample shade from the surrounding trees. When in the sun, children wear protective clothing and/or sunscreen/sunblock. Parents are asked to apply sunscreen each morning. Teachers will apply sunscreen as needed during the day. Sunscreens with UVB and UVA protection of SPF 15 or higher are applied to exposed skin (must have signed *Authorization to Apply Sun Screen* form).

We believe that outdoor play is essential for children's health and development. If a Spare the Air Day is declared for our area, with a reading of 101 AQI (Air Quality Index), children that have respiratory problems will play indoors. If we are notified by the Stanford Alert System of an environmental concern, classrooms will be notified to keep all children indoors.

During days with bad weather, poor air quality or other circumstances do not allow for children to play outside, children should be given opportunities in their classroom for large muscle, active experiences. Large muscle play may be encouraged through dance, organized games or special equipment that allows children to move freely in the indoor space or under the covered patio areas.

During outdoor time, water play is often offered as a choice for children. CCSC takes precautions to ensure that water play does not spread infectious disease. Children should not drink water from the water table. Children with sores on their hands are not permitted to participate in water play. Fresh potable water is used, and the water is changed when the activity period is completed. Water should be drained each morning and each afternoon and not shared between outdoor play areas. Water play must be supervised at all times.

Going For Walks with Children

Staff are encouraged to take children on walks around the Stanford Campus. There are many beautiful spaces for the children to explore within the University grounds. Depending on the age group, teachers may need to determine how to make the walk safe for all. For some groups, it may require an additional teacher to help with children that walk slower, for infants and toddlers, strollers and buggies may be used.

When going for a walk, teachers must follow the following procedure:

1. Bring the Red Emergency Backpack with you.
2. Call the sub-line (462-8870) prior to leaving with the following information:
 - a. A cell phone number where you can be reached
 - b. Information about your route
 - c. What time you expect to return
3. Leave a note on your whiteboard for parents that may arrive while you are off campus with your phone number, destination and expected time of return

If teaching staff want to plan a field trip that requires motorized transportation (parent drivers, Margarite shuttles), at least 2 weeks prior to the event, approval must be obtained by the Program Coordinator and/or the Executive Director.

Diaper Changing Requirements

CCSC uses disposable diapers and “pull-ups” for children. If a child has a medical condition that does not permit their use, a physician’s note will be needed to make an accommodation to use cloth diapers*.

- For children who are unable to use the toilet consistently, the program makes sure that:
 - Clothing that is soiled by urine or feces are immediately placed in a plastic bag (without rinsing or avoidable handling) and sent home that day for laundering.
- Staff check children for signs that diapers or pull-ups are wet or contain feces at least every 2 hours when children are awake and when children awaken from a nap.
- Diapers are changed when wet or soiled.
- Staff change children’s diapers or soiled underwear in the designated changing areas and not elsewhere in the facility.
- Each changing area is separated by a partial wall or is located at least three feet from other areas that children use and is used exclusively for one designated group of children.
- Teachers will “glove up” for **each** diaper change- (“glove up” requires gloves on both hands).
- Teachers will remove gloves when working with clean diapering materials and clothing.
- At all times, caregivers have one hand on the child when the child is being changed on an elevated surface.
- Changing procedures will be posted and staff will follow changing procedures.
- Soiled diapers are placed in a plastic bag with a secured tie and placed in a closed trash can.
- Trash cans that hold soiled diapers and diapering materials are kept closed (have a lid that opens and closes tightly by using a hands-free device e.g., a step can) and are not accessible to children.
- Staff members whose primary function is preparing food do not change diapers until their food preparation duties are completed for the day.

Surfaces used for changing, and on which changing materials are placed are not used for other purposes, including temporary placement of other objects, and especially not for any object involved with food.

*For children who require cloth diapers, the diaper has an absorbent inner lining completely contained within an outer covering made of waterproof material that prevents the escape of feces or urine. Both the diaper and outer covering are changed as a unit.

Handwashing Requirements

1. Staff members and those children who are developmentally able to learn personal hygiene are taught hand-washing procedures and are monitored.
2. Staff assist children with hand washing as needed.
3. In situations where sinks are used for both food preparation and other purposes, staff clean and sanitize the sinks before using them to prepare food.
4. Children and adults wash their hands using liquid soap and running water, rubbing hands vigorously for at least 10 seconds, including back of hands, wrists, between fingers, under and around any jewelry, and under fingernails; rinsing well; drying hands with a paper towel.

Children and adults wash their hands:

- On arrival for the day to limit the spread of infection
- After diapering or using the toilet (use of wet wipes is acceptable for infants)
- After handling garbage, cleaning or dealing with body fluids (e.g., blowing or wiping a nose, coughing on a hand, diapering, assisting with toileting)
- Before meals and snacks, before preparing or serving food, or after handling any raw food that requires cooking (e.g., meat, eggs, poultry);
- After playing in water that is shared by two or more people
- After handling pets and other animals or any materials such as sand, dirt
- When moving from one group to another
- Before and after feeding a child
- Before and after administering medication

Staff do not use hand-washing sinks for bathing children or for removing smeared fecal material.

Additional precautions for dealing with contaminated materials:

- Staff wear gloves when contamination with blood, mucous membranes or openings in skin with potential of exposure to bodily fluids may occur.
- When spills of body fluids occur, staff clean them up immediately with detergent followed by water rinsing.
- Staff sanitize surfaces by using the procedures for sanitizing in the *Cleaning and Sanitation Frequency Table*.
- Staff clean rugs and carpeting by blotting, spot cleaning with detergent-disinfectant and notifying the cleaning team that rug cleaning is required.
- Staff dispose of contaminated materials in a plastic bag with a secure tie and then placed in a closed container.
- “Mouthed-toys” should be excluded from play and disinfected prior to returning them to the classroom.

Reporting Child Abuse/Neglect

All administrators and employees of CCSC are “mandated reporters” of child abuse. (*Statement Acknowledging Requirement to Report Child Abuse, Lic. Form 9108*) A mandated reporter who knows or reasonably suspects that a child has been the victim of child abuse or neglect must report the suspected abuse to the designated agency as soon as is practically possible by phone and shall prepare and send a written report within 36 hours of receiving information concerning the incident to Child Protective Services.

Abuse that must be reported includes physical injury inflicted by other than accidental means to a child, sexual assault or exploitation of a child, neglect, willful harm, injury or endangering a child and unlawful corporal punishment or injury resulting in a traumatic condition.

In cases of an immediate emergency, always call 911 for law enforcement intervention. Where the situation is not an emergency, staff should first notify their Program Coordinator, immediate supervisor, or the Executive Director or other administrator. If an administrator is unavailable, reports may be made to the Child Abuse and Neglect Center: 650-493-1186 directly. No supervisor or administrator may impede or inhibit an individual’s reporting duties, but will be a source of support during this critical time.

Nap Time

Teaching staff must supervise napping children by site at all times. Teaching staff must stay alert throughout the nap period.

Infants are placed to sleep on their backs, unless otherwise ordered by a physician. Infants will sleep in cribs or on nap mats. After being placed down for sleep on their backs, infants may then be allowed to assume any comfortable position. If a blanket is used at nap, it should only reach as far as the infant’s chest. The infant’s head should remain uncovered during sleep to prevent asphyxiation. No toys or other objects should be placed inside the crib. Sides of cribs should be checked to ensure that they are up and locked. When an infant wakes up and is taken out of the crib or gets off the nap mat, the sheet and bedding from the crib or mat will be removed and prepared for laundering. A fresh crib sheet will be placed on the mattress after the pad has been sanitized.

In TKP, LKP and BKP, crib sheets are brought in each Monday by the child’s family. Parents put the sheet on the mat at the beginning of the week, and at the end of the week, sheets are sent home for laundering. (The mats are color coded so that the same color be used against the floor. Bedding should be placed on the mat to insure this.) If the bedding is soiled prior to the end of the week, a teacher will put it in a bag and it will be sent home that day. The nap mat will be wiped down with disinfectant weekly or when soiled or wet.

Nap mats will be arranged so that they are at least far enough apart so that a teacher can comfortably sit between the mats. A child’s face needs to be at least 3 feet from another child’s face during rest time. (3 feet is measured from one child’s face to another child’s face, so placing children to sleep by alternating head and toe position should achieve three foot spacing).

Administration of Medication

CCSC requires that all medications administered by teaching staff are accompanied by a prescription or doctor's note. This does not include diaper creams, over-the-counter hand lotion or lip balm. (These may be administered per parent request, but must be kept out of children's reach and should have been used at home prior to using in the school environment.) Sunscreen may be applied with parent's written permission (see *Authorization to Apply Sunscreen*)

Children requiring prescription, over-the-counter medication or homeopathic remedies during the school day must have the appropriate paper work completed. Medication should be kept in a locked container. An *Authorization for the Administration of Medication* should be completed for each medication to be administered. Co-workers signature verification is required in the administration of all medication. Annually, teaching staff will have training by a licensed physician regarding the 5 rights for children receiving medication.

If a child has a condition requiring treatment with a nebulizer while at school, teachers will be trained on the equipment, by the parent or authorized representative and a licensing form should be completed and kept in the classroom for each teacher trained. (Lic form 9166 *Nebulizer Care Consent*) If a child has an ongoing Medical condition that may need special treatment, parents should complete an *Emergency Care Plan for Children with Special Medical Needs* form. This form should be kept in a visible space for quick reference, but confidentiality should still be maintained.

Snacks, Lunch and Bottle Feeding

Families provide snacks at CCSC according to the **CCSC Snack Handbook**. Parents will sign up for snack in their assigned classroom. Parents will prepare snack according to the **Snack Handbook**, however, if food needs to be cut into smaller pieces, to meet the requirements, staff will ensure that it is done. Please refer to the **CIP Handbook** for specific information regarding infant feeding and to the **CCSC Snack Handbook** for information about how families should plan and prepare snacks and lunches. Menus will be posted where families can review them at least one week in advance, but may be changed if the snack brought in differs from the one listed. A *Monthly Snack Sign-up* form allows parents to list what foods they plan to bring.

"Family Style" snacks are served with the children starting at about 12 months. "Family-Style" means that children sit at child size tables with age appropriate plates and utensils. During snack, all foods are prepared and placed on the table in small serving bowls with child-size serving utensils. Children serve themselves and pass the serving bowls to the other children at the table. They also have the choice of determining which foods to take and which foods to eat. "Family-Style" serving fosters independence by giving children the opportunity to make choices and build self-help skills. This experience also helps children respond appropriately to their own appetite.

During snack and lunch time, children learn to wait their turn to talk, listen respectfully and politely interrupt if necessary. Children learn to cooperate in a group by taking turns, sharing serving bowls and acknowledging and addressing each other's needs and conversations. Children also have opportunities to learn social skills like saying "Please" and "Thank you". "Family-Style" serving helps to bolster children's confidence as they are participating in grown up activities and making grown up choices. They also develop fine and gross motor skills, hand-eye coordination and timing by passing serving bowls and using serving utensils.

The adult's role at snack/lunch time is to:

- Encourage children to eat when they are hungry and stop when they are full. Children will not be forced to eat a particular food or to finish everything on their plate. Accept children's reactions to food and allow them the opportunity to take risks like trying something new or mixing foods together.
- Talk to children as they learn to wait.
- Address each child by name and encourage children to do the same.
- Help solve any mealtime issues that arise between children at the table. Model appropriate strategies for group cooperation.

- Encourage language development by discussing shared experiences from past events. It is important to involve children in mealtime conversation by facilitating discussions.
- Encourage children to say, “No Thank you” if they choose not to partake of something at the table.
- Expect children to spill. This is an opportunity to teach children how to clean it up and to help the child cope with disappointment.

Infants unable to sit, should be held for bottle feeding. Bottles are not propped at any time. Teaching staff offer children fluids from a cup as soon as the child is developmentally ready to use one.

Cow’s milk is not served to infants younger than 12 months and only whole milk is served to children ages 12-24 months, after 24 months, only 1% low-fat or non-fat milk is served.

Children must be seated during snacks and lunch. Children may not carry bottles, sippy cups, regular cups or food with them while crawling or walking. Children may not have bottles while in a crib, bed or nap mat.

For all infants and children with special feeding needs, teachers keep a daily record documenting the type and quantity of food a child has eaten and provides families with that information.

Allergies for children in each classroom will be posted in the eating area, in the food preparation area and written notification will be given to all families as a precautionary note in preparing classroom snacks.

Lunches will be prepared at home. All items that a parent has sent for lunch will be available choices for the child during their meal time. Candy will not be a choice for children at snack time or meal time.

Emergency Procedures

Emergency procedures are posted in each classroom near the primary emergency exit. Each staff member, cooping parent and volunteer should familiarize themselves with emergency procedures, exit routes and supply areas.

Fire Drills are conducted monthly and Earthquake drills are held quarterly.

Each classroom maintains an Emergency Backpack. Each backpack should have the following items safely tucked inside:

- Emergency Contact Information Binder-updated each month, or as children join or exit the program
- Current list of allergies
- First Aid Kit
- Medication and *Authorization to Administer Medicine for children with Severe Medical Conditions or Allergies*
- CCSC ID Wristbands
- Whistle
- Emergency Survival Blankets
- Water
- A small amount of Emergency Food
- Each teacher carries a CC2 key for CCSC to access buildings and gate locks

CIP Only

- *Baby Bottles*
- *Formula Sleeves*

CIP/TKP and LKP

- *Diapers and Baby Wipes*

LKP and BKP

- *Extra Underwear*

Exclusion Guidelines for Ill Children

Please refer to **CCSC’s Parent Handbook** regarding CCSC’s exclusion policy.

Guidelines for Supervision of Children:

- Preschool children should always be supervised by sight by a qualified-teacher at all times, especially in the bathrooms. (a qualified teacher may be a classroom teacher, assistant teacher or substitute with a minimum of 12 semester units in Early Childhood Education)
- Infants and toddlers must be supervised by sight and sound by a qualified teacher at all times.
- It is an expectation that all teachers should know how many children are signed into their classroom at all times.
- It is the teacher's responsibility to maintain teacher/child ratios at all times
- If you need to leave your area of supervision, ask someone to observe your area for you.
- Group projects should be adequately supervised based on the size of group and the activity that children are engaging in.
- If using equipment that children are not familiar with or could be potentially hazardous, more adults should support the work or the group size should be limited.
- When transitioning from indoors to outdoors or vice-versa, insure that all children have joined you and are not left alone.
- Help children use equipment safely.
- Parents may only be left alone with their own child.
- Never lift a child above your shoulders. If a child has climbed up to someplace high, they can be coached down.
- Adults will not play chasing games with children.
- Water activities need to be supervised at all times.
- If there are traces of animals present in the environment or plants that may be dangerous, notify an admin team member immediately.
- If you notice something out of the ordinary or any safety concerns, please let a teacher or admin team member know.
- If a child is injured, an *Injury Notification* form should be completed and the injury should be written in the classroom's **Daily Log**. Parents must be notified for any injury occurs to the head, face or may need medical treatment. If the child is taken to the doctor, an *Incident Report*, Lic. Form 624 should be completed within 24 hours for submission to licensing. If emergency medical treatment is needed, both the *Incident Report* and *NAEYC's 72 hour Notification Form* must be completed.

For Everyone's Safety, Be Aware of these Aspects of the Environment:

- When repairs need to be made to insure a safe environment, teachers should inform the administration team for follow up.
- Food allergies must be posted near meal and snack areas. Please review before serving food or beverages to children.
- Changing tables may not be used to store materials or for any other purposes than changing diapers/clothing.
- A cleaning contractor vacuums, mops, removes trash and cleans each evening and weekend. If you notice that any aspect of this service is unsatisfactory, notify the administrative team for follow up.
- Place all chemicals and other toxins in designated cabinets.
- A first aid kit should be kept outside and another in the emergency backpack
- Toys that have been in a child's mouth or otherwise contaminated, should be placed in a bin and later washed and sanitized.
- Adult scissors and knives are kept out of children's reach.
- All adult purses and/or backpacks and personal items should be stored off floor.
- All electrical outlets are covered and cords are not within children's reach.
- Floor coverings should be secured.
- Refrigerator temperature must be maintained at 45 degrees F or less.
- Food with expired dates should be discarded immediately. Each classroom's refrigerator should be cleaned out each Friday.
- All stored foods should be in sealed containers and will have a complete list of ingredients attached.
- Walkways should be kept clear to prevent slipping or tripping.
- Visitors to CCSC must check in at the administrative office before entering a classroom.
- CCSC is a non-smoking campus!

Working with Families

Welcoming New Children to the Classroom

When new families join our community or transition into a new room, it is important for families to feel that their child is welcomed into the classroom and the teachers are prepared for them. Teachers are typically notified of a new enrollment or transition 2 weeks-1 month prior to the child's start date.

Transition visits will be arranged by the parents and the teaching team for the two weeks prior to the child's start date in the classroom. This time is important for the transition into our program for children, parents and teachers. Transition visits give children an opportunity to see the environment, meet the teaching staff and hopefully find a toy, teacher or another child that they connect with, so that their first day will be easier for them because they have made a connection. For parents, it is a time to familiarize themselves with teachers, routines and figure out what the program is really like! For teachers, this is the first opportunity to start a relationship with the parents and learn more about the child's interests, family and personal needs.

Families are required to do a minimum of 3 visits, but some want to have more. A morning visit, lunch-time visit and afternoon visit are usually scheduled to allow the child and parent to have an opportunity to see the program in action and meet the teaching team. During these transition visits, it is important that the teaching staff in the classroom make time to discuss the classroom culture and routines as well as listen to parent concerns and answer questions. When the child has their first day in the program, it is important that the child and parent see the child's name and feel like they have a place in the classroom. Each child should have:

- A cubby
- A parent mailbox
- Name on the Sign-in Sheet
- A nap-mat (for TKP, LKP and BKP)
- Fridge and Dry food basket (CIP)
- If Applicable: add to the allergy list

Some classrooms have "saving tags", name boards and more areas where it is important that new children and their parents see the child's name and/ or photo.

Within the first 2 weeks of starting in the classroom, each child's family will have an "Intake Conference" scheduled. This conference is an opportunity for teaching staff to learn more about the child and the family. In some cases, a home visit will be done instead of an "Intake Conference".

Parent/Teacher Relationships

One of our greatest strengths at CCSC is the strong collaboration between parents and teachers. CCSC was founded in 1969 as a parent cooperative center and it serves as the basis for our supportive community. As a parent cooperative center, our relationships with parents are not just morning and evening check-ins, but go deeper as parents work along-side teachers as partners. Bridging the gap between home and school and building a strong partnership supports each child's emotional growth and development.

These relationships begin when parents first tour our classrooms. First impressions are lasting impressions. When a parent sees a teacher engaging with children, listening to a child, supporting problem solving and skill building-they imagine that their child will be given the same respectful and nurturing care.

When families come for transition visits, teachers learn from the parent about the child entering their classroom, their family dynamics and culture, as well as their personal interests and needs. It is the classroom teacher's opportunity to start building a strong foundation for an ongoing dialogue with the parents. Teachers may share insights into how to make the transition most successful for the child/family or discover information in these initial meetings that will help teachers build relationships with the children.

Within the coop relationship, parents have the opportunity to observe and learn from teachers about how to engage with children, how to work through issues and how to manage an energetic group. By teachers

communicating with the cooping parent as a teammate, modeling expected actions and giving guidance for parents as they work on floor, parents develop a deep respect for the work that the classroom teachers do each day. As a cooper, in addition to learning about the classroom routines and how we believe that children learn best, the parent has a wonderful opportunity to see their child in another setting. They are able to observe their child and other children, and often learn about skills that their child has that they hadn't observed in the home setting.

As time goes by, through warm greetings each morning, daily check-ins, conferences, sharing meals at potlucks, enjoying community events together and working alongside one another on floor and at work days as partners, the parent/teacher relationship will deepen. As teachers and parents continue to collaborate through open communication, listening and respect, children, teachers and parents can be solidly supported by these strong partnerships! Often, because of the close bond the teacher and parent have made in the child's early years at CCSC, the relationship with family lasts long past a child's stay in the classroom or in our program... for example: our teachers have attended CCSC alumni's bar mitzvah's and college graduations.

Communication

As a parent cooperative center, it is part of our goal for parents and teachers at CCSC to work as a team to support the children each day. Teachers should engage with families to learn about children's interests, learning styles and developmental needs. Parents and teaching staff work in partnership for the care and well-being of the children. To strengthen the partnership between parents and teachers, parents' concerns and goals should be shared and considered when planning curriculum.

Teachers establish a partnership with parents in our cooperative environment to provide a seamless transition between home and school. Through transition visits, orientation meetings, daily check-ins, regular conferences, conversations at quarterly potlucks, during parent's coop times, at workdays and community events this partnership strongly develops. This is important, not only to become acquainted with and learn from families about their routines, cultural background and beliefs for their children, but also to incorporate family traditions and interests into the curriculum and the classroom environment throughout the year.

Teachers talk with parents each day and share information about their child's interactions and experiences. Usually, parents will talk with teaching staff at drop off regarding their evening or morning routines and at afternoon pick-up, teachers share stories about the child's activities and interactions from the day. Concerns and personal information should be discussed in a confidential setting rather than in front of children. A phone call or time off-floor, when there is adequate staffing may be arranged. Teachers encourage families to raise concerns and work collaboratively with them to work towards solutions. A conference may be initiated by either families or the teaching team at any time.

Regular conferences will be held with families at least twice a year. The first conference will be the family's Intake Conference and the second will be the Developmental Conference with a written developmental profile provided for the family. Developmental conferences are typically held in the spring, but for BKP children that are eligible for Kindergarten, these conferences are conducted in January/February.

To support families to be able to fully communicate about their child in a language that they can understand, the administrative team will help to arrange for an interpreter/ translator. A translator may be another family member, an older sibling, another staff member or a hired translator.

Assessment Plan

CCSC embraces the philosophy of **authentic assessment**. Our programs use different assessment tools and methods that are sensitive to the child's family culture, experiences, their abilities and disabilities, and home language. The methods for collecting information for a child's assessment will include, but are not limited to, anecdotal observations, children's work, as well as, conversations and interactions with teachers, peers and others. Children should be familiar with the tools and experiences that are being used for assessment purposes. Assessment data will be collected and organized over time. Information gathered will be used to drive the classroom curriculum and meet individual children's needs. Assessment is an ongoing process rather than an annual event

CCSC uses the DRDP* assessment in the CIP and TKP programs and assessments developed by our staff for the LKP and BKP programs. The assessment process and the information obtained is used to support teachers in planning their curriculum and to monitor children's progress in the program.

Each family has a developmental conference scheduled with the teacher or teaching team to discuss their child's progress each year, however, parents or teachers may arrange for a conference at any time to discuss a child's individual needs. Developmental conferences for CIP, TKP, LKP and 1st year BKP children are held in the spring. For BKP children eligible for Kindergarten, conferences are held in January/February. Parents are able to arrange the time for their assessment conference that best meets their schedule. Conferences must be sensitive to the family's needs – if a translator is needed for a conference or meeting, arrangements will be made.

During formal assessment conferences, teachers share information on all areas of children's development, learning and interests; including cognitive skills, language skills, social-emotional development, self- help skills, problem solving skills, health, and large and fine motor development. However developmental information may be shared during informal meetings with parents as well, (e.g. daily check-ins). Teachers also take time to explain the assessment tool with parents, the methods that information was obtained for the assessment and how we use the assessment information in our program. Conferences are always a time of dialog where parents and teaching staff can share information and observations that are important. This is also an important time for parents and teachers to collaborate to set goals and determine next steps for the child. Families should make the primary decisions about services that their child needs and advocate to obtain the needed services. Parents will receive a copy of the assessment, a second copy will be kept in the child's file.

Through observation, documentation and conversations with the teaching team and parents, program staff may suspect that a child has a developmental delay or other special need. This information is shared with families in a sensitive, supportive and confidential manner. Teaching staff will provide the parents with documentation and explanation for their concerns, suggest next steps and give information about resources that may be available for assessment purposes or general support. A child may need further assessment by specialized professionals/assessors-this may be requested by the parents or suggested by the teaching staff. Norm-referenced/standardized tests may be used when determining if a child is eligible for special services or when determining the overall benefits of our program. When partnering with other relevant providers, agencies or programs, CCSC must obtain written consent from the family before sharing information about a child.

The administrative staff has a current list of child and family support services available to assist families if their child has developmental delays, behavioral challenges or any other special needs. If a parent needs or requests a referral, the administrative team can either provide the teaching staff with the information or meet directly with the family to give them information on services in our area that may be a resource to them.

All teaching staff have responsibility in the assessment process. Ongoing observation and relationships with children support teachers to become familiar with the children in their room, improve curriculum and teaching practices, as well as, the environment.

Teachers should also familiarize themselves with the assessment tool used in their program. If a teacher does not understand any part of the assessment tool, teammates or administrative staff will assist them in becoming more familiar with the tool, how to implement it and interpret results.

CCSC staff is keenly aware of the importance of keeping confidential all assessment material within the classroom community. Keeping this confidentiality in mind, teachers may request consultation from their program coordinator or their colleagues regarding a child's progress. Assessment information will only be shared with the child's parents/legal guardians or with their signed consent.

*For the DRDP assessment, CCSC will regularly evaluate information received from the publisher about the standardization sample, procedures, scoring, reliability and validity to ensure that the results obtained are valid for our program's purposes.

Documentation of Learning

Comprehensive observation and documentation is fundamental to an effective curriculum, in which activities are developed based on children's developmental level and interests. Direct observation, listening to children's conversation during play and daily routines and documenting what we see and hear is fundamental to creating a curriculum that meets the children's interests and developmental needs.

Documentation and observation occurs daily. Documentation may be found in many different mediums, written anecdotal observations, photographs, video or samples of children's work may be used to document development, interests and behavior. Individual learning and skill development will be recorded, filed and referred to when each child's assessment is done. Information gathered will be shared with parents during daily check ins and during assessment conferences.

Photos and information of daily activities or projects may be shared via "Documentation Panels" or with parents via email. Documentation panels may be posted inside or outside the classroom so that children and adults may revisit experiences or learn about what is happening in the program. Parents are encouraged to read the Documentation Panels. This window into the children's day is an opportunity for conversation and better understanding and articulation of what is happening at school and creating a stronger tie between home and school life.

Teachers as Advocates

Teaching staff are often a resource for parents and children in the program. As members of CCSC and Stanford Community, as well as the Early Childhood community in the greater Bay Area, CCSC encourages teaching staff members to become engaged with events and opportunities around us.

In transitions within CCSC and as children prepare to make the next step to Kindergarten, teachers are encouraged to support families by developing basic understandings of the next steps including visiting opportunities, procedures and practices, as well as, helpful ideas on what might support a specific child or family in making the transition.

As part of the Stanford community, we have access to wonderful spaces for children to explore and a wealth of knowledge and talent that may be included in our regular curriculum. Teaching staff connect with and use these wonderful resources, as well as parents interests and professional experiences as an integral part of the curriculum and children's learning experiences. By becoming familiar with the cultural and community events in the area, teaching staff offer meaningful learning opportunities, or share the information with families so they can explore events and local areas of interest during weekends and evenings.

CCSC's teachers are encouraged to join NAEYC, NAREA, RAFT and other organizations that support early childhood education. Each regular staff may use their education fund for dues and fees for events. As members and participants in meetings, conferences and workshops, our teachers join a strong community of advocates for young children. Teachers are also encouraged to become leaders by participating in professional organizations like the

Palo Alto Child Care Advisory Committee or becoming a Mentor Teacher through the California Early Childhood Mentor Program, as well as other organizations in the area.

CCSC's administration team has developed a list of community resources for families with health, mental health, assessment and educational services available in our area. Teaching staff can support and encourage families to determine when services might be needed for a child and can be instrumental in guiding parents in this process. If a family is receiving services from a consultant, with parents written permission, teaching staff will work in partnership with these outside providers, to provide continuity in the child's care and support the child's growth.

Guidance at CCSC

Our goal is to foster respect for one's self and others. Discipline in our program is designed to promote the development of self-direction, self-control and socially acceptable behavior.

Position Yourself Wisely. Teachers should position themselves so they have a view of children in spaces beyond their immediate area. By maintaining a more "global" view of the room or play yard, they are better able to see interactions that are leading to conflict. Adults should sit with children as they work in program areas. By maintain close proximity, the adult present will have knowledge of the situation and the interactions that have lead up to conflict, therefore being better able to help children work through their issues that may arise.

Adult Conversation and Language. Adult conversation should be kept to a minimum and must be work-related. Personal business should be limited to time off-floor. Be careful of the language, never using words that you do not want the children to use. Swearing is prohibited. Conversation with children increases their level of language development. Always acknowledge and respect children's attempts at verbal interaction. Do not mimic or embarrass a child regarding pronunciation or an accent. Model appropriate speech for children and other adults on floor.

Use of "No". Children hear this word far too often and do not always connect it with the action or behavior being intervened upon. Always connect behaviors with the consequences. Alternative words are "Wait!" "Stop!" "I cannot let you do that because..." "Please do not...because..." "It is not OK to..."

Threats and Demands. Counting "1,2,3" while waiting for a child to perform a task or come in from outside is **not appropriate**. What happens when you get to three? Instead, give them a choice: "You can come here by yourself, or do you need me to come help you?" Let the child decide. Give a consequence when needed: "I will have to pick you up and carry you if you cannot come in with your own body." Then, make sure to follow through. Always use "I want you to..." when requesting; this allows for a better explanation of what is going on. For example: "I want you to come inside now so you can have lunch with everyone." In addition, never require children to perform or show off, such as: "Show us your dance". "Sing the song that you learned today." **Teaching staff and other adults on floor should never use threats, derogatory remarks, engage in psychological abuse or coercion, nor threaten to withhold food or a child's belongings as a form of discipline.**

Choices. Never imply a choice, if the child does not have one. Do not ask children to do something, if in the end they are going to have to do it anyway. (e.g. If it is dark and you need to bring everyone inside, do not ask if they would like to come inside. You can give choices like: "You can come inside by yourself or I can bring you in.") Always be clear about the reasoning behind your requests such as: "I want you to come inside with me so I can make sure you are safe" or "I can't keep you safe if you are not where I can see you." Give choices when they are available and part of a solution. Create choices whenever possible.

Many times, the use of logical consequences is most appropriate when a situation comes up. For instance, if a child spills milk, however, giving them a towel and allowing them to assist with clean up would provide an appropriate way to deal with the situation.

Helping Children to Problem-Solve. Examine each situation with fairness. Do not choose sides or insinuate guilt. Attempt to have each child tell the other child what happened for them. Concentrate on feelings and encourage empathy. Acknowledge anger and hurt. Allow children to make suggestions to solve the conflict. Make your own suggestions only if children cannot verbalize or are not able to come up with alternatives which are appropriate. If two children reach agreement which is appropriate but may not be what you would have suggested, **DO NOT INTERFERE!!!** Acknowledge their agreement and allow them to move on. Do not drag issues on and on...children will forget what they are discussing. Do make sure the children follow through on their agreement or start the process over. The model below suggests 6 steps to supporting problem solving with children.

Problem Solving with Children

Using conflict resolution approach to problems helps adults listen rather than only talk, and allows children the time to sort through diverse solutions and views.

- Approach
 - Approach the conflict, signaling your awareness and availability.
 - Get close enough to intervene if necessary and stop aggressive behavior.
- Make a Statement
 - Describe the scene: "It looks like you both want the ball."
 - Reflect what the children have said: "You both say you had it first."
- Ask Questions -Gather Data, Define the Problem
 - Draw out details, define problems: "What is happening here?" "What seems to be the problem?"
 - Help children communicate: "How did this happen?" "What do you want to tell him?" "How did that make you feel?"
- Generate Alternative Solutions
 - Help children think of ways to work this out: "Who has an idea of how we could solve this?"
 - Let children offer suggestions "We could take turns." "We could use it together." "We could tell her she can't play here."
- Agree on a solution
 - When both children accept the solution, rephrase it: "So you both say that you can work on it together." If a solution seems unsafe or unacceptable, you must tell the children. "It is not safe for both of you to stand up and ride the wagon down the hill together. What is another way you could agree on?"
 - We do not ask children to say "sorry" as a means for resolving conflict.
- Follow Through
 - Monitor the activity to make sure the agreement is going according to plan. If the decision involves taking turns, you may have to remind them of their agreement.
 - Make positive statements to the children who were in conflict, "It looks as if you solved your problem!"
 - Use the power of language to reinforce the idea that solutions can be found and that children are capable of solving their problems.

Use of "Good", "Bad", "Nice", "Mean" These words are labels and by using them we run the risk of a child internalizing who they are based on our use of "good girl," "bad girl," or "naughty child." Children cannot associate these labels with the specific behaviors we are disapproving of. Instead, try phrases such as: "I like the way you are helping, Mary"; "I do not like it when you hurt my body"; "It is not OK to... It is OK to..."; "I like it when you are my helper"; "I like the way you are listening"; "I don't like it when you yell at me." Use words that are not opinionated in order to promote positive social skills. Instead of "nice," use "friendly" or "gentle"; and instead of "mean," use "too rough" or "too loud." **Remember:** Emphasize the behavior or action, do not criticize the child!!!

Teaching Manners- Please, Thank You, and Sorry. Children four and under do not always understand the concept of these words and may tend to misuse or overuse them. Requiring young children to use these words in order to receive something or to superficially apologize is inappropriate. We want children to understand the meaning behind these words; overusing encourages the words to be used as quick fixes, like saying "sorry" after a child has hurt another child or broken a construction made by another. Adults should MODEL "please," "thank you" and "sorry" at appropriate times. Acknowledge the children when they make use of the words appropriately on their own.

Sharing. Children under the age of three should not be expected to share. We emphasize children taking turns, finding an alternative to the toy, and trading. If a child leaves a toy, that means they are finished with it and someone else may have a turn. An example of appropriate interaction regarding sharing is, "It looks as though Kelsey is not finished using that toy right now. Ask her for a turn when she is finished. Would you like me to help

you find another toy until she is done, or do you want to wait your turn?" Children should be encouraged to problem-solve together and agree upon a solution.

Asking for Affection. Do not ask children for kisses or hugs or to sit on your lap. If they want to be affectionate, they will approach you. If they are acting like they need some individual attention, be available, ask them if they want it, then respect their response.

Horse Play. It is a natural reaction to see children and want to pick them up and twirl them. **Don't.** Treat each child with respect. Lifting, tickling or twirling a child takes away their power and may even be frightening, because they lose control of their own balance.

Conversations with Children. Talking with children increases their level of language development. Always acknowledge and respect children's attempts at verbal interaction. Do not mimic or embarrass a child regarding pronunciation or accent. Teaching staff will model appropriate speech for children and other adults on floor.

Teachers will provide verbal support for children that do not yet have the verbal skills or are unsure how to explain their ideas or feelings. Simply saying "Use your words." to a child is not sufficient. The teacher must model and support the child in working through communication with peers and adults. Resolving of conflict should "go deeper: based on the developmental needs of the children.

The scenario below describes how a teacher might do this with a child just building their language skills:

Teacher to child: "Did he take your toy?"

Child: Nods "yes"

Teacher to child: "Tell him, I'm not done with the truck yet.' "

Child: Repeats teacher's words

Only soft, low voice tone is to be used in our classrooms. Never yell at a child or in front of a child. If you feel frustrated, ask another staff member to help. When setting limits, be close and at the child's eye level while using a firm, not harsh, voice. If there is an emergency you may need to raise your voice; however, this is the only exception.

Time Outs. CCSC does not use traditional "time out" within any of its child care environments or for any age group. At times, it may be necessary to remove a child from a situation because of the circumstances. This should be done only if a child has been given other opportunities to work out the problem and continues to behave in an inappropriate manner. The teacher should always follow through, if a child is removed from an area, in order to insure that the child is able to find something else to do. Many times, the child can make a choice to return to the activity when he/she has calmed down. Again, a teacher should follow through to insure that the child is working more successfully. Sometimes, children may need time to relax or gain control, but this is not to be used as a punishment. **CORPORAL PUNISHMENT, SPANKING AND PHYSICAL RESTRAINT IS NEVER TO TAKE PLACE.**

Important Things to Remember

- **Always** get on the child's level, kneeling, sitting or squatting. This eliminates the perception of dominance.
- **Never** miss an opportunity to interact with the children.
- **Do not involve yourself in adult conversation** when time could be spent interacting with children.
- Tone is **everything**. Never use a threatening tone, but a **firm** tone if needed.
- **Always** model the behaviors you are expecting of the children.
- **Focus** on each child, their feelings and level of development.
- **Relax** and enjoy yourself, you are taking an important role in the life of children!!!

Remember: It is important to always re-examine the issues at hand and back down from a power struggle whenever it becomes *your* issue as opposed to intervention for an inappropriate behavior. Parent participants and staff members should keep personal biases in check at all times.

Strategies for children with ongoing challenging behaviors

For children with persistent, 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.

Teachers will meet to determine how best to support a child that is struggling with an issue or behavior. This meeting should include teacher's observational notes and documentation of concerns. The discussion should include the following factors:

1. Patterns that teachers have observed that may trigger/accompany the difficult behaviors
2. If the same children seem to be involved on a consistent basis
3. What problem solving has been tried up to this point and the results
4. Other factors that may be contributors to the difficult behavior
5. The effect on the child and his peers

Teachers then develop a plan to support the child in the program. This plan may include a parent conference to team with the family and to bridge the child's home/school life. Program Coordinator, Executive Director or other support team members and professionals may be asked to join the team to provide a comprehensive plan for the child. Community resources may be introduced to support the child's needs.

Informational References:

Creative Curriculum , Edition 2008, by Dianna Trister Dodge

NAEYC Standards and Criteria for Self-Assessment, 2008 edition

Title XXII, State of California

Indications of PRESCHOOLS and INFANT-TODDLER CENTRES of the Municipality of Reggio Emilia, published by REGGIO CHILDREN, 2010

Additional credit goes to the writings and mumblings of previous and current CCSC Executive Directors, Administrative staff and Teachers.

Quick References for Criteria Met in this Document

Curriculum at CCSC

NAEYC 2.A.01, 2.A.03, 2.A.04, 2.D.01, 5.A.6, 7.A.03, 8.B.0
Title XXII 101230, 101430, 101439

Health and Safety

Outdoor play

NAEYC 3.D.01, 5.A.06, 5.A.07, 5.A.10, 9.D.03
Title XXII 101216.6, 101238.2, 101438.2

Diaper Changing Requirements

NAEYC 5.A.08
Title XXII 101239, 101439

Handwashing Requirements

NAEYC 5.A.09, 5.C.02, 5.C.03
Title XXII 101216, 101428, 101438.1

Reporting Child Abuse/Neglect

NAEYC 6.A.04
Title XXII 101204 A,B,C, D 101212

Nap Time

NAEYC 5.A.12, 9.A.01
Title XXII 101216.3, 101230, 101238.4, , 101239.1,101439.1

Administration of Medication

NAEYC 5.A.11
Title XXII 101173

Snacks, Lunch and Bottle Feeding

NAEYC 3.D.125.A.14, 5.B.03, 5.B.04, 5.B.13
Title XXII 101173, 101216, 101227,101427

Emergency Procedures

NAEYC 2.K.04
Title XXII 101174

For Everyone's Safety

Guidelines for Supervision of Children and, Be Aware of these Aspects of the Environment:

NAEYC 3.C.01,3.C.03,3.C.04,5.B.03, 5.A.08, 5.C.03, 9.C.06, 9.C.08, 9.C.10, 9.D.08
Title XXII 101216.3, 101216.5, 101227, 101231, 101238, 101238.2, 101416.5, 101427, 101429, 101438.1

Working with Families

Communication

NAEYC 4.E.02, 7.A.02, 7.A.03, 7.A.05, 7.A.06, 7.A.08, 7.A.09, 7.A.12, 7.B.01, 7.B.02, 7.C.02

Assessment Plan

NAEYC 4.A.01, 4.A.02, 4.B.01, 4.B.02, 4.B.03, 4.D.04, 4.E.05, 4.E.06, 7.B.03, 7.B.04, 7.C.03, 7.C.08, 8.A.01, 8.A.04
Title XXII 101226.3

Teachers as Advocates

NAEYC 7.C.03, 7.C.05, 7.C.06, 7.C.07, 8.A.02, 8.A.03, 8.B.01, 8.B.02, 8.B.03, 8.B.04, 8.B.05, 8.C.01, 8.C.02, 8.C.03, 8.C.05

Guidance at CCSC

NAEYC 1.B.09, 1.B.10, 1.E.01, 6.A.03, 6.A.04
Title XXII 101204 A,B,C, D, 101216, 101223, 101223.2, 101423.1

Strategies for children with ongoing challenging behaviors

NAEYC 1.E.01, 3.B.12, 7.C.03